



# Cognia Diagnostic Review Report

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Results for:  
Frederick Law Olmsted Academy North

Dec. 9-12, 2024

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# Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the institution’s adherence and commitment to the research aligned to Cognia Performance Standards. The Diagnostic Review process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. Cognia Performance Standards were developed by a committee composed of educators from the fields of practice, research, and policy. These leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

When this institution was evaluated, the Diagnostic Review Team used an identified subset of the Cognia Performance Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution’s learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

<b>Stakeholder Groups</b>	<b>Number</b>
<b>District-Level Administrators</b>	1
<b>Building-Level Administrators</b>	4
<b>Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)</b>	7
<b>Certified Staff</b>	23
<b>Noncertified Staff</b>	1
<b>Students</b>	8
<b>Parents</b>	5
<b>Total</b>	49

## 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:**

Frederick Law Olmsted Academy North staff members have created a positive and nurturing school climate, which is one of the school's most obvious and significant strengths. The Diagnostic Review Team noted that school personnel are responsive to their students' social and emotional needs and provide a safe and welcoming environment for stakeholders. Stakeholders shared that staff members take time to get to know students personally and want to see them succeed. Staff referred to students by name when speaking with them and were highly visible throughout the school, interacting positively with other staff members and students.

Stakeholder survey data indicated that while 94% of educators agreed/absolutely agreed that "at my institution, we think of everyone's safety when making decisions (3)", 95% of families agreed/absolutely agreed that "the adults think about children's safety when making decisions (3)" and 80% of students agreed/absolutely agreed that "the adults make decisions to keep us safe (3)." When asked which words they would use to describe the institution's culture (24), 64% of educators selected "safe" and 76% selected "welcoming" and "respectful." When responding to a similar prompt (22), 50% of family members selected "safe", 79% selected "respectful" and 76% selected "welcoming."

Student survey data indicated that 71% agreed/absolutely agreed that "the adults make us feel welcomed (1)", 75% agreed/absolutely agreed that "the adults treat us with respect (2)" and 74% agreed/absolutely agreed that "the adults show that they care about us (7)." According to students, they felt safe at school and were extremely proud of the facility enhancements made during the summer (e.g., quotes on walls, lockers, painted hallways). Interview data revealed that educators and students agreed that student behavior had improved. However, educators also reported a desire and need for consistency in implementing consequences for behavior infractions across the school. According to the Upbeat Report 24-25, school safety and order had mixed results. For example, 82% of teachers responded positively that "I feel physically safe at my school (17)" and 77% reported that "my school is a physically safe environment for students (18)." In contrast, 45% of teachers responded positively that "rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes (16)" and 45% responded positively that "disciplinary practices are applied fairly to all students at my school (19)."

The Diagnostic Review Team observed through an examination of artifacts and interviews that the school offers a supportive and inclusive environment for students. This is evident through various after-school activities, including Extended School Services (ESS), after-school tutoring, clubs and sports. The school also provides opportunities for students to earn rewards through programs such as positive behavioral interventions and supports (PBIS), The Swag Shop and Express Pass. The school barber shop, Thoughts Out Loud, allows students to receive haircuts during the school day and focuses on mental health and violence prevention. These programs and initiatives highlight the wide array of extracurricular and extended learning activities available, providing students with opportunities to join clubs, participate in sports, access academic support and receive emotional support. They are designed to empower students and cultivate a strong sense of pride and satisfaction in their success.

Students also have an opportunity to explore two pathways throughout their middle school career. A review of artifacts and stakeholder interviews revealed that all students have opportunities to rotate through Engineering



and Design and Culinary Arts pathways. These opportunities are in collaboration with partners such as Louisville and Jefferson County Metropolitan Sewer District, Equity and Community Partners, Verizon and a local chef. Additionally, students compile artifacts throughout the school year via their digital backpack, Journey to Success, and select pieces for their defense of learning in 8th grade to celebrate who they are as learners beyond grades and tests.

The Diagnostic Review Team recognized the school staff members' dedication to students as a strength. Stakeholders described the school as having a family atmosphere. Many staff members reported that they enjoyed working at the school and have established collegial relationships with other adults in the building. Stakeholder survey data indicated 85% of educators selected the word "collaborative" when responding to the prompt, "Which four words do you think best describe, in general, the interactions you experience with your colleagues (26)." While there are positive relationships and a sense of collaboration among staff members, stakeholder interviews revealed a clear divide between administrators and staff members. According to the Upbeat Report 24-25, collaboration and opportunities for leadership were identified as prevalent. For example, the Upbeat Report 24-25 showed that 86% of teachers responded positively that "teachers at my school do meaningful work together in teams (24)" and "there are opportunities for teachers to take on leadership roles at this school (39)." Conversely, 36% of teachers responded positively that "administrators at my school actively seek input from teachers when making important decisions (38)." These data align with interview findings, suggesting that while individual staff members collaborate freely through various methods, there remains a persistent perception of an environment characterized by a lack of trust in relationships between leadership, and staff.

While stakeholders expressed a willingness to do the hard work required to meet the needs of students and focus on continuous improvement efforts, interviews revealed that a lack of communication and miscommunication are impacting the school culture and creating barriers to demonstrating growth toward the school's goals. Likewise, interviews revealed stakeholders occasionally receive requests for their input through surveys. However, they are unsure how or if the responses are used in the decision-making process, contributing to the perception that they are not valued.

The Diagnostic Team reviewed the Frederick Law Olmsted Academy North's 2023-2024 turnaround plan, 2024-2025 comprehensive school improvement plan (CSIP) needs assessment and 2024-2025 Olmsted North CSIP Phase IV PD (professional development) Plan. All documents outlined a plan to increase the academic achievement levels for students as measured by the Kentucky Summative Assessment (KSA) by either providing professional development that will build teacher capacity or the employment of systems, processes or procedures that will serve as the vehicle to turn around the school's present levels of performance. Staff member interviews revealed that some professional staff members were unaware of the CSIP and the goals contained within the plan. Staff member interviews also revealed that some educators are unaware of the purpose of school initiatives implemented this year. The 2024-2025 CSIP needs assessment states that the instructional leadership team (ILT) meets monthly for vertical alignment, standards deconstruction and instructional planning. However, stakeholder interviews revealed that these meetings are not occurring as scheduled and are often canceled. Additionally, the plan indicates that professional learning community (PLC) meetings would occur weekly to review student academic data, instructional planning and assessment strategies and racial equity in instruction and classroom environment. However, stakeholder interviews revealed that these meetings are sporadic.

When asked about data used to inform instruction, most administrators and teachers referenced the Measures of Academic Progress (MAP) assessment as their main source of data. Stakeholder interviews and artifacts indicated the development and implementation of some formal common formative assessments; however, this process was in its infancy. Observational data also showed minimal use of classroom formative assessments. Stakeholder interviews revealed school administrators and teachers receive data from these assessments (i.e., common formative assessments, MAP); however, the Diagnostic Review Team found little evidence that these data were used to monitor and adjust instructional programming for students. The team identified a general theme of inconsistency and unclear expectations about how formative assessment data sources were to be used to



inform daily instructional practices. Staff interviews also revealed that instructional expectations were not clear and were inconsistent across the campus.

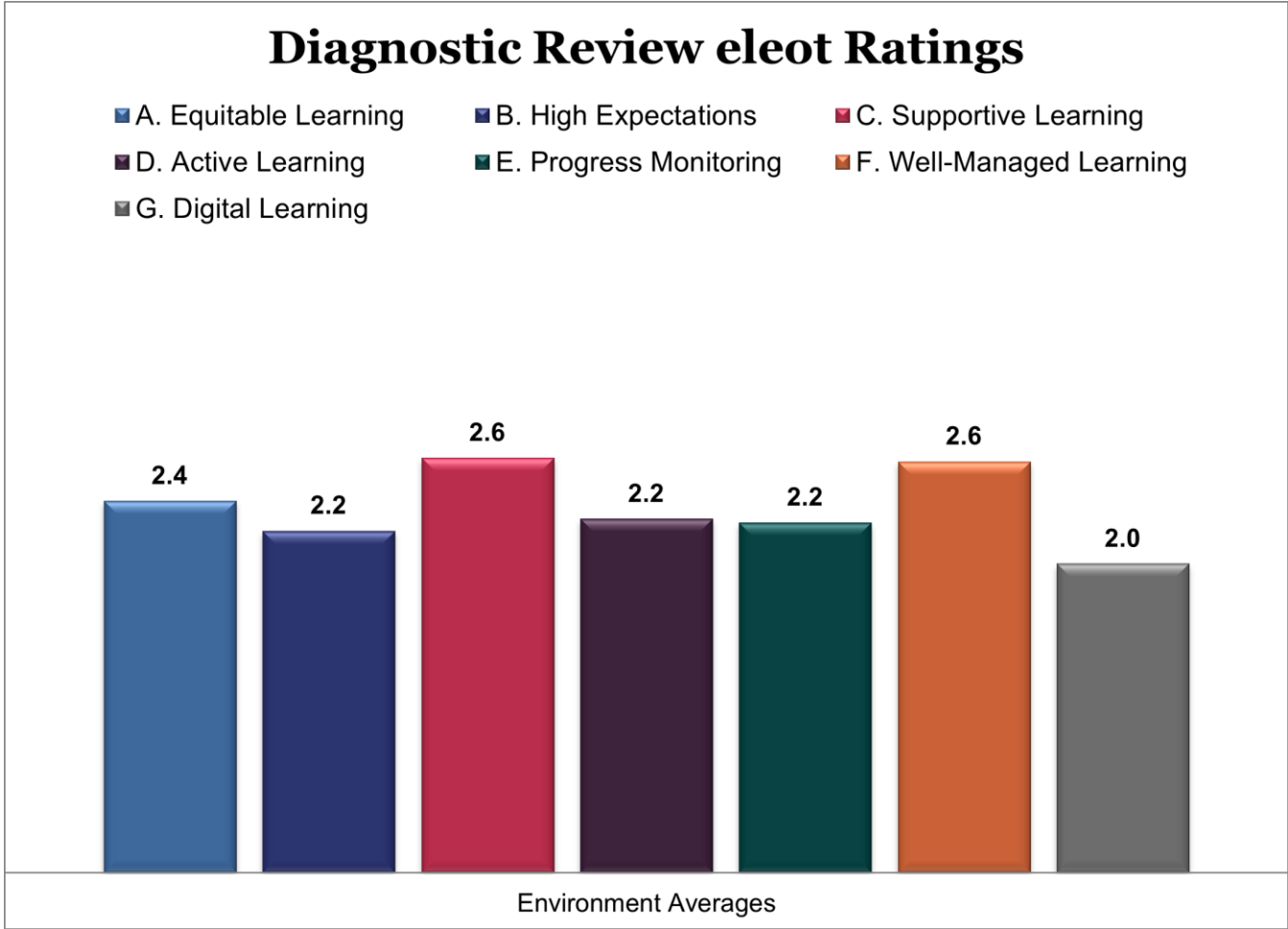
Additionally, stakeholder interviews revealed that lines of communication need to go two ways, as the school leader and educators expressed pervasive feelings of distrust, and many stated that their input was not considered when school decisions were made. The Upbeat Report 24-25 revealed 36% of teachers responded positively that “administrators at my school actively seek input from teachers when making important decisions (38).” Interviews indicated a need to ensure that all communication is presented in multiple forms and that all stakeholders are aware of school expectations. Stakeholders emphasized the importance of timely communication so everyone can plan accordingly. They specifically referred to emails as being the primary form of communication across the school.

The team noted the absence of a formal process for school leaders to provide teachers with meaningful and actionable feedback on their instructional delivery. A review of artifacts provided by the school revealed the lack of a formal process for classroom walkthroughs, including a walkthrough protocol, a process for school leadership to deliver feedback and coaching and expectations for implementing recommendations and instructional strategies presented during professional development.

# 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 22 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	2.0	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	36%	32%	32%	0%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	5%	23%	68%	5%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	5%	5%	86%	5%
A4	1.8	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions.	50%	18%	32%	0%
<b>Overall rating on a 4-point scale:</b>		<b>2.4</b>				

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.2	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	18%	41%	41%	0%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	9%	64%	27%	0%
B3	2.0	Learners demonstrate and/or are able to describe high quality work.	32%	36%	32%	0%
B4	2.2	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	14%	50%	36%	0%
B5	2.2	Learners take responsibility for and are self-directed in their learning.	14%	55%	32%	0%
<b>Overall rating on a 4-point scale:</b>		<b>2.2</b>				



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.4	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	14%	32%	55%	0%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	14%	27%	50%	9%
C3	2.8	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	5%	23%	64%	9%
C4	2.8	Learners demonstrate a congenial and supportive relationship with their teacher.	9%	14%	68%	9%
<b>Overall rating on a 4-point scale:</b>			<b>2.6</b>			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.5	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	14%	27%	59%	0%
D2	1.9	Learners make connections from content to real-life experiences.	36%	36%	27%	0%
D3	2.4	Learners are actively engaged in the learning activities.	9%	50%	36%	5%
D4	2.2	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	23%	32%	45%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.2</b>			

<b>E. Progress Monitoring and Feedback Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
E1	2.0	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	36%	32%	32%	0%
E2	2.5	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	9%	32%	59%	0%
E3	2.5	Learners demonstrate and/or verbalize understanding of the lesson/content.	5%	41%	55%	0%
E4	1.9	Learners understand and/or are able to explain how their work is assessed.	41%	27%	32%	0%
<b>Overall rating on a 4-point scale:</b>		<b>2.2</b>				

<b>F. Well-Managed Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	5%	23%	68%	5%
F2	2.6	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	27%	68%	0%
F3	2.5	Learners transition smoothly and efficiently from one activity to another.	9%	27%	64%	0%
F4	2.5	Learners use class time purposefully with minimal wasted time or disruptions.	5%	45%	45%	5%
<b>Overall rating on a 4-point scale:</b>		<b>2.6</b>				

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	2.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	27%	14%	45%	14%
G2	1.9	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	50%	14%	32%	5%
G3	1.5	Learners use digital tools/technology to communicate and work collaboratively for learning.	68%	14%	18%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.0</b>			

## eleot Narrative

The Diagnostic Review Team conducted 22 formal observations in core content classes using the eleot tool and several informal observations in common areas across the school. The school had a previous Diagnostic Review in January 2023. Overall, 21 of the 28 indicators across all seven learning environments increased from the previous review.

The overall average ratings on a 4-point scale ranged from a low of 2.0 in the Digital Learning Environment to a high of 2.6 in the Supportive Learning Environment and the Well Managed Learning Environment. The team observed positive interactions between adults and students were consistently displayed in many classrooms and common areas. The team noted that in most classrooms, students demonstrated compliant behaviors aligned with school expectations, which was reinforced by teachers and staff modeling the actions and attitudes they expected from students.

A strength emerged in the classroom observational data related to how students are treated and supported. The team observed students interacting respectfully with adults and peers in many classrooms and common areas. The team also noted that expectations for student behavior were posted throughout the building to foster respectful behaviors. Observational data showed it was evident/very evident in 91% of classrooms that “learners are treated in a fair, clear, and consistent manner (A3).” Additionally, it was evident/very evident in 77% of classrooms that “learners demonstrate a congenial and supportive relationship with their teacher (C4)” and evident/very evident in 73% of classrooms that “learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks (C3).”

While many indicators across the Well Managed Learning Environment improved since the 2022-2023 Diagnostic Review, the team identified areas for continued growth. For example, it was evident/very evident in 68% of classrooms that “learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)” and evident/very evident in 64% of classrooms that “learners transition smoothly and efficiently from one activity to another (F3).” The team noted it was evident/very evident in 50% of classrooms that “learners use class time purposefully with minimal wasted time or disruptions (F4)”, which may relate to inconsistent implementation of classroom expectations and management strategies and inefficient transition routines. Stakeholder interview data revealed that students could speak to the posted expectations to Be



Respectful, Be Responsible and Be Safe. Additionally, students could identify specific classrooms where clear behavioral expectations were consistently implemented and enforced as well as areas where these expectations were inconsistently implemented. Consistently implementing building-wide common strategies for clearly defined routines, classroom management and streamlined transitions between activities could help maximize instructional time and enhance overall classroom productivity.

The team identified several areas of continued concern, such as a lack of high expectations, opportunities for students to make connections to real life and differentiated instruction. For example, in 27% of classrooms, it was evident/very evident that “learners engage in activities and learning that are challenging but attainable (B2)” and “learners make connections from content to real-life experiences (D2).” In most classrooms, instruction was teacher-directed, with students typically completing the same activities. In 32% of classrooms, it was evident/very evident that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Stakeholder survey data revealed that 51% of students agreed/absolutely agreed that they had “lessons that were changed to meet my needs (13)”, 79% of families agreed/absolutely agreed that students “had instruction that was changed to meet their needs (15)” and 72% of educators agreed/absolutely agreed that they “deliver instruction that considers learners’ needs, interests, and potential (8).” Further, stakeholder survey data revealed that when asked, “Which four phrases best describe, in general, what learning looks like most of the time in your classes (21)”, 63% of students selected “listen to the teacher talk”, 56% selected “do the same work as everyone else”, 29% selected “work with others” and 17% selected “work on what I need.” When educators responded to a similar prompt about what learners would be observed doing in classrooms (25), 67% selected “work with their peers”, 36% selected “all learners complete the same activity” and 30% selected “listen to the teacher talk” and “work on what they need.”

While the team observed posted learning targets and Adolescent Literacy Model (ALM) strategies employed in classrooms, few students were completing high-level assignments aligned with the Kentucky Academic Standards (KAS), as it was evident/very evident in 36% of classrooms that “learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” Observational data revealed that instances where “learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)” and “learners understand and/or are able to explain how their work is assessed (E4)” were evident/very evident in 32% of classrooms. These findings suggest that although there are occasional examples of effective strategies for identifying learning targets aligned with KAS, the team identified continued opportunities for improvement. Opportunities include engaging students in activities that match the rigor level of KAS, implementing consistent practices to support students’ understanding of success metrics, encouraging student ownership of their progress and supporting them in demonstrating mastery of standards through feedback.

# 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

Collaboratively develop, communicate, implement and monitor a systematic continuous improvement process (e.g., clearly communicated goals, identified measures for success, data-informed instructional decisions, systematic progress monitoring) to enhance student learning.

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

### Findings:

The school has an articulated CSIP, 30-60-90-day plan and PLC meeting schedule. Also, the team found evidence of staff participation in district professional development. However, according to the principal's presentation, the 2023–2024 KSA indicated that 12% of 6th-grade students scored Proficient/Distinguished in math, and 17% scored Proficient/Distinguished in reading. Similarly, 7th- and 8th-grade students scored 16% and 9% Proficient/Distinguished in math, respectively, and 18% and 10%, respectively, in reading. Additionally, during the principal presentation and the principal's interview, the principal stated that 81% of students were three or more grade levels behind in reading and math. The above referenced data and stakeholder feedback provided by the principal show the school performed in the bottom 5% statewide.

In the principal's presentation, three major items, referred to as Big Rocks, were identified as the focus of instructional improvement: 1) maintain high expectations for both students and staff, 2) emphasize the improvement of numeracy and literacy skills across all subject areas and 3) implement a quality work protocol.

Interview data revealed most educators identified the Big Rocks as the school's improvement priorities. Stakeholder interview data revealed a lack of consistency in maintaining routine, scheduled meetings with critical stakeholder groups to review and discuss data around the development and impact of systems to address needs or strategies outlined to reach school goals.

A review of the Instructional Walkthrough System document outlined a process for the instructional leadership team (i.e., principal, assistant principals, academic instructional coach, explore coach) to complete weekly walkthroughs to collect and analyze data on instructional practices across the building. However, the document lacked information on success metrics and short-term actions to achieve goals. Interview data revealed that educators receive limited meaningful and actionable feedback to improve instructional practices. A walkthrough instrument was not provided in the evidence artifacts. Although there is evidence of a walkthrough schedule, the team could not identify documented expectations for the number of classroom visits to be completed. The team found little evidence of a systematic process of providing feedback to help teachers grow in their professional practice. However, stakeholder interviews and artifacts revealed that teachers had received 30 second feedback for positive reinforcement and encouragement.

Additionally, interview data and information provided during the principal presentation revealed the master schedule was built to provide time for targeted interventions aimed at reteaching identified essential standards during What I Need (WIN) time. Interview data indicated that a plan to focus on five essential standards each semester was developed, and students were assessed for regrouping every four and a half weeks. Observations during WIN time revealed some classes addressing individual student needs. However, the team noted several classes where students were disengaged or finishing incomplete assignments for core classes. Also, the team



observed low expectations for student participation in standards-based activities. This data reveals the need for the leadership team to monitor instruction through regular classroom observations. Regular monitoring of activities during WIN time would provide valuable data to help the school continue refining the program, ensuring this dedicated time is effectively used for interventions that support standards mastery as intended.

Observational and interview data revealed an intentional focus on the PLC process, reflecting a dedicated effort to improve the structure of PLCs and provide teachers with protected time. Stakeholder interviews also highlighted that the presence of PLC activities, embedded professional development and instructional initiatives stem from the school's adjustments to practices in response to previous reviews and improvement priorities. Discussions revealed attempts to enhance the PLC process with support from a Solution Tree consultant. However, the lack of data collection on the effectiveness of these efforts resulted in no actionable plans to improve teacher quality. Teachers also reported that student data was sporadically analyzed to inform and adjust instruction. Moreover, inconsistent communication of expectations and monitoring of instructional delivery indicate that key school improvement elements and processes proved ineffective in impacting student achievement.

Further, the team had concerns about the health and effectiveness of professional relationships between and among administrators and educators. Interview data revealed an environment of mistrust where educators perceived a lack of empowerment. Many expressed concerns about how educators are spoken to and treated by the school leader. The modeling of professional behaviors in all personal interactions between and among administration and educators is critical for promoting a healthy and supportive workplace.

**Potential Leader Actions:**

- Prioritize developing and maintaining positive and healthy professional relationships between and among administrators, coaches and educators to foster a culture of collaboration and collective accountability.
- Engage professional staff (e.g., administrators, coaches, educators) to collaboratively develop a formal continuous improvement process, including using data to revise and clearly communicate the expectations for implementing strategies outlined in the current CSIP.
- Engage with professional staff (e.g., administrators, coaches, educators) to disaggregate, analyze and effectively use data (e.g., walkthrough, PLC, intervention) to measure the effectiveness of professional practices and programs, consistently communicate impact to stakeholder groups and determine needed adjustments to plans for teaching and learning.
- Ensure the schedule of collaborative meetings to review and evaluate strategies in the plan and programs for effectiveness are the priority and held regularly to review, and document evidence of progress made towards the improvement priorities.

## Improvement Priority 2

Collaboratively develop and document a systematic process to analyze student learning data (e.g., checks for understanding, formative and summative assessments) to develop, implement and monitor evidence-based instructional practices designed to meet individual student needs.

### **Standard 22:**

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

### **Findings:**

The need for a systematic and consistent approach for monitoring and documenting the effectiveness of instructional programs is highlighted by several data points gathered from observations, stakeholder interviews and performance metrics.

Student performance data suggests the school inconsistently implemented data-informed instructional practices and student learning tasks necessary to meet each student's academic needs. Student performance data from the 2023-2024 school year showed the school performed significantly lower on the KSA than statewide averages in all measurable categories. Students scoring Proficient/Distinguished in all content areas at all grade levels were below the state average. For example, in 8th-grade mathematics, 9% of students scored Proficient/Distinguished, while the state average was 37%. Similarly, 8th-grade reading scores showed that 10% of students reached Proficient/Distinguished, while the state average was 41%. Comparably, 7th-grade science scores showed that 4% of students reached Proficient/Distinguished compared to the state average of 22%.

The Diagnostic Review Team observed that differentiation strategies were rarely implemented in ways that effectively aligned with the diverse needs of students. This lack of tailored instruction limited opportunities to address individual learning styles, abilities and challenges, ultimately impacting the overall effectiveness of classroom teaching and student engagement. For example, it was evident/very evident in 32% of classrooms that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Educator survey data revealed that 88% of educators agreed/absolutely agreed that "in the last 30 days, I provided opportunities for learners that align to their needs (18)." However, only 51% of students agreed/absolutely agreed that "in the last 30 days, I had lessons that were changed to meet my needs (13)." Additionally, 64% of students agreed/absolutely agreed that "in the past 30 days, I had a variety of resources to help me learn about things that I like (16)." Further, stakeholder survey data revealed that when students responded to the prompt, "Which four phrases best describe, in general, what learning looks like most of the time in your classes (21)", 63% selected "listen to the teacher talk", 56% selected "do the same work as everyone else", 29% selected "work with others" and 17% selected "work on what I need." When educators responded to a similar prompt about what learners would be observed doing in classrooms (25), 67% selected "work with their peers", 36% selected "all learners complete the same activity" and 30% selected "listen to the teacher talk" and "work on what they need."

The school employed a PLC process, but there was mixed feedback among stakeholders about its effectiveness and how data were used to identify students who were not making academic progress. A review of PLC meeting agendas showed little evidence that PLC time was used to discuss how to differentiate and adjust daily instruction in response to student understanding. Although the Diagnostic Review Team did observe some differentiation in classrooms, overall, the team found that instruction in most classrooms was not consistently adjusted based on the academic needs of students. Additionally, Goal 2 in the school's 30-60-90-day plan created by the principal stated that the school would employ "instructional support for essential standards identified by KDE and utilize effective data usage to drive instructional practices at the school." However, the plan did not include completion indicators or progress toward achieving the action items.

The team noted that the Instructional Walkthrough System document outlined a process for the instructional leadership team (i.e., principal, assistant principals, academic instructional coach, academic instructional coach,





explore coach) to complete weekly walkthroughs to collect and analyze data on instructional practices across the building. However, the document lacked information on success metrics and short-term actions to achieve the goal. Interview data revealed that educators receive limited meaningful and actionable feedback to improve instructional practices. Stakeholder interview data also revealed that while a PLC structure was in place, the processes for monitoring, providing feedback and reviewing data to inform decision-making and address individual student needs were limited in scope. Additionally, interview data revealed that although more time for collaboration was provided through the PLC process, the focus was primarily on lesson planning rather than addressing specific issues in practice. When asked to explain how the PLC process and meetings resulted in changes in practice to support student needs, stakeholders had inconsistent responses.

A clear PLC process that allows teachers to plan, implement, analyze and reflect on instructional practice and identify the next steps for students who need additional support or enrichment is needed for the school to maximize academic growth. This clear process will not only support an increase in teacher response to student learning but will also allow teachers the opportunity to learn from one another and collaborate as they plan and adjust instruction.

Observational data and student performance results revealed that protocols for instructional support (e.g., classroom walkthroughs, PLCs) are inconsistently leveraged to drive instructional improvement. Specifically, there is a gap in using observational and assessment data to inform instructional decisions and professional development. The team suggests that the school strengthen its continuous improvement process by routinely analyzing data from multiple sources (e.g., formative assessment data, stakeholder feedback, instructional learning walk data, coaching cycle data) in PLC meetings to identify instructional needs and set targeted goals. The team recommends that the school establish a monitoring system with clear timelines and regular evaluation cycles to track the implementation of instructional practices and evaluate their impact on student learning.

These findings show a strong need to develop and implement a process to consistently monitor the implementation of expectations and document the effectiveness of instructional practices. By establishing a systematic approach to monitoring expectations, the school can ensure that instructional initiatives effectively align with rigorous standards and advance student learning. Consistently providing meaningful and actionable feedback on evidence-based instruction to support teachers in making data-driven adjustments can ultimately lead to improved instructional outcomes and higher student achievement across the school.

#### **Potential Leader Actions:**

- Establish, communicate and monitor instructional expectations for designing and delivering rigorous core instruction and using formative and summative data to provide tiered interventions to ensure academic growth.
- Embed evidence-based instructional strategies into routine professional learning for staff to ensure collective knowledge and understanding for implementation.
- Collect, analyze and use student learning data to adjust teaching strategies and interventions based on student needs.
- Establish and monitor a system for classroom observations that ensures school leaders regularly observe teaching and learning and provide actionable feedback to increase rigor, differentiation and high expectations that result in improved teacher capacity and student performance.



## Your Next Steps

The results of the Diagnostic Review provide the next steps 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

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

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

Frederick Law Olmsted Academy North underwent its first diagnostic review in 2019-2020. A Two-Day Progress Monitoring Review was completed in October 2021, and a second Diagnostic Review was completed in January 2023. This additional review considers the specific actions taken by the school since its prior review. Since then, the school has not maintained stable leadership, having four principals over three years, with the current principal beginning his role in July 2024.

The school received school improvement funds (SIF) to assist in reaching the goals of the turnaround plan. The total funding amounted to \$821,290 allocated across four cohorts: \$395,112 in Cohort 1, \$138,753 in Cohort 3, \$106,743 in Cohort 4 and \$180,682 in Cohort 5. Budget allocations were made for education consultants (Solution Tree, ALM, Character Strong, Kagan), Interactive SmartBoard Panels and mobile stands, teacher stipends, registration fees and travel expenses for professional learning, project-based learning visual arts general supplies, bilingual dictionaries, PBIS rewards, Inner Orbit science platform, salary for an Exceptional Child Education resource teacher and two other resource teachers, general supplies for scrapbooking and outdoor tools, Chromebooks and a charging cart, software for Mastery Connect, Reading Plus, Odyssey and Solution Tree Online PD library and multiple professional books for teachers. Funds from all four cohorts have been spent or encumbered.

While SIF funds have contributed to the purchase of quality resources for the students and staff, no significant impact is shown in academic metrics. The latest data from the KSA indicates that there has been limited growth in reading and math achievement. The Solution Tree Consultant still services the school once per month, and it was conveyed in stakeholder interviews that she has been a key collaborative partner in the PLC initiative. The staff recognizes that there is still room for growth in the PLC process, but they have made some improvement in this area including having protected time, an approved protocol and a focus on data analysis. ALM strategies were observed but were not consistent in all the classrooms that were observed. However, stakeholder interviews indicated these strategies are key to improving literacy instruction, especially for multilingual students. The technology resources are used daily in classrooms by teachers and students and were observed by the review team. The school is using PBIS rewards to promote positive behavior and all stakeholders indicated that student

behavior has improved. Some resources that were previously purchased were abandoned once the district adopted the new High-Quality Instructional Resources of EL Education and Illustrative Math.

The prior diagnostic review of the school yielded two improvement priorities; the current turnaround plan is written with a focus on these two priorities and the initiative and strategies to implement them. Improvement Priority 1 instructed the school to implement, and adjust as necessary, a documented continuous improvement process with priority given to ongoing data analysis to monitor the effectiveness of aligned activities. The principal indicated in his presentation that he felt the school had accomplished this improvement priority except for monitoring, but the evidence did not fully support this. The school collects data, but the Diagnostic Review Team was unable to identify a system used by the school for analyzing and applying the data. There is a data tracker that teachers have been asked to populate but it is incomplete and although teachers knew about the data tracker, they were unable to explain how the data tracker was used to make instructional adjustments or assist them in daily instructional decisions. Improvement Priority 2 instructed the school to develop and implement a process for monitoring the efficacy of instruction and adjusting strategies to support learners' growth and proficiency of the standards. The principal indicated that there was more work that needed to be done surrounding this particular improvement priority and that monitoring was an area of growth for the school. The principal stated that turnaround team meetings do occur and that he lists the improvement priorities at the top of the faculty meeting agendas. He also shared that plans are made in the administrative and instructional leadership team meetings, but the team found little evidence of follow through on any plans from the 30-60-90-day plan and as indicated during stakeholder interviews.

Although there was evidence that some opportunities for stakeholder involvement and voice exist as part of surveys that are sent from the school, committees and teams (e.g., the instructional leadership team and the advisory leadership team), the data revealed that stakeholders perceive that input is not considered or honored when final decisions are made. This leads to an environment of mistrust where stakeholders do not feel valued for their knowledge, commitment to the students and expertise.

The principal shared that he sends a weekly email to staff each Sunday and additionally a "Colt Nation Newsletter" to families each week to keep them informed of what is happening at the school. The principal also shared that he meets each morning with his administration for the "Most Important Today" (MIT) meeting to get the day started. While one-way communication is occurring from administration to various stakeholder groups, improved two-way communication emerged as a need for the school.

The principal stated that he receives support from the assistant superintendent of Accelerated Improvement Schools (AIS). They meet each Friday with a group of principals for commitment calendar meetings; he also shared that the assistant superintendent conducts site visits to the school, learning walks, conferences and plans with him. The principal also stated that he had been assigned a mentor principal from another school. No formal agendas or minutes are available to clarify the focus or the purpose of these meetings or if they are monitoring the implementation of the improvement priorities.

# 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 to lead the turnaround of the CSI school.

The principal at Frederick Law Olmsted Academy North has served as the principal since July 2024. The school was first identified as a CSI school in 2019 and has continued to perform in the bottom 5% of all middle schools in Kentucky. In 2022, the school was designated for more rigorous intervention (MRI), which indicated the school did not exit CSI status after 3 years. While the principal has taken some steps to address the current improvement priorities, communication and follow-through are significant barriers to ensuring the intended changes are understood and implemented. Although the principal indicated all meetings begin by reviewing the improvement priorities (IPs) and discussing ways the school can address them, stakeholders were unable to articulate the IPs or progress toward addressing them. Further, interview data revealed some staff members think the "Big Rocks" are the school's IPs. The communication gap has created a discrepancy between the leader's intended message and the staff's interpretation. Interview data suggested untimely and inaccurate communication contributed to confusion and misunderstandings between the leader and the staff.

During the school overview presentation, the principal stated the school is on academic life support which indicated he has some understanding of the current state. The principal expressed a desire to shift the teaching focus from all students to each student. The school implemented WIN, Because I Read (BIR) and PLCs to improve teaching and learning. Nevertheless, inconsistent implementation, insufficient monitoring, limited shared leadership and sporadic communication are impeding effective implementation. Additionally, interviews and documents revealed a plan for coaching cycles; however, a systematic approach for moving the plan to action was not apparent. Although teachers received short classroom observations and positive feedback utilizing Mike

Rutherford's 30 second feedback, they expressed a desire to receive specific, actionable feedback and ongoing coaching to support their professional growth. The principal articulated he has various plans for improvement; however, evidence and interviews revealed limited action steps have been taken to address these plans. The principal needs support with operationalizing these plans to ensure successful implementation that leads to improvement.

Although the principal expressed some understanding of the current state, he has not created a sense of urgency among all stakeholder groups regarding being an MRI school. While a PLC structure exists, the school has not developed a broader system for continuous improvement that addresses all aspects of school operations. The principal needs support to identify, prioritize and implement systems for continuous improvement and data-driven decision-making.

Finally, the team was troubled by the state of professional relationships within the building. Interviews uncovered a climate of distrust and a lack of empowerment among educators. Many expressed concerns about the tone and manner of communication from the school leader. The principal needs support with modeling professional behaviors in all communication and interactions to foster a positive and supportive work environment.

# Team Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team.

Team member name	Brief biography
<b>Lana E. Williams</b>	Lana E. Williams has served in various positions in the educational arena during her 33-year career. She has been an assistant principal of curriculum and instruction, a middle school principal, an executive director of secondary schools, chief academic officer and superintendent. Presently, Lana serves as the owner and operator of L&E Leadership Services, LLC, where she directly supports school administrative teams and specializes in providing mentoring and coaching to teachers in their first through third years of teaching
<b>Nelson L. Render</b>	Nelson L. Render has 26 years of educational experience. He has held several leadership positions in public education, including director of bands and assistant principal at DeKalb County Schools, assistant principal and implementation specialist for 9-12 college and career readiness for Atlanta Public Schools, principal at Clayton County Schools and chief of secondary schools and associate superintendent of high schools in Madison Metropolitan School District in Wisconsin. He currently serves as the executive officer of secondary, elementary and special programs in Bibb County School District, where he supports, serves and supervises 13 principals.
<b>Kim Bullard</b>	Kim Bullard is an Educational Recovery Leader (ERL) for the Kentucky Department of Education (KDE). Kim has 24 years of diverse educational experience, including classroom teaching, mathematics coaching, instructional leadership and administrative roles in curriculum, instruction and assessment. As an ERL, she has worked closely with district- and school-level leadership to develop and implement sustainable systems, improvement plans and processes to ensure ongoing school success.
<b>Kelley Mills</b>	Kelley Mills currently serves as an Educational Recovery Leader (ERL) for the Kentucky Department of Education (KDE). This position provides direct support to turnaround schools across the state. Kelley has been trained in Jim Shipley Systems and the National Institute for School Leadership (NISL). She has been an educator for over 20 years, serving as an elementary teacher, curriculum coach, district literacy coach and elementary principal. She also served the KDE for two years as a Novice Reduction for Gap Closure Instructional Coach.

# 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.	2
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	1



## Key Characteristic 2: Leadership for Learning

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

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

## Key Characteristic 3: Engagement of Learning

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

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

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

## Key Characteristic 4: Growth in Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	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.	1
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	2



# Student Performance Data

School Name: Frederick Law Olmsted Academy North

## 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	6	16	48	17	49
	7	18	45	18	47
	8	16	44	10	41
Math	6	12	38	12	42
	7	15	37	16	39
	8	7	36	9	37
Science	7	*	23	4	22
Social Studies	8	12	35	13	35
Editing and Mechanics	8	15	49	16	47
On Demand Writing	8	7	45	8	49

\*Student performance level data were suppressed for public reporting.

### Plus

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

### Delta

- The percentage of all students in 6th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 17%.
- The percentage of all students in 7th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 18%.
- The percentage of all students in 8th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 10%.
- The percentage of all students in 6th grade scoring Proficient/Distinguished in math on the 2023-2024 KSA was 12%.
- The percentage of all students in 7th grade scoring Proficient/Distinguished in math on the 2023-2024 KSA was 16%.
- The percentage of all students in 8th grade scoring Proficient/Distinguished in math on the 2023-2024 KSA was 9%.
- The percentage of all students in 7th grade scoring Proficient/Distinguished in science on the 2023-2024 KSA was 4%.
- The percentage of all students in 8th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 13%.
- The percentage of all students in 8th grade scoring Proficient/Distinguished in editing and mechanics on the 2023-2024 KSA was 16%.
- The percentage of all students in 8th grade scoring Proficient/Distinguished in on demand writing on the 2023-2024 KSA was 8%.
- The percentage of all students scoring Proficient/Distinguished in 8th-grade reading decreased by six percentage points from 2022-2023 to 2023-2024.



### Middle School English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)
Percent Score of 0	73	68	72	66
Percent Score of 60-80	23	24	18	23
Percent Score of 100	2	7	8	8
Percent Score of 140	2	2	2	3

#### Plus

- The school performed at the state average of ELs who received 100 points for progress on the Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment in 2023-2024.

#### Delta

- Seventy-two percent (72%) of English learners (ELs) received 0 points for progress on the ACCESS assessment in 2023-2024.
- Eighteen percent (18%) of ELs received 60-80 points for progress on the ACCESS assessment in 2023-2024.
- Two percent (2%) of ELs received a percent score of 140 for progress on the ACCESS assessment in 2023-2024.
- The percentage of ELs who received 60-80 points for progress decreased from 2022-2023 to 2023-2024.

## Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 6th Grade

Group	Reading (2022-2023)	Reading (2023-2024)	Math 2022-2023)	Math (2023-2024)
All Students	16	17	12	12
Female	*	N/A	*	N/A
Male	16	17	12	12
African American	13	13	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	20	*
Hispanic or Latino	19	*	19	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A
Two or More Races	*	*	*	*
White (non-Hispanic)	18	*	11	*
Economically Disadvantaged	16	16	11	11
Non-Economically Disadvantaged	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*
Alternate Assessment	*	N/A	*	N/A
Students Without IEP	18	18	14	12
English Learner Including Monitored	*	*	10	*
English Learner	*	*	8	*
Non-English Learner	16	21	14	15
Non-English Learner or Monitored	15	17	13	12
Foster Care	*	*	*	*
Gifted and Talented	*	*	*	*
Non-Gifted and Talented	16	*	12	*
Homeless	*	*	*	*
Migrant	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A

\*Student performance level data were suppressed for public reporting.

### Plus

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

### Delta

- The percentage of African American student in 6th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 13%.
- The percentage of economically disadvantaged students in 6th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 11%.
- The percentage of students without IEP in 6th grade scoring Proficient/Distinguished in math on the 2023-2024 KSA was 12%.
- The percentage of non-ELs in 6th grade scoring Proficient/Distinguished in math on the 2023-2024 KSA was 15%.
- The percentage of non-ELs or monitored students in 6th grade scoring Proficient/Distinguished in math on the 2023-2024 KSA was 12%.
- The percentage of students without IEPs in 6th grade scoring Proficient/Distinguished decreased in math from 2022-2023 to 2023-2024.

## Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 7th Grade

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Science (2022-2023)	Science (2023-2024)
All Students	18	18	15	16	*	4
Female	*	N/A	*	N/A	*	N/A
Male	18	18	15	16	*	4
African American	16	17	11	*	*	*
American Indian or Alaska Native	*	N/A	*	N/A	*	N/A
Asian	45	*	36	*	*	*
Hispanic or Latino	*	17	*	10	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	17	16	*	*	*	*
Economically Disadvantaged	15	20	13	16	*	5
Non-Economically Disadvantaged	33	12	27	*	*	*
Students with Disabilities (IEP)	10	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	10	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	11	*	*	*	*	*
Alternate Assessment	*	N/A	*	N/A	*	N/A
Students Without IEP	20	22	18	19	*	5
English Learner Including Monitored	*	18	9	*	*	4
English Learner	*	*	*	*	*	*
Non-English Learner	27	21	24	19	*	6
Non-English Learner or Monitored	24	19	21	17	*	*
Foster Care	*	*	*	*	*	*
Gifted and Talented	*	*	*	*	*	N/A
Non-Gifted and Talented	17	16	14	*	*	4
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

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

### Delta

- The percentage of Hispanic or Latino students in 7th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 17%.
- The percentage of white (non-Hispanic) students in 7th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 16%.
- The percentage of economically disadvantaged students in 7th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 20%.
- The percentage of non-economically disadvantaged students in 7th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 12%.
- The percentage of students without IEPs in 7th grade scoring Proficient/Distinguished in math on the 2023-2024 KSA was 19%.
- The percentage of students without IEPs in 7th grade scoring Proficient/Distinguished in science on the 2023-2024 KSA was 5%.
- The percentage of ELs including monitored students in 7th grade scoring Proficient/Distinguished in science on the 2023-2024 KSA was 18%.



- The percentage of non-ELs and non-ELs plus monitored scoring Proficient/Distinguished in 7th grade decreased in both reading and math from 2022-2023 to 2023-2024.

## Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 8th 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	16	10	7	9	12	13	15	16	7	8
Female	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Male	16	10	7	9	12	13	15	16	7	8
African American	12	11	*	7	*	10	*	16	*	8
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Asian	20	25	*	25	*	42	*	42	20	17
Hispanic or Latino	*	5	*	*	*	15	*	10	*	7
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Two or More Races	*	*	*	*	*	*	*	*	*	*
White (non-Hispanic)	22	9	8	*	16	*	24	*	*	*
Economically Disadvantaged	10	9	*	9	*	12	*	14	*	7
Non-Economically Disadvantaged	41	19	28	*	34	24	31	24	21	14
Students with Disabilities (IEP)	*	*	*	*	*	9	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	9	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	11	*	*	*	*
Alternate Assessment	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Students Without IEP	18	11	9	11	15	14	18	17	7	9
English Learner Including Monitored	*	*	*	*	*	8	*	6	*	5
English Learner	*	*	*	*	*	7	*	*	*	2
Non-English Learner	20	20	9	18	15	20	20	28	9	14
Non-English Learner or Monitored	20	19	9	16	15	19	20	26	9	12
Foster Care	*	*	*	*	*	*	*	*	*	*
Gifted and Talented	*	*	*	*	*	N/A	*	*	*	55
Non-Gifted and Talented	15	4	6	7	12	13	15	10	6	5
Homeless	*	*	*	*	*	*	*	*	*	*
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 Asian students in 8th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 42% compared to the state average of 35%.
- The percentage of gifted and talented students in 8th grade scoring Proficient/Distinguished in on-demand writing on the 2023-2024 KSA was 55% compared to the state average of 17%.

#### Delta

- The percentage of African American students in 8th grade scoring Proficient/Distinguished on the 2023-2024 KSA was 11% in reading, 7% in math, 10% in social studies, 16% in editing and mechanics and 8% in on-demand writing.
- The percentage of Hispanic or Latino students in 8th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 5%.
- The percentage of students with disabilities (IEP) in 8th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 9%.
- The percentage of Els, including monitored students, in 8th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 13%.
- The percentage of non-gifted and talented students in 8th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 4%.
- Data indicated that all publicly reported demographic groups of students, except Asian students, decreased in 8<sup>th</sup>-grade reading from 2022-2023 to 2023-2024.



# Schedule

## Monday, Dec. 9, 2024

Time	Event	Where	Who
4:00 p.m. – 5:00 p.m.	Principal presentation	School	Diagnostic Review Team Members
5:30 p.m. – 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, Dec. 10, 2024

Time	Event	Where	Who
8:00 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:40 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. – 9:30 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Wednesday, Dec. 11, 2024

Time	Event	Where	Who
8:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:40 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. – 9:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, Dec. 12, 2024

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

