



# Cognia Diagnostic Review Report

Results for:  
Jacob Elementary

Dec. 2-5, 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>	2
<b>Building-Level Administrators</b>	3
<b>Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)</b>	6
<b>Certified Staff</b>	22
<b>Noncertified Staff</b>	12
<b>Students</b>	66
<b>Parents</b>	6
<b>Total</b>	117

## 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:**

Climate and culture emerged as a prominent strength of Jacob Elementary. Staff and administrators fostered a positive and nurturing environment, creating a school culture where students feel safe and valued. Observations of classroom and common area behavior reflected this positive culture, with most transitions being calm and respectful. Staff members were present during transition times and before and after school, creating a caring environment. The team observed staff members asking students if they had warm clothes, hats and mittens to wear to and from school in the cold weather. Students who did not have warm clothes were referred to the office to obtain items from the Family Resource and Youth Services Center (FRYSC).

Jacob Elementary has made it a priority to care for the well-being of the whole student. When surveyed, 94% of family members agreed/absolutely agreed with the statement, "The adults care about children's well-being (7)." The 2024-2025 Staff PBIS/Behavior Handbook outlined the expectations for implementing the positive behavioral interventions and supports (PBIS) system. It included rewards for positive behavior, reflections for unwanted behavior and a Make it Right menu for restorative practices. The school introduced self-regulating activities, such as a low-stimuli sensory room, opportunities for student yoga, breathing meditations and a schoolwide mental health fair. Staff and students participated in neuroscience lessons at the school. As highlighted in the principal's overview presentation, comparing the first 70 days of school in 2019 to 2024 showed a dramatic reduction in office referrals, from 673 to 185.

In addition to PBIS and self-regulatory practices, staff interviews and the principal overview presentation revealed the school had instituted several student healthcare initiatives, including providing telehealth clinic options for families to call when needed, a focus on helping students find clinics for student immunizations and bringing a community dental clinic to the school several days throughout the school year. These efforts have provided 372 dental appointments for students, including services such as cleanings, tooth extractions and cavity fillings. Additionally, the school's immunization rate increased from 33% in 2019-2020 to 98.5% in 2024-2025. Finally, 157 students received vision screenings, resulting in 57 of them receiving glasses over the past two years.

Parent interviews highlighted the strong communication and positive relationships between staff and families as a key school strength. Parents reported they appreciated the welcoming environment and felt the school supports their children academically and emotionally. Many parents also noted the school's commitment to fostering community and student activities, pointing to the more than 20 in and out-of-school activities available to students, including cross-country, soccer and ballet clubs.

The school demonstrated another notable strength by retaining 97.3% of employees from 2022-2023 to 2023-2024. Eighty-eight (88%) percent of educators agreed/absolutely agreed with the statement, "At my institution, we make learners and each other feel welcomed (1)." When asked, "Which words they would use to describe, in general, your institution's culture (24)", 74% of educators selected "safe," 71% selected "welcoming" and 67% chose "respectful." It was evident that the well-being of the whole student was a community priority. The school has moved to a more rigorous intervention (MRI) designation based on student achievement on the Kentucky Summative Assessment (KSA). As a result of this federal designation, the school receives increased support from the district and the Kentucky Department of Education (KDE), all focused on improving student achievement. The



team reviewed documents outlining the goals and progress made in the institution's turnaround efforts (e.g., 2024-2025 turnaround plan, 2024-2025 Jacob ES [Elementary School] Phase Two: The Needs Assessment, 2024-2025 Instructional Visions, Jacob 2024-2025 Systems Progress Tool). The school-based turnaround team, consisting of various stakeholders (e.g., principal, assistant principal, coaches, counselors, teachers), completed the turnaround plan. The turnaround plan (updated 2024-2025) demonstrates a synthesis of objectives, strategies, measures of success and progress monitoring. Additionally, the document titled 2024-2025 Jacob ES Phase Two: The Needs Assessment for Schools demonstrated the turnaround team participated in a system-wide analysis of the school's current academic state. The Diagnostic Review Team noted that previously identified improvement priorities were discussed and posted in several modalities, including staff meeting agendas, goal-setting documents and the staff professional learning community (PLC) room.

Interviews and documents (e.g., Jacob ES Phase Two The Needs Assessment, 2024-2025 Instructional Visions, Jacob 2024-2025 Systems Progress Tool) showed the school has completed significant work around the improvement priorities identified in the 2019-2020 Diagnostic Review Report and the 2021-2022 Two-Day Progress Monitoring Report. The instructional leadership team (i.e., principal, assistant principals, coaches, counselor, grade-level leads) developed decision tree protocols around the school's multi-tiered systems of support (MTSS), multilingual (ML) (i.e., English learners) student interventions and a Jacob Coaching Protocol. The instructional leadership team also implemented PLC protocols that included analyzing summative data and unpacking standards within instructional lessons.

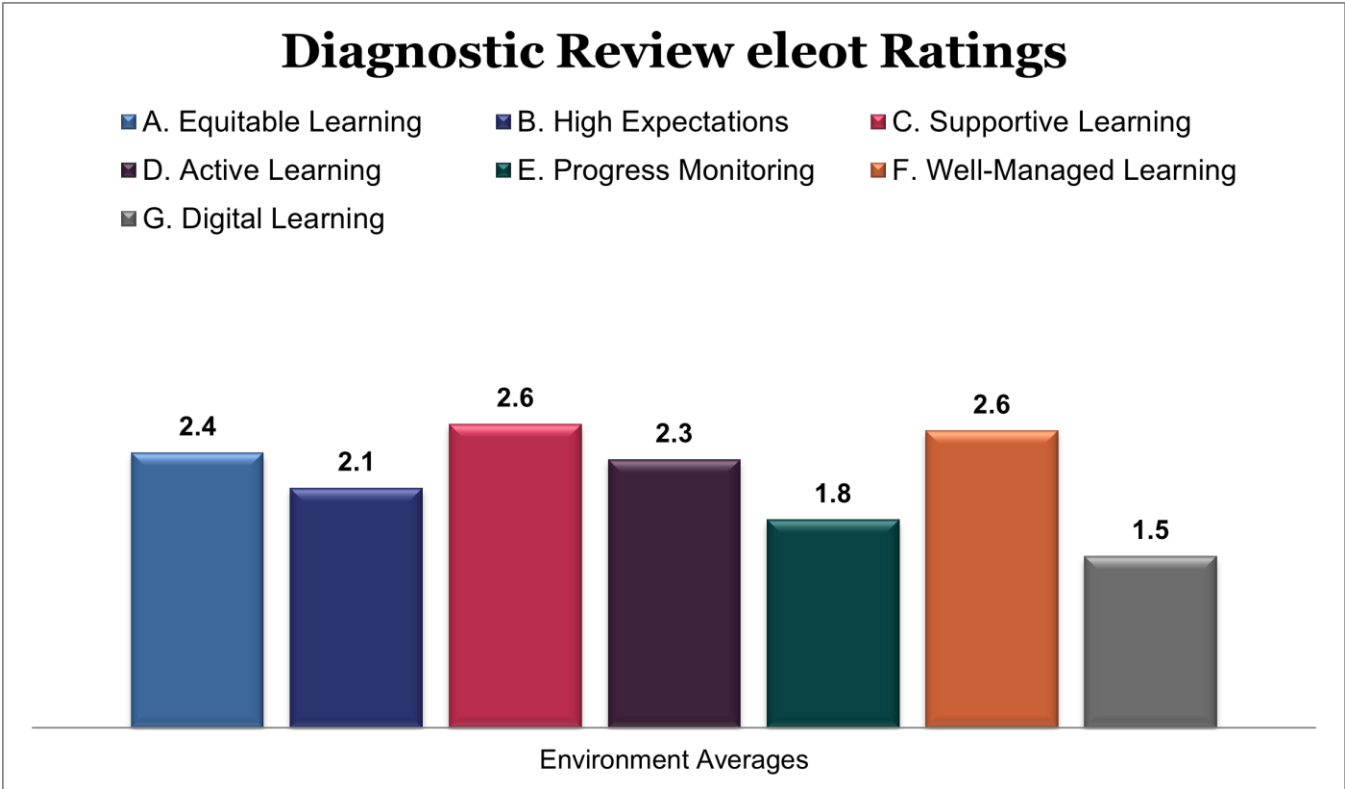
The administrators and staff completed meaningful work to increase academic achievement; however, the Diagnostic Review Team found the implementation of this work lacked the fidelity needed to make impactful academic gains. Observational data revealed that in 38% of classrooms, it was evident/very evident that "learners engaged in differentiated learning opportunities and/or activities that meet their needs (A1)", and in 14% of classrooms, it was evident/very evident that "learners demonstrate and/or able to describe high quality work (B3)." When students were asked, "Which four phrases best describe what daily learning looks like most of the time in your classes (21)", 65% selected "listen to teachers talk" and 53% chose "complete worksheets." Survey data also showed that 67% of students agreed/absolutely agreed that "in the past 30 days, I had lessons that were changed to meet my needs (13)."

Stakeholder interviews indicated administrators (i.e., the principal and assistant principals) lacked the consistent visibility in classrooms needed to monitor the instructional vision established by the instructional leadership team. Interview and observational data further indicated that while walkthroughs and coaching cycles were in place, the implementation and evaluation of these systems were inconsistent, particularly regarding differentiated and rigorous instruction. While grade-level PLC meetings analyzed data, follow-up on formative assessment results often failed to lead to actionable instructional adjustments. The Diagnostic Review Team suggests that the instructional leadership team continue refining the instructional vision and instructional non-negotiables and create a clear communication plan that includes a sense of urgency for all stakeholders. The school demonstrated progress in some areas of its continuous improvement plan but is encouraged to continue addressing systematic gaps in monitoring instructional practices to ensure sustainable, equitable student outcomes.

# Effective Learning Environments Observation Tool (eleot) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 21 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.9	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	48%	14%	38%	0%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	33%	62%	5%
A3	2.8	Learners are treated in a fair, clear, and consistent manner.	5%	14%	81%	0%
A4	2.2	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.	24%	33%	43%	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	2.0	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	29%	43%	29%	0%
B2	2.3	Learners engage in activities and learning that are challenging but attainable.	14%	38%	48%	0%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	38%	48%	14%	0%
B4	2.1	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	19%	48%	33%	0%
B5	2.2	Learners take responsibility for and are self-directed in their learning.	19%	48%	29%	5%
<b>Overall rating on a 4-point scale:</b>			<b>2.1</b>			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	14%	14%	67%	5%
C2	2.6	Learners take risks in learning (without fear of negative feedback).	10%	24%	62%	5%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	19%	24%	52%	5%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	19%	71%	10%
<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%	19%	67%	0%
D2	2.2	Learners make connections from content to real-life experiences.	33%	14%	52%	0%
D3	2.4	Learners are actively engaged in the learning activities.	10%	43%	48%	0%
D4	2.2	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	33%	19%	38%	10%
<b>Overall rating on a 4-point scale:</b>			<b>2.3</b>			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	57%	33%	10%	0%
E2	2.0	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	29%	38%	33%	0%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	19%	43%	38%	0%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	62%	29%	10%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.8</b>			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.9	Learners speak and interact respectfully with teacher(s) and each other.	0%	19%	76%	5%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	29%	57%	10%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	24%	19%	57%	0%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	14%	33%	48%	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	2.0	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	33%	29%	38%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	81%	10%	10%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	86%	14%	0%	0%
<b>Overall rating on a 4-point scale:</b>		<b>1.5</b>				

## eleot Narrative

The Diagnostic Review Team conducted 21 eleot observations in all core content areas and many informal observations throughout the school. The overall average ratings on a 4-point scale ranged from a low of 1.5 for the Digital Learning Environment to a high of 2.6 for the Supportive Learning and Well Managed Learning Environments.

The positive interactions between adults and students emerged as a strength. The team observed that most students and teachers treated one another with respect. Students displayed behaviors that aligned with school expectations. Teachers, administrators and support staff reinforced these behaviors by modeling the actions and attitudes they expected from students. It was evident/very evident in 81% of classrooms that “learners demonstrate a congenial and supportive relationship with their teacher (C4).” Additionally, observational data showed it was evident/very evident in 81% of classrooms that “learners speak and interact respectfully with teacher(s) and each other (F1).”

Survey data further confirmed this finding. For example, when surveyed, 80% of students agreed/absolutely agreed with the statement, “The adults treat us with respect (2).” It was also evident/very evident in 81% of classrooms that “learners are treated in a fair, clear, and consistent manner (A3).” It is important to explore how these interactions are fostered (e.g., specific school-wide initiatives, teacher practices). Leveraging these strong relationships could provide a foundation for addressing areas of improvement, such as raising expectations for high-quality work. Conversely, the team was concerned about the lack of students’ equal access to learning, as it was evident/very evident in 67% of classrooms that “learners have equal access to classroom discussions, activities, resources, technology, and support (A2).”

The team observed most students completing the same assignment during class time, suggesting missed opportunities to address individual learner needs and foster differentiated instruction. In 38% of classrooms, it was evident/very evident that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Sixty-seven percent (67%) of students agreed/absolutely agreed that “in the past 30 days, I had lessons that were changed to meet my needs (13).”

The team found that an area of growth for the school was fostering a culture of high expectations across classrooms. Observational data showed that in 48% of classrooms, it was evident/very evident that “learners engage in activities that are challenging but attainable (B2).” Similarly, it was evident/very evident in 34% of



classrooms that “learners take responsibility for and are self-directed in their learning (B5).” It was evident/very evident in 14% of classrooms that “learners demonstrate and/or are able to describe high quality work (B3)”, indicating an opportunity to strengthen classroom instructional practices and encourage higher-order thinking to enhance the rigor of student activities. During interviews, students expressed a desire to learn at deeper levels, not wanting the teachers to give them the answers.

The Supportive Learning Environment scored an overall rating of 2.6, indicating a positive classroom learning atmosphere. In contrast, it was evident/very evident in 67% of classrooms that “learners take risks in learning (without fear of negative feedback) (C2).” Focusing on strategies to build more trust and encouraging risk-taking could quickly result in noticeable improvements, enhancing collaboration and support among students and teachers. The Active Learning Environment received an overall rating of 2.3. Observational data highlighted that “learners’ discussions/dialogues/exchanges with each other and teacher predominate (D1)” was evident/very evident in 67% of classrooms. “Learners make connections from content to real-life experiences (D2)” was evident/very evident in 52% of classrooms. These findings suggest that additional focus on peer collaboration and real-world connections could enhance the learning experience for all students, especially for MLs. Interview data indicated recent field trips reinforced the real-world connection for students.

Observational data revealed a need to improve progress monitoring in most classrooms. Instances where “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)” were evident/very evident in 10% of classrooms. Similarly, instances where “Learners understand and/or are able to explain how their work is assessed (E4)” were evident/very evident in 10% of classrooms. It was evident/very evident in 38% of classrooms that “learners demonstrate and/or verbalize understanding of the lesson/content (E3).” These findings suggest that although there are occasional examples of effective progress monitoring and feedback, there is a pressing need to implement more consistent practices to support students’ understanding of assessment criteria, student ownership over their progress and response to feedback.

The Well-Managed Learning Environment received an overall score of 2.6, indicating inconsistencies across classrooms in respectful behaviors. It was evident/very evident in 67% of classrooms that “learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).” “Learners transition smoothly and efficiently from one activity to another (F3)” was evident/very evident in 57% of classrooms. Similarly, it was evident/very evident in 53% of classrooms that “learners use class time purposefully and with minimal wasted time or disruptions (F4).” This observational data demonstrates a need for improvement in maximizing instructional time, which appeared to stem from inefficient transitions, unclear instructions or inconsistent classroom management. Implementing clearly defined routines and streamlining transitions between activities could help maximize instructional time and enhance overall classroom productivity.

The Digital Learning Environment received the lowest overall score of 1.5. Observational data showed that instances in which “Learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1)” were evident/very evident in 38% of classrooms, while “Learners use digital tools/technology to communicate and work collaboratively for learning (G3)” were evident/very evident in 0% of classrooms.

Leaders and staff members are encouraged to thoroughly review all aspects of the seven learning environments to identify opportunities for enhancing instructional effectiveness and improving student outcomes.

# 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

Implement and monitor instructional practices that promote higher-order thinking, enabling all students to reach their maximum potential. Ensure instruction is characterized by rigorous, learner-centered approaches that respond to students' specific needs and interests while cultivating high expectations for achievement.

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

### Findings:

The 2023-2024 KSA data, as detailed in the appendix of this report, highlighted a critical need for implementing and monitoring instructional practices that promote higher-order thinking. Despite some areas of improvement, such as small gains in 3rd-grade and 4th-grade reading proficiency, the school continues to trail significantly behind the state averages in all content areas. For example, 7% of 3rd-grade students scored Proficient/Distinguished in math compared to the state average of 43%. Similarly, 11% of 5th-grade students scored Proficient/Distinguished in reading compared to the state average of 46%. Additionally, stakeholder interviews revealed consistent feedback regarding the lack of challenging, differentiated instructional opportunities. It was observed in 38% of classrooms that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).”

Classroom observations revealed patterns of reliance on low-level taxonomy instructional activities and limited opportunities to engage in higher-order thinking. It was evident/very evident in 33% 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).” Stakeholder feedback supported these findings, with students expressing that teachers frequently provided answers rather than creating opportunities for productive struggle. Additionally, while the Jacob 30-60-90 turnaround plan included Tier 1 instruction as an action item, it lacked a detailed plan for improving instruction and learning practices. This disconnect between strategic priorities and classroom implementation underscored a need for an actionable framework to support high-quality instruction.

Survey data revealed discrepancies between the intended instructional outcome and students' experience. Ninety-six percent (96%) of educators agreed/absolutely agreed that “in the past 30 days, I provided opportunities for learners that align to their needs (18)”, while 67% of students agreed/absolutely agreed that “in the past 30 days, I had lessons that were changed to meet my needs (13).” Additionally, student responses to the question “Which four phrases best describe what adults say most of the time to students at school” indicated that 62% of students selected “be quiet” and 55% of students chose “do what you are told (23)”, indicating classroom climates are more focused on compliance rather than critical thinking. These results highlight a need for instructional strategies that promote student agency, deeper learning experiences and rigor aligned with this improvement priority.

The school has worked to develop and implement protocols that address instructional needs, including coaching, MTSS and PLC protocols. However, stakeholder feedback indicated that additional efforts are needed to ensure the administration plays an active role in carrying out the school's instructional vision. Feedback emphasized the importance of administrators' visibility in classrooms to provide instructional leadership, actionable feedback and support for teachers to align their work with the school's academic goals. Additionally, while instructional leadership meetings and PLC meetings regularly use data analysis, there remains a gap in using data to inform



decisions effectively. Stakeholder feedback highlights the need for the entire school community to embrace a collective sense of urgency around improving academic success for students.

**Potential Leader Actions:**

- Refine the principal and assistant principal roles and responsibilities to include collective commitments and non-negotiables for effective teaching and learning. This includes developing a comprehensive plan for consistent principal and assistant principal visibility through informal observations that produce meaningful and actionable feedback about instructional expectations and processes and require follow-up support for teachers and coaches.
- Analyze data trends to identify professional learning opportunities for instructional staff that focus on intentional lesson design, emphasizing high-yield, learner-centered strategies, effective higher-order questioning techniques and robust checks for understanding while simultaneously guiding teachers through a process of unpacking standards to determine the most suitable high-yield instructional strategies within the curricula for each lesson.
- Involve stakeholders, including students, in developing quality instructional “look-fors” about high-yield, learner-centered instructional strategies, effective higher-order questioning techniques and robust checks for understanding. Develop a system to ensure that these “look-fors” are internalized by administrative and instructional staff.



## Improvement Priority 2

Monitor and adjust instruction through systematic analysis of formative and summative data to identify trends and address individual student needs. Use data-driven strategies to guide professional development, focusing on research-based teaching strategies and the implementation of differentiated instruction to support diverse learners.

**Standard 22:** Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

### Findings:

According to 2023-2024 KSA data, as detailed in the appendix of this report, students scored significantly lower (gap of 30 percentage points or more) in all content areas compared to the state in the percentage of students scoring Proficient/Distinguished. Comparing KSA results from 2022-2023 and 2023-2024 in 3rd-grade math, the percentage of students who scored Proficient/Distinguished declined by three percentage points. While there are clear strengths in culture, climate and professional collaboration, the academic focus of the strategic plan is limited, with Tier 1 instruction being the only explicitly academic-facing component. Observational data revealed a significant lack of formative assessments and checks for understanding, which limits teachers' ability to identify and address gaps in student learning.

Regarding progress monitoring and feedback, it was evident/very evident in 10% of classrooms that "learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." The Diagnostic Review Team noted that teachers placed students into classrooms based on subject mastery during the All Block instruction time. Beyond these literacy and math intervention blocks, the team found a lack of instructional differentiation for students. Additionally, stakeholder interviews revealed a potential gap in knowledge related to differentiated learning and high-yield instruction.

Classroom observations showed many teachers using a think-pair-share strategy for student collaboration. Additionally, when asked which phrases best describe what learners do most of the time in classrooms (35), 74% of educators selected "work with their peers." However, it was evident/very evident in 48% of classrooms that "learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)." Student surveys and interviews revealed a desire for greater agency in their learning experiences, including opportunities to make choices in their learning and more connections to real-life contexts. Sixty-seven percent (67%) of students agreed/absolutely agreed with the statement, "In the past 30 days, I had lessons that were changed to meet my needs (13)." When asked, "What words or phrases best describe, in general, what educators in your institution consider to be the most important for learners (27)", 95% of educators selected "be engaged, while 12% chose "give opinions." A recurring theme among students was the need for teachers to spend more time explaining concepts in depth rather than moving on too quickly.

Although the school has implemented the University of Florida Literacy Institute (UFLI) Foundations for Literacy Intervention and Ready Set Math for math interventions, additional professional development is needed to strengthen instructional practices that promote student agency, differentiation and increased student achievement. While these programs provide valuable support for targeted skill development, equipping teachers with strategies to integrate these interventions into a broader framework of high-quality, student-centered instruction will be critical. The team suggests that the school focus professional learning on differentiation, formative assessments and opportunities for student choice to create a more effective and responsive learning environment that meets the diverse needs of all students.



### Potential Leader Actions:

- Ensure that formative assessments that monitor students' progress toward established success criteria derived from KSA occur daily in all classrooms and that data from those assessments are used in a timely fashion to inform and adjust instruction.
- To foster greater student agency, develop personalized learning plans that incorporate individual student goals and interests while providing professional development for teachers on effectively implementing these plans to tailor instructional practices (e.g., differentiated instruction, tiered instruction) and address the diverse needs of all students.
- Provide additional ongoing professional learning, coaching and feedback for general education teachers that specifically address the instructional needs of diverse learners (i.e., ML learners, newcomers, and students with disabilities).
- Use data-specific professional development to focus on core instructional challenges (e.g., math achievement, K-2 literacy decline) and intentionally select the school team that will attend the professional development, ensuring that there are teachers, coaches and administrative representatives who will own the ongoing data analysis work.

## 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 their plans to continuously strive for improvement.

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

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



# 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.

Jacob Elementary underwent its last Diagnostic Review in 2019-2020 and a Two-Day Progress Monitoring Review in 2021-2022. The December 2024 review considers the specific steps and strategies of the school since its prior reviews. Since that time, the school has maintained stable leadership. The current principal has been in place since August 2018. The principal has intentionally built a strong culture by providing services that support the whole child as well as keeping and retaining staff. Students represent many nationalities and at least 19 different languages. According to stakeholder evidence, Jacob is more than a school; it is like a family where you are always welcome.

During the principal’s time at Jacob, she identified five areas of priority within the strategic plan. These areas include culture and climate, PBIS, staffing, Tier 1 instruction and collaborative teams (PLCs). These priority areas were shared during the principal presentation, discussed during interviews and evident during observations. The principal focused on establishing a positive culture and climate through a rebranding of the school, making upgrades to the environment for student-friendly spaces, establishing collaborative decision-making teams focusing on students and holding all stakeholders accountable. One major shift was reestablishing protocols for PLCs and utilizing staff meetings as professional learning opportunities for teachers.

The previous reviews of the school yielded two improvement priorities that were not listed in the above strategic plan. Improvement Priority 1: “Systematically implement and monitor an evidenced-based curriculum across all grades and content areas. Collect and analyze student performance data and use findings to adjust and align instruction with learning expectations, improve instructional practices, and ensure the implementation of rigorous, aligned curricula for all students. Ensure instructional practices are based on high expectations and prepare learners for the next level (Cognia Standard 21).” One component used to meet this priority was to ensure the Jefferson County Public Schools (JCPS) mandated curriculum in reading and math was fully implemented in all grade levels for consistency and stability of pacing within grade levels. However, there was little evidence of regular monitoring of the JCPS mandated curriculum implementation in the classrooms. Improvement Priority 2: “Develop, implement, and monitor processes to adjust instruction to meet individual student needs. Ensure these processes produce high quality instruction. Collect and analyze data and use findings to identify needed improvements in student learning and adjust instructional practices to meet student academic needs (Standard 17).” To meet this priority, the principal has created PLCs with specific protocols and procedures that have



resulted in unpacking the reading and math curriculum for the identified content standards and reviewing data. However, there is still much work that needs to be done to implement PLCs effectively. Evidence through agendas and minutes shows that strategic and turnaround improvement plans are shared with instructional leadership teams and monitored currently by 30-60-90-day plans. This is a shift from the previous 45-day plan structure from previous years.

The school has received a total of \$568,268 in school improvement funds (SIF) since being identified for CSI in the 2019-2020 school year. As a member of Cohort 2 (2021-2022), the school received \$221,400 in SIF. Those funds were used for teacher stipends, to contract a math education consultant, as well as to purchase guided reading materials, resources, supplies and text, math manipulatives, PBIS materials and supplies and teacher professional literature. As a part of Cohort 3 in the 2022-2023 school year, the school received \$97,394 in SIF. Those funds were used to provide funding for a resource/intervention teacher, stipends for teachers, substitutes, classified extra pay, contract a consultant from Solution Tree and provide science and social studies curriculum and resources. In the 2023-2024 school year, as a part of Cohort 4, the school received \$92,649 in SIF. The school's focus for the year was to provide teachers with professional development by attending the Kentucky Center for Mathematics Conference and the National Literacy Conference, as well as stipends for PLC meetings and salary for a resource teacher. During the 2023-2024 Cohort 5 year, the school received \$156,825 in SIF and has allocated those funds for a reading interventionist and a permanent auxiliary teacher used to provide release time for teachers to engage in instructional rounds, PLCs, curriculum development, professional development and data analysis. However, at the time of this report, there are three unfilled positions at Jacob, and the employee hired in the SIF funded permanent auxiliary teacher position is being utilized as a long-term substitute in a first-grade classroom instead of a Jefferson County Public Schools (JCPS) funded substitute.

The district's monetary support for Jacob Elementary within each year of allocation, in addition to approval of the SIF application and amendment requests, includes the following: the district uses the same formula for staffing Accelerated Improvement Schools (AIS) schools as all elementary schools across the district; the funding formula used to provide Jacob Elementary's budget is also the same one used for all elementary schools across the district; the district provides additional funds as a line item defined as "equity funding" totaling \$313,450 that is used to employ a mental health practitioner, a literacy resource teacher, a math interventionist and an assistant principal of culture and climate; a zone fund of \$140,000 year is provided for incentives for students and staff (i.e. attendance awards, staff incentives). The district also provides, at minimum, an additional \$8,000 stipend for certified staff and administrators assigned to an AIS as an incentive to attract and retain staff, and the district provides an additional number of paid days for certified staff to attend training at the beginning of the school year for AIS schools. Principals of AIS schools are given early access to the transfer list from the district's Human Resources (HR) Department. The principal is also allowed to submit names to HR for transfer based on their lack of effectiveness in the turnaround work.

Jacob Elementary benefits from the support of the JCPS AIS Office, Executive Administrators (EA) and the Kentucky Department of Education, Education Recovery Staff in improvement efforts; however, evidence gathered determined a more differentiated support approach is needed on behalf of the district for Jacob Elementary and its principal. It was found in interviews that AIS schools do not receive any priority for substitute teacher placements, and as a result, most days, there are multiple classrooms without substitute teachers. At the time of this review, Jacob has three unfilled certified positions, one of which a SIF funded permanent auxiliary teacher is filling the vacancy instead of a JCPS paid substitute. The shortage of teachers in classrooms creates a revolving door of substitutes, hindering the school's ability to implement the rigorous interventions needed to address student achievement gaps. The team raises the question of how many vacancies high performing schools have and what processes or procedures the district has in place to prioritize staffing for MRI and CSI schools. In addition, the lack of substitutes available for when teachers are absent leads to students either being dispersed throughout the building into other classrooms for the day and "working" from Chromebooks or the need for specialists, co-teachers and interventionists to fill in for classroom teachers which is a barrier to providing small group or individualized instruction to students. Furthermore, Jacob Elementary houses an early learning



center that does not have a full-time administrator. Therefore, the logistics and management that follow are mostly the responsibility of this MRI principal, including pulling elementary staff to substitute for preschool absences.

There is an obvious disconnect and/or misalignment between requirements established by the district layered on top of the turnaround initiatives required for MRI monitoring. This layering of more initiatives and more monitoring instead of fewer initiatives to be monitored at a deeper level has created a challenge for MRI building leaders when determining the appropriate focus for their efforts. An example of this includes implementing and monitoring state improvement priorities using a 45-day plan tool, initiatives and monitoring by the AIS Office using School Learning Visits, district FSR-6 Systems Progress Monitoring requirements, as well as additional district mandates that are requirements of all JCPS non-MRI schools. This layering versus differentiation has a negative impact on student achievement and is a barrier to schools exiting CSI status.

Jacob Elementary is a beloved community school. Leadership has worked tirelessly over the past five years to rebrand and rebuild a foundation for student success. Evidence and stakeholder feedback confirm that Jacob has a more positive environment than it had five years ago. They now have many foundational systems in place for culture, climate, social-emotional learning, positive behavior reinforcements, restorative practices, community outreach, collaborative teams and student involvement. Now, leaders and teachers must shift their focus to teaching and learning at high levels.

# 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 has the capacity to successfully lead the turnaround of this CSI school.

The principal has led in the establishment of a positive, caring and welcoming school culture as evidenced through elect walkthrough data, stakeholder interviews, stakeholder survey data and informal observations. Behavior data shows a significant decline in discipline referrals and suspensions. The principal is respected by the faculty, staff and parents and is considered very approachable, as evidenced by various stakeholder interviews.

However, many stakeholders in various roles perceive the instructional coaches as the instructional leaders in the building as evidenced through interviews. The principal needs to leverage staff support that they have gained by leading the creation of a safe and positive school culture to becoming the undeniable instructional leader in the school. She should create an instructional vision with the goal of increasing student achievement in a student-centered, data-driven and evidence-based environment. The principal must shift her focus from management to instructional leadership. The rest of the school leadership may support instruction, but the principal should be the undeniable leader of the system. The principal should be in classrooms regularly to support and coach staff. The principal may require additional training and support.

Walkthrough and assessment data show a lack of instructional rigor in the classrooms. The principal needs to create a system to ensure that Kentucky Academic Standards (KAS) are taught at the appropriate level for which the students are being assessed on the KSA. The principal, leadership team and teacher leaders have set a foundation to increase student learning, but they should now be ready to take teacher effectiveness and student achievement to the next level. The principal should have high expectations for teachers to provide students with

high-yield instructional strategies and engaging lessons. Teachers should have high expectations for students to make significant gains in achievement regardless of their barriers. The principal must enhance the new teacher onboarding program to equip educators with the tools and support necessary for success.

Perhaps the greatest strength of the principal is in helping to create a caring environment that values diversity and is inclusive for all students. Students with a variety of ethnic and cultural backgrounds work and play together in a safe and caring environment. The principal has strived to make the school more effective for each student, teachers and staff, families and the community.



# 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>Julie Taylor</b>	Julie Taylor has dedicated over 20 years to fostering student success as a teacher and administrator (e.g., academic impact director, principal). With extensive experience in virtual and hybrid learning environments, she has developed a specialty in the school improvement process, collaborating with low-performing schools to drive meaningful change.
<b>Jim Hamm</b>	Jim Hamm has almost 40 years of experience as a teacher and administrator. He is currently serving the Kentucky Department of Education (KDE) as an Education Recovery Leader (ERL). He has been both an elementary and high school principal. He also served in various central office positions. The last several years of his career were spent with KDE, serving as a Professional Growth and Effectiveness Lead, ERL, State Assistance Monitor and State Manager.
<b>Tauheedah Baker-Jones</b>	Tauheedah Baker-Jones is a systems leader with over 20 years of experience in education. She began her career as a teacher in Los Angeles and later served in New Jersey as a teacher, principal and district superintendent. Tauheedah has also served as an adjunct professor at the Harvard University Graduate School of Education and a Senior Fellow at the Georgia Governor’s Office of Student Achievement. In her most recent role as the Chief Equity Officer for Atlanta Public Schools, she led transformative change, making the district a national model for successfully addressing equity challenges in education. Currently, she serves as the Southeast Regional Director for the National Center on Education and the Economy.
<b>Paula Johnson</b>	Paula Johnson is in year 26 as an educator and in year four working in the Office of Continuous Improvement and Support for the KDE, with experience as an ERL and Continuous Improvement Coach. Paula spent nine years as an elementary teacher and Reading Recovery teacher. Her last 17 years were spent in various administrative roles, such as director of equity and principal. She takes pride in using her leadership skills, systems approach, continuous improvement and experience in building and maintaining multi-tiered systems of support to enhance the educational experience for children in Appalachia.

# Appendix

## Cognia Performance Standards Ratings

### Key Characteristic 1: Culture of Learning

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

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

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

## Key Characteristic 2: Leadership for Learning

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

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



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

## Key Characteristic 3: Engagement of Learning

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

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

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

## Key Characteristic 4: Growth in Learning

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

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

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

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

# Student Performance Data

School Name: Jacob Elementary

## Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (2022-2023)	%P/D State (2022-2023)	%P/D School (2023-2024)	%P/D State (2023-2024)
Reading	3	10	46	15	47
	4	10	48	14	50
	5	*	48	11	46
Math	3	10	43	7	43
	4	*	42	11	43
		*	41	*	41
Science	4	*	35	*	34
Social Studies	5	11	42	9	39
Editing and Mechanics	5	15	47	17	47
On Demand Writing	5	*	39	*	39

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

### Plus

- The percentage of 3rd-grade students scoring Proficient/Distinguished in reading on the KSA increased by five percentage points from 2022-2023 to 2023-2024.
- The percentage of 4th-grade students scoring Proficient/Distinguished in reading increased by four percentage points from 2022-2023 to 2023-2024.

### Delta

- The percentage of 3rd-grade students scoring Proficient/Distinguished in math on the KSA from 2022-2023 to 2023-2024 declined by three percentage points.
- According to the 2023-2024 KSA, students scored significantly lower (gap of 30 percentage points or more Proficient/Distinguished) in all content areas compared to the state average.
- The 2023-2024 KSA data revealed that 14% of 4th-grade students scored Proficient/Distinguished in reading compared to the state average of 50%.
- The 2023-2024 KSA data revealed that 7% of 3rd-grade students scored Proficient/Distinguished in math compared to the state average of 43%.
- The 2023-2024 KSA data revealed that 9% of 5th-grade students scored Proficient/Distinguished in social studies compared to the state average of 39%.

## Elementary English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)
Percent Score of 0	27	26	34	29
Percent Score of 60-80	26	35	24	35
Percent Score of 100	28	24	27	23
Percent Score of 140	19	14	15	13

## Plus

- According to the 2023-2024 KSA data, the percentage of English learners (ELs) scoring 140 points for progress on the Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment was 15%, while the state average was two percentage points lower at 13%.
- According to the 2023-2024 KSA data, the percentage of ELs scoring 100 points for progress on the ACCESS assessment was 27%, while the state average was four percentage points lower at 23%.

## Delta

- According to the 2023-2024 KSA data, the percentage of ELs scoring zero points for progress on the ACCESS assessment was 34%, while the state average was five percentage points lower at 29%.
- Comparing KSA results for ELs from 2022-2023 to 2023-2024, the percentage of students scoring a percent score of 140 declined by four percentage points.



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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)
All Students	10	15	10	7
Female	13	19	13	8
Male	8	*	8	*
African American	*	13	*	*
American Indian or Alaska Native	*	n/a	*	n/a
Asian	*	n/a	*	n/a
Hispanic or Latino	*	*	*	*
Native Hawaiian or Pacific Islander	*	n/a	*	n/a
Two or More Races	*	*	*	*
White (non-Hispanic)	*	*	21	15
Economically Disadvantaged	8	15	12	8
Non-Economically Disadvantaged	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*
Alternate Assessment	*	*	*	*
Students Without IEP	10	16	12	9
English Learner Including Monitored	*	*	*	*
English Learner	*	*	*	*
Non-English Learner	9	20	11	10
Non-English Learner or Monitored	9	21	11	10
Foster Care	*	n/a	*	n/a
Gifted and Talented	n/a	n/a	n/a	n/a
Non-Gifted and Talented	10	15	10	7
Homeless	*	*	*	*
Migrant	*	n/a	*	n/a
Military Dependent	*	n/a	*	n/a

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

### Plus

- The percentage of all subgroups in 3rd-grade reading scoring Proficient/Distinguished on the KSA increased from 5-12 percentage points from 2022-2023 to 2023-2024.
- Economically disadvantaged students' scores on the KSA increased by seven percentage points in reading from 2022-2023 to 2023-2024.
- Non-EL student scores increased in reading on the KSA by 11 percentage points from 2022-2023 to 2023-2024.

### Delta

- All subgroups in 3rd-grade math scoring Proficient/Distinguished on the KSA decreased from one to seven percentage points from 2022-2023 to 2023-2024.
- White student scores in math on the KSA declined by six percentage points from 2022-2023 to 2023-2024.
- Female student scores declined by five percentage points in math on the KSA from 2022-2023 to 2023-2024.

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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Science (2022-2023)	Science (2023-2024)
All Students	10	14	*	11	*	*
Female	*	16	*	*	*	*
Male	13	13	*	9	*	*
African American	6	*	*	*	*	*
American Indian or Alaska Native	*	n/a	*	n/a	*	n/a
Asian	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	n/a	*	n/a	*	n/a
Two or More Races	*	30	*	*	*	*
White (non-Hispanic)	*	17	*	*	*	*
Economically Disadvantaged	10	13	*	11	*	*
Non-Economically Disadvantaged	*	21	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	*	*	n/a	*	*
Students Without IEP	13	15	*	13	*	*
English Learner Including Monitored	21	16	*	*	*	*
English Learner	21	16	*	*	*	*
Non-English Learner	8	14	*	11	*	*
Non-English Learner or Monitored	8	14	*	11	*	*
Foster Care	*	n/a	*	n/a	*	n/a
Gifted and Talented	*	*	*	*	*	n/a
Non-Gifted and Talented	*	11	*	10	*	*
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

- All student scores increased from 2022-2023 to 2023-2024 in 4th-grade reading on the KSA.
- Non-EL scores in 4th-grade reading increased by six percentage points from 2022-2023 to 2023-2024.

#### Delta

- The percentage of 4th-grade ELs scoring Proficient/Distinguished on the 2023-2024 KSA decreased by five percentage points from 2022-2023.

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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Social Studies (2022-2023)	Social Studies (2023-2024)	Editing and Mechanics (2022-2023)	Editing and Mechanics (2023-2024)	On-Demand Writing (2022-2023)	On-Demand Writing (2023-2024)
All Students	*	11	*	*	11	9	15	17	*	*
Female	*	*	*	*	*	*	*	14	*	*
Male	*	18	*	*	21	13	28	20	*	*
African American	*	9	*	*	*	9	15	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	*	15	*	*	*	*	*	20	*	*
Native Hawaiian or Pacific Islander	*	n/a	*	n/a	*	n/a	*	n/a	*	n/a
Two or More Races	*	*	*	*	*	*	*	18	*	*
White (non-Hispanic)	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	10	*	*	12	8	16	14	*	*
Non-Economically Disadvantaged	*	19	*	*	*	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*	*	*	*	*
Students Without IEP	*	14	*	*	11	11	16	20	*	*
English Learner Including Monitored	*	19	*	*	*	15	*	26	*	*
English Learner	*	*	*	*	*	*	*	9	*	*
Non-English Learner	*	15	*	*	8	12	18	20	*	*
Non-English Learner or Monitored	*	*	*	*	8	*	18	13	*	*
Foster Care	*	n/a	*	*	*	n/a	*	n/a	*	*
Gifted and Talented	*	*	*	*	*	n/a	*	*	*	*
Non-Gifted and Talented	*	7	*	*	11	9	13	13	*	*
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

- Fifth-grade students scoring Proficient/Distinguished on the KSA in editing and mechanics increased by two percentage points from 2022-2023 to 2023-2024.
- The percentage of 5th-grade students without IEPs scoring Proficient/Distinguished on the KSA in editing and mechanics increased four percentage points from 2022-2023 to 2023-2024.
- The percentage of 5th-grade non-ELs scoring Proficient/Distinguished on the KSA in social studies increased by four percentage points from 2022-2023 to 2023-2024.

#### Delta

- The percentage of 5th-grade students scoring Proficient/Distinguished on the KSA in social studies decreased by two percentage points from 2022-2023 to 2023-2024.
- The 5th-grade male students scoring Proficient/Distinguished on the KSA in editing and mechanics decreased by eight percentage points from 2022-2023 to 2023-2024.
- The percentage of 5th-grade male students scoring Proficient/Distinguished on the KSA in social studies decreased by eight percentage points from 2022-2023 to 2023-2024.



# Schedule

## Monday, December 2, 2024

Time	Event	Where	Who
5:15 p.m. – 6:15 p.m.	Principal Overview Presentation	Jacob Elementary	Principal and Diagnostic Review Team Members
6:45 p.m. – 8:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, December 3, 2024

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

## Wednesday, December 4, 2024

Time	Event	Where	Who
9:00 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
9:00 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, December 5, 2024

Time	Event	Where	Who
8:00 a.m. – 3:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members

