



Cognia Diagnostic Review Report

**Results for:
Kennedy 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.

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	3
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	4
Certified Staff	15
Noncertified Staff	5
Students	7
Parents	5
Total	40

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 team's findings. Guided by evidence, the team arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned with research-based criteria designed to improve student learning and organizational effectiveness.

Strengths and Continuous Improvement:

The Diagnostic Review Team reviewed documents and artifacts and observational, stakeholder survey and interview data and found the school had made progress since the previous 2019-2020 Diagnostic Review. Improvements aligned with Improvement Priority 1, which focused on the structure of professional learning community (PLC) meetings and common assessments. Improvements also aligned with Improvement Priority 2, which was about a defined curriculum. According to the 2021-2022 Two-Day Progress Monitoring Report, some staff members had participated in professional development focused on deconstructing standards and integrating common assessments in English and math. The team found the school uses the Better Lessons platform with coaching cycles to improve instruction. The school uses the Data Analysis Protocol, J.F. Kennedy Student Data Sheet and J.F. Kennedy UFLI (University of Florida Institute) Data Tracker. Time had been embedded in the master schedule to support PLCs and professional development. An external company, Solution Tree and its PLC at Work process, helped with PLC effectiveness. The documents provided to the team included PLC protocols that adhered to the Plan-Do-Study-Act (PDSA) cycle. Interview data revealed the school had established a turnaround team consisting of teachers and administrators as an essential component of the ongoing improvement process.

The 2019-2020 Diagnostic Review highlighted three improvement priorities: PLC, curriculum implementation and differentiated standards-based instructional lessons. However, interview data revealed that the school lacks a clear vision centered around the established goals in the comprehensive school improvement plan (CSIP)/turnaround plan. Interview data also showed that the 2019-2020 improvement priorities were not effectively communicated to all stakeholders (e.g., parents, students, support staff). Additionally, interview data indicated that school leadership frequently changed the schoolwide expectations and had not clarified implementation criteria for instructional initiatives. For example, according to the Kennedy School Improvement Funds Expenditure Summary, funds were spent on Kagan and Orton-Gillingham training; however, interview data suggests the school had not established or clearly defined its expectations for implementing new learning into instructional practices. Interview data and a review of PLC meeting agendas and minutes suggested a lack of consistently implemented effective PLC practices. Interview and observational data indicated that students rarely engaged in small group instruction or collaborative learning tasks. Moreover, observational and interview data revealed that some instructional programs (e.g., UFLI) were inconsistently implemented.

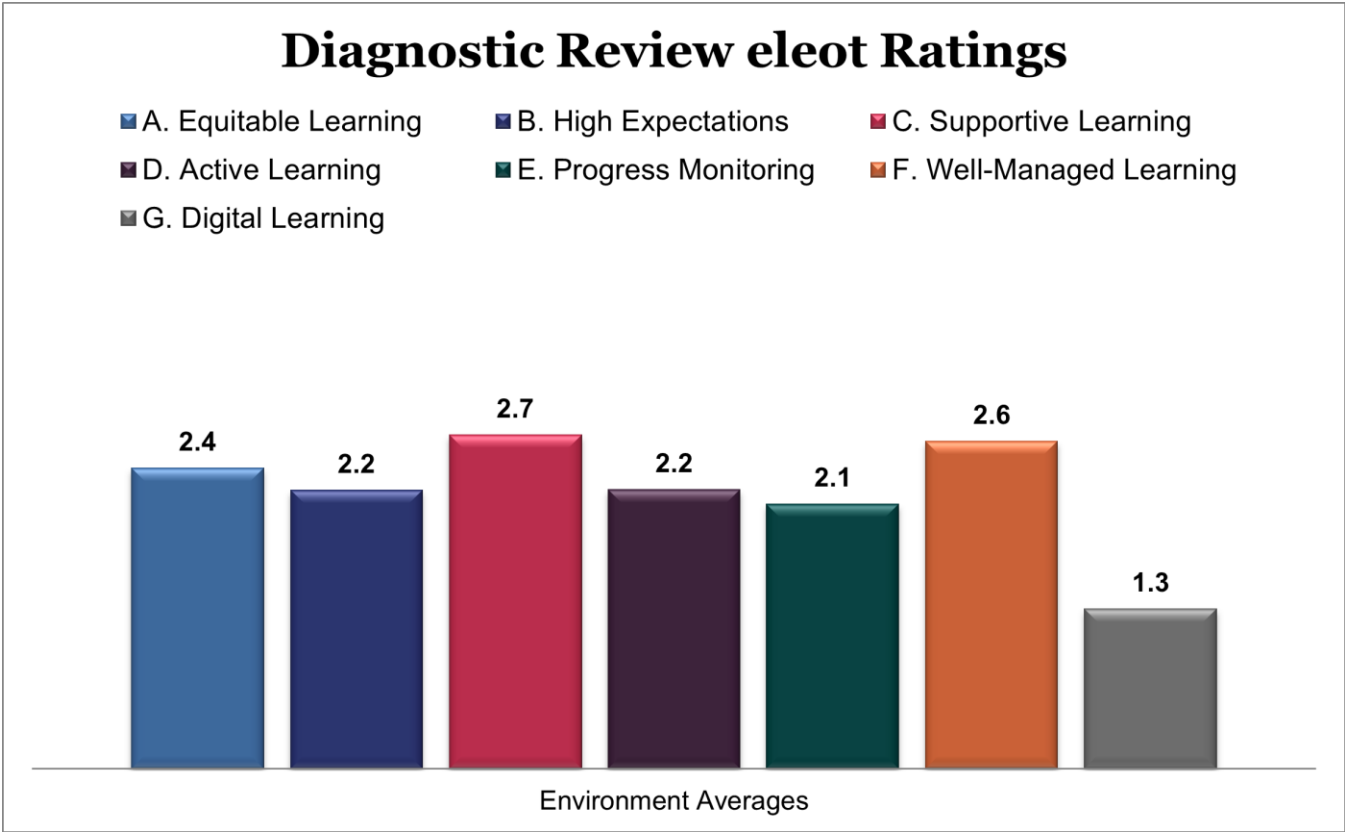
During the overview presentation, the principal shared a heat map of the progress made toward accomplishing the 2019-2020 improvement priorities. The principal reported the school had made insufficient progress in some areas (e.g., analysis of common formative assessment, implementation of tiered instruction, interventions). The team was unclear about the steps the school intends to take to address these gaps. Additionally, monitoring practices such as classroom observations, feedback and data analysis are inconsistently used to improve and adjust instruction and inform decision-making. To foster a culture of improvement, the team recommends using consistent, transparent communication to regularly define goals, action steps and evaluation measures while collaboratively updating stakeholders on progress. This will ensure alignment, accountability and engagement in the continuous improvement process.



Effective Learning Environments Observation Tool (eleot) Results

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

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



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.9	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	40%	37%	14%	9%
A2	2.8	Learners have equal access to classroom discussions, activities, resources, technology, and support.	6%	31%	43%	20%
A3	3.0	Learners are treated in a fair, clear, and consistent manner.	3%	20%	49%	29%
A4	1.9	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.	43%	31%	20%	6%
Overall rating on a 4-point scale:			2.4			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.3	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	26%	40%	17%	17%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	17%	37%	31%	14%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	46%	34%	11%	9%
B4	2.4	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	17%	46%	20%	17%
B5	2.2	Learners take responsibility for and are self-directed in their learning.	23%	46%	17%	14%
Overall rating on a 4-point scale:			2.2			

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.	23%	20%	31%	26%
C2	2.6	Learners take risks in learning (without fear of negative feedback).	17%	29%	31%	23%
C3	2.7	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	11%	29%	40%	20%
C4	2.8	Learners demonstrate a congenial and supportive relationship with their teacher.	14%	26%	29%	31%
Overall rating on a 4-point scale:			2.7			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.4	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	29%	14%	46%	11%
D2	1.7	Learners make connections from content to real-life experiences.	54%	29%	9%	9%
D3	2.6	Learners are actively engaged in the learning activities.	9%	40%	37%	14%
D4	2.2	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	26%	40%	20%	14%
Overall rating on a 4-point scale:			2.2			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	2.1	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	29%	43%	20%	9%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	11%	49%	26%	14%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	20%	40%	29%	11%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	54%	31%	11%	3%
Overall rating on a 4-point scale:			2.1			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.8	Learners speak and interact respectfully with teacher(s) and each other.	11%	26%	37%	26%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	9%	29%	43%	20%
F3	2.4	Learners transition smoothly and efficiently from one activity to another.	26%	23%	34%	17%
F4	2.5	Learners use class time purposefully with minimal wasted time or disruptions.	20%	26%	37%	17%
Overall rating on a 4-point scale:			2.6			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	74%	11%	6%	9%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	91%	6%	3%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	86%	9%	3%	3%
Overall rating on a 4-point scale:		1.3				

eleot Narrative

The Diagnostic Review Team conducted 35 formal classroom observations in core content classrooms. In addition, several informal observations were also conducted across the school.

The classroom observational data has improved overall since the previous Diagnostic Review. To illustrate, 24 of 28 indicators across all seven learning environments increased from 2020 to 2024. While still low, the ratings significantly improved in the Well-Managed Learning Environment.

The Diagnostic Review Team identified several areas of concern, such as the lack of student collaboration and differentiated instruction. For example, students who "collaborate with their peers to accomplish/complete projects, activities, and/or assignments (D4)" were evident/very evident in 34% of classrooms. Few students were observed working with others. In most classrooms, all students completed the same assignment even when working in groups, as it was evident/very evident in 23% of classrooms that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)."

In many classrooms, evidence-based instructional practices were lacking. In less than half of the classrooms observed, students were actively engaged in learning. More specifically, students who "actively engaged in the learning activities (D3)" were evident/very evident in 51% of classrooms. The team observed a lack of support and feedback to guide learning in most classrooms. For instance, it was evident/very evident that "learners are supported by the teacher, their peers and/or other resources to understand content and accomplish task (C3)" in 60% of classrooms, and evident/very evident in 40% of classrooms that "learners receive/respond to feedback (from teacher/peers/other resources) to improve understanding and/or revise work (E2)", indicating that these important practices are not consistently implemented to guide student learning. Students rarely made connections to real life, as it was evident/very evident in 18% of classrooms that "learners make connections from content to real-life experiences (D2)."

The Diagnostic Review Team had concerns about the lack of rigor and challenging learning tasks. Students who "strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)" were evident/very evident in 34% of classrooms. Classroom observational data also revealed that learners who "engage in activities and learning that are challenging but attainable (B2)" were evident/very evident in 45% of classrooms. Few students could explain how to achieve high quality work, as shown in 20% of classrooms where

it was evident/very evident that "learners demonstrate and/or are able to describe high quality work (B3)", suggesting that success criteria or rubrics are seldom used.

The team was also concerned about student behavior in classrooms and during transitions. It was evident/very evident in 51% of classrooms that "learners transition smoothly and efficiently from one activity to another (F3)." In 63% of classrooms, it was evident/very evident that learners both "speak and interact respectfully with teacher(s) and each other (F1)" and "demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)." The effective use of instructional time to improve student learning was also noted as a challenge, as it was evident/very evident in 54% of classrooms that "learners use class time purposefully with minimal wasted time or disruptions (F4)."

Observational data also revealed inconsistent access to learning for all students. The team observed that learners who have "equal access to classroom discussions, activities, resources, technology and support (A2)" were evident/very evident in 63% of classrooms. Adults generally treated students fairly; however, the team found this an area of growth for the school. The team suggests using common expectations and language to improve the climate and student behavior school wide. Observational data showed it was evident/very evident in 78% of classrooms that "learners are treated in a fair, clear, and consistent manner (A3)." The team suggests that the school leverage and improve its existing processes to build a climate of fairness and ensure that 100% of students feel valued and thrive.

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

Leverage the current PLC process by using data analysis results to adjust instructional practices (e.g., data-informed differentiated instruction), thereby improving student learning. Establish clear expectations and monitoring processes (e.g., classroom observations, feedback, support) to ensure the effective implementation of instructional practices.

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

Findings:

The student performance on the Kentucky Summative Assessment (KSA) highlighted a need for improving instruction and differentiated learning opportunities designed to meet the needs of all students. The data revealed a decline in reading scores from 2022-2023 to 2023-2024. Specifically, the percentage of students scoring Proficient/Distinguished in reading on the KSA declined in grades 3 and 4. The most significant decrease was in 4th-grade reading, with scores declining from 27% in 2022-2023 to 18% in 2023-2024. The 2019-2020 Diagnostic Review Report referenced a similar decrease in 4th grade as scores decreased from 42.4% in 2017-2018 to 21.8% in 2018-2019. Additionally, student performance data showed that reading scores in 2022-2023 and 2023-2024 were at least 20 percentage points below the state average in all grade levels. The 2021-2022 Two-Day Progress Monitoring Report also referenced a difference of at least 20 percentage points between the state average and the percent of students scoring Proficient/Distinguished in reading. Additionally, 31% of English learners (i.e., multi-lingual learners) scored zero points for progress on the 2023-2024 Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs.

Observational data also revealed a lack of instruction tailored to meet the diverse needs of students. It was evident/very evident in 23% of classrooms that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." According to survey data, when asked, "Which four phrases best describe what learning looks like most of the time in your classes (21)", 43% of students selected "complete worksheets", 45% selected "do the same work as everyone else" and 54% chose "listen to teachers talk." Small group instruction was a focus discussed during the principal's overview presentation; however, observational data showed that practice was inconsistently implemented across classrooms. Survey results revealed that 75% of educators agreed/absolutely agreed that "at my institution, we base our improvement efforts on learners' needs (5)." Additionally, survey data revealed that 67% of students agreed/absolutely agreed that "in the past 30 days, I had lessons that were changed to meet my needs (13)." Similarly, family survey results showed that 75% agreed/absolutely agreed that "in the past 30 days, my child had instruction that was changed to meet their needs (15)." Differentiating instruction can increase student engagement and close achievement gaps, fostering a supportive learning environment. Survey results showed that 55% of educators agreed/absolutely agreed that "at my institution, we provide an instructional environment where all learners thrive (9)." It was evident/very evident in 51% of classrooms that "learners are actively engaged in the learning activities (D3)."

A review of documents (e.g., master schedule with identified time for PLCs, PLC protocol, data analysis protocol) showed that the school was beginning to put structures in place to support data analysis. Also, the school has implemented several practices, such as the University of Florida Literacy Institute (UFLI), Skills Block, All Block and common assessments through EL Education (EL) for English and Illustrative Math (IM) for math. However,



interview and observational data revealed inconsistencies in implementing these curriculum and instructional programs, along with a lack of follow-through from administrative staff to ensure accountability for the consistent application of all programs and processes. Limited professional development on instructional programs, particularly for newly hired staff, and a lack of clear expectations were areas of concern expressed by most stakeholders. Educator survey results revealed that 77% of educators agreed/absolutely agreed that "in the past 30 days, I participated in learning experiences that increased my knowledge and skills (22)." Interview data and a review of the JFK PLC Process/Protocol and the Measures of Academic Progress (MAP) math data reports and analysis showed that multiple forms of data were reviewed during PLCs, such as MAP, EL and IM; however, the team found little evidence showing the use of data to adjust instruction. Additionally, data protocols and analysis tools either lacked information from certain grade levels and teachers or included content from previous school years. Educator survey results revealed that 75% of educators agreed/absolutely agreed that "at my institution, we base our improvement efforts on learners' needs (5)."

Potential Leader Actions:

- Establish and clearly communicate measurable goals, expectations and successes to all stakeholders (e.g., parents, students, teachers) related to implementing instructional practices designed to increase student achievement.
- Establish and implement a PLC protocol that ensures teachers analyze student performance data (e.g., MAP, common formative assessments) to identify learning gaps and develop targeted instructional strategies (i.e., differentiated) and interventions that address students' specific needs.
- Provide teachers with specific guidelines and ongoing professional development about using findings from data analysis to differentiate instruction by implementing specific strategies, such as small group interventions.
- Establish a system to track progress for implementing differentiated instruction and using data to guide instructional decisions. Conduct frequent scheduled classroom observations, provide teachers with meaningful feedback and ensure administrative participation in PLCs.

Improvement Priority 2

Establish focus areas (e.g., reading, math, student behavior) based on findings from data analysis of student needs. Align initiatives (e.g., UFLI, MAP, Skills Block/All Block, What I Need Time) with school goals to ensure that the school operates as a coherent system focused on increasing student mastery of the Kentucky Academic Standards.

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

Findings:

Continuous improvement involves a multi-step process that includes identifying areas of growth, developing action steps, monitoring progress, analyzing the results and adjusting as needed. Interview data revealed that while some efforts have been made to implement a continuous improvement process, such as the creation of the CSIP/turnaround plan and turnaround team, the team found little evidence the school had established and communicated to all stakeholders a clear instructional vision with focus areas and turnaround initiatives. Interview data also revealed that areas of focus and instructional priorities often shifted, and the team found inconsistencies in many teachers' and administrators' understanding of the expectations for implementing initiatives (e.g., UFLI, Kagan, Skills Block/All Block). Interview data further revealed that several initiatives with similar goals, including Kagan, UFLI and Skills Block/All Block were being implemented, highlighting a lack of clearly defined focus areas and aligned action steps. Additionally, interview data indicated there was insufficient training to support the effective implementation of these initiatives and inadequate tracking of student progress. The school lacks a clearly defined process to continuously inform stakeholders about student achievement on assessments (e.g., MAP, UFLI, common assessments). A review of artifacts (e.g., data analysis tools, PLC protocol) showed the school reviewed data from a variety of sources (e.g., MAP, UFLI, common assessments); however, teachers and administrators articulated different understandings of the correlation between school-level assessment data and student achievement on the KSA. Understanding how these data correlate with the KSA can enhance the analysis and use of data.

Survey data further revealed a lack of an aligned continuous improvement process based on the needs of students. Educator survey results showed that 75% of educators indicated that "at my institution, we base our improvement efforts on learners' needs (5)." Survey results also revealed a lack of alignment of resources to the needs of students with 65% of educators who agreed/absolutely agreed that "at my institution, we use learner information to make decisions about distributing resources (7)." Student survey results also revealed that 78% of students indicated that "in the past 30 days, I had many ways to show my teachers what I learned (19)." Methods to monitor student learning and progress toward goals were lacking. Educator survey results revealed that 78% agreed/absolutely agreed that "in the past 30 days, I used a variety of information to determine learners' progress (20)." According to educator survey data, when asked, "Which four phrases best describe, in general, the ways educators in your institution monitor learners' progress (28)", 53% selected "check class learning goals", 30% chose "check homework", 43% selected "check individual learning goals" and 42% chose "give cumulative test." Similarly, students' responses to the survey question asking, "Which four phrases best describe how your teachers know you are learning (24)", 63% chose "check my goals", 42% selected "check homework", 66% selected "give a grade" and 34% selected "give long tests." The team reviewed a student data sheet that students used to track their progress on assessments (e.g., MAP, EL assessment, IM assessment) but little evidence of implementation was found.

It was evident/very evident in 14% of classrooms that "learners understand and/or are able to explain how their work is assessed (E4)." Additionally, it was evident/very evident in 29% of classrooms that "learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1)." It was also evident/very evident in 40% of classrooms that "learners demonstrate and/or verbalize understanding of the lesson/content (E3)."



Interview data indicated that What I Need (WIN) is time designated for teachers to provide interventions based on the needs of students. However, the team found minimal evidence of well-defined expectations for implementing WIN or strategies to track improvements in student achievement.

Potential Leader Actions:

- Analyze a variety of student data (e.g., MAP, formative assessments, behavior reports) to identify key focus areas (e.g., math, reading, student behavior).
- Based on the data analysis, clearly define and communicate to stakeholders (e.g., parents, students, teachers, support staff) the school's focus areas (e.g., reading, math, behavior) and the methods the school will use to measure progress.
- Design and implement a clear timeline for utilizing and monitoring data from initiatives to ensure accountability for both application and student success.
- Provide ongoing professional development to support effective implementation and analysis of data to identify student needs and make instructional adjustments.

Your Next Steps

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

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

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

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.

Kennedy Elementary underwent a previous Diagnostic Review in 2019-2020. One of the focal points for the current review is to consider the progress made toward the past improvement priorities since the previous review, along with a review of resources and expenditures with the school improvement fund (SIF) dollars. Since that time, the school has not been able to maintain consistent leadership, which has affected the SIF budget and spending. The current principal has been in place since July 2023. One of the two assistant principals joined the team in the summer of 2023 with the other assistant principal arriving during the summer of 2024. Currently, there remain certified and non-certified vacancies, including the guidance counselor position.

The 2019-2020 Diagnostic Review yielded three improvement priorities. Improvement Priority 1 instructed the school to develop, implement, and monitor an improvement process focused on improving student learning and professional practice through a PLC framework. The school has provided professional learning opportunities through Solution Tree on the effective implementation of the PLC process. While the school has made progress in developing a PLC protocol, following the PDSA cycle, there is little evidence to suggest that the protocol has been implemented as designed or with fidelity. Interviews and a review of artifacts suggest the data analysis portion of the protocol has not systematically led to usable action steps to improve instructional practice and increase student achievement.

Improvement Priority 2 directed the school to develop and implement a curriculum that focuses on high expectations and promotes success for students at their next levels. It also states that they should include a process that integrates grade-level standards-based monitoring and high-yield classroom strategies. Additionally, Improvement Priority 3 directed the school to provide instructional lessons that meet individual students' needs and the school's grade-level learning expectations. The school has adopted a new, scripted curriculum for English (EL) and math (IM). However, interview and observational data revealed inconsistencies in the classroom implementation of the purchased curricular programs which was attributed to limited and sporadic training and coaching, particularly for newly hired staff. Additionally, little evidence exists to demonstrate the communication of clear expectations around consistent implementation and accountability measures. The Better Lessons platform with coaching cycles was purchased to improve teacher practice, especially for new teachers.

The school has received a total of \$618,682 in SIF. Currently, the school has an available balance of approximately \$100,000. Monies had been designated to fund a position for an Academic Instructional Coach



(AIC). However, hiring issues and lack of suitable candidates prevented this position from ever being filled. Books for students to use for independent reading have been purchased. Funds have also been used to purchase iPads and cases, along with supplemental materials for guided reading, phonics materials, Bridges Math curriculum and an Interactive Read-Aloud webinar. Additionally, funds have been used to provide training on Jim Shipley's School Improvement Systems, Fountas and Pinnell, Jan Richardson/Guided Reading and Orton-Gillingham. Funds were allocated for training by educational consultants through Better Lessons. Monies have been used to pay teachers for their time spent in PLCs and in turnaround team meetings. More recently, funds have been spent on registration, travel, teacher stipends for Solution Tree's PLC at Work Institute and Kagan training. However, observational data did not reflect the use of Kagan structures in classrooms and stakeholder interviews revealed little guidance was provided on the expected frequency of implementation of Kagan structures into daily practice. Since two different principals were involved in creating grant applications for SIF spending and with the recent mandating of EL and IM curriculums (these were not funded by SIF), there is not clear evidence of a coherent long-range instructional vision that could tie together turnaround initiatives. This has led to the existence of several isolated initiatives being implemented to varying degrees with little monitoring of effectiveness or feedback to improve practice.

There is evidence of varying levels of stakeholder involvement in the continuous improvement process. Interview data further highlighted the establishment of a turnaround team, consisting of both teachers and administrative staff, as a key strength and essential component of the ongoing improvement process. Other than through the Parent Advisory Committee, the team found little evidence of school-led efforts to gain input from families to inform the continuous improvement process. The principal acknowledges this is an area of growth in the turnaround process.

Leadership has received support from the district. Support has included regularly scheduled coaching conversations with the principal's executive administrator (EA) and administrative support from the Accelerated Improvement Schools (AIS) office. This support (e.g., a site visit to William Wells Brown Elementary, Improvement Science Boot Camp, CSI and MRI leadership series) varies among principals in the district. The principal also received guidance and support in preparing and planning for this diagnostic review from her EA. The team remains unsure of the coherence of support topics across the layers of the turnaround work.

Leadership Capacity in Diagnostic Review

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

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

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

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

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

The second-year principal, her administrative staff and AIS district support partners have implemented some continuous improvement structures. During interviews, stakeholders reported that the turnaround team was going really well. This team consists of representatives from various stakeholder groups, including numerous teachers. Based on interviews and an artifact review, the turnaround team has been responsible for completing the needs assessment that serves as a basis for the CSIP and the turnaround plan. This group collaboratively uses improvement science tools (e.g., fishbone analysis, the PDSA cycle) to guide instructional next steps. Additionally, the turnaround team has set novice reduction goals that focus on students who are not achieving at the rate of their same-age peers. The principal consistently uses the advisory leadership team (ALT) in a capacity similar to other schools' school-based decision making (SBDM) councils. Additionally, the principal presentation and a review of artifacts revealed that the leadership team has resumed meeting again formally, but this activity is in its initial implementation phase. Educational Recovery (ER) staff and district support staff could promote this leadership team work by arranging opportunities such as school visits where the team could observe effective and high-functioning leadership teams. The principal should work with support partners (e.g., ER staff assigned to the building, district staff members supporting the principal, Kentucky Department of Education (KDE) liaison/ER Director) to develop a clear purpose for each team/committee and utilize the 30-60-90-day plan to ensure incremental completion of the priority work.

A common theme across interviews and artifacts was that the principal needs to intentionally create and communicate a clear instructional vision and set of core beliefs and use them with stakeholder groups to clarify

the purpose and coherence of all turnaround initiatives. ER staff and district support staff should assist with leading this work by encouraging a continuous improvement model structure that includes initiative development, execution, monitoring, feedback and adjustment. Interviews revealed a perception that, at times, various members of the administration were inconsistent in communicating a unified message regarding priorities, expectations and initiatives. Interviewees expressed some frustration with the lack of clarity and the number of initiatives planned with little monitoring or feedback provided. Clear roles and responsibilities for each building-level administrator were not evidenced for the team but are crucial for organizational management. District support staff could offer current job descriptions for each position and assist in developing/revising roles and responsibilities with an emphasis on the linkage of the roles for program effectiveness. The principal presentation and interviews revealed some work on the vision and mission statements, with follow up planned for January 2025. However, the extent to which these have impacted a continuous improvement process is unclear.

The principal, in collaboration with her turnaround team and ER staff, should define and clarify the school's guiding statements and use them as the lens through which to view all data analysis results to make decisions for improving student achievement.

During the principal presentation, artifact review and interviews, the team noted that, to some degree, the principal has worked with her teams to create and communicate data analysis tools (e.g., data analysis protocol, walkthrough tool to measure current initiatives). However, the principal has been unable to fully leverage the existing tools and structures to systematically move to collaborative data analysis sessions to determine instructional planning. Thus, creating coherent plans for adjusting implementation practices, monitoring progress of effectiveness and providing feedback has been sporadic. Staff interviews suggest a lack of understanding about how data results are used to signal specific changes in practice, student groupings and differentiated instruction based on student needs. Further, interviews revealed that some staff members had not been trained in using data reports that accompany screeners (e.g., MAP) and curricular programs to determine the next steps for student progress. Partial work in these areas (e.g., intervention groupings) occurs informally within certain teacher groups but not systematically in response to leadership expectations. The principal should train and coach teachers in data literacy so that they can make informed decisions in their classrooms in real time. The principal should work with ER staff members and district support staff to create and fully develop current and new repeatable systems and structures to ensure that leader expectations for all initiatives are clearly communicated. Once the leader's expectations are shared, relevant staff training must be identified and provided by school leadership, ER staff and district support staff.

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
Tonya Addison	Tonya Addison has served as a teacher, assistant principal, and principal in secondary schools for over 19 years. She has also served as the district coordinator of attendance and multi-tiered systems of supports (MTSS) to increase student achievement and provide support for attendance, behavior and social-emotional learning through implementing MTSS. She currently serves as the director of teacher quality. In this role, she supports schools by increasing the instructional capacity of teachers collectively and individually to increase student achievement.
Susan Greer	Susan Greer has 34 years of experience in education. Currently, she serves as an Education Recovery Leader (ERL) with the Kentucky Department of Education where she directly supports turnaround schools in Kentucky to improve student growth and achievement. Susan also serves as the director of the Continuous Improvement Coaches in Kentucky, focusing on evidence-based strategies for school improvement and gap reduction. She is a certified Jim Shipley leadership and classroom systems trainer and National Institute for School Leadership facilitator. Susan has been a middle/high school teacher, high school administrator, Highly Skilled Educator, Education Recovery Director, and ERL. She has been a Diagnostic Review team member and associate lead evaluator for the last 16 years.
Brian Eerenberg	Brian Eerenberg is serving his 19th year in education and his 11th year in administration. He currently is the principal of Ponderosa Elementary for Boyd County Public Schools. He was also an assistant principal in West Virginia for three years. Brian taught high school social studies for eight years. He currently serves as the chair of the Kentucky Principal Advisory Council. Brian has served on diagnostic and accreditation review teams.
Todd Tucker	Todd Tucker has served as an Education Recovery Director (ERD) at the Kentucky Department of Education (KDE). In this position, he oversaw the turnaround efforts of Educational Recovery (ER) staff and provided direct support to turnaround schools across the state. Todd is a certified National Institute for School Leadership facilitator and a Jim Shipley Systems leadership and classroom systems trainer. He has been an educator for 35 years, serving as a middle school teacher, high school principal, Highly Skilled Educator and Educational Recovery Leader (ERL) with the KDE.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
1. Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.	Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	2
2. Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.	Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.	Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.	Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented, and are consistent with and based on its stated values.	Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.	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
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.	1
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	2

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

Key Characteristic 3: Engagement of Learning

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

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

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

Key Characteristic 4: Growth in Learning

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

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

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

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

Student Performance Data

School Name: Kennedy 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	16	46	8	47
	4	27	48	18	50
	5	13	48	21	46
Math	3	*	43	*	43
	4	*	42	*	43
	5	*	41	*	41
Science	4	8	35	*	34
Social Studies	5	8	42	17	39
Editing and Mechanics	5	7	47	13	47
On Demand Writing	5	*	39	11	39

*Student performance level data were suppressed for public reporting.

Plus

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

Delta

- The percentage of students in 3rd grade scoring Proficient/Distinguished in reading on the KSA decreased from 16% in 2022-2023 to 8% in 2023-2024.
- The percentage of students in 4th grade scoring Proficient/Distinguished in reading on the KSA decreased from 27% in 2022-2023 to 18% in 2023-2024.
- The percentage of all students in 5th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 21% compared to the state average of 46%.
- The percentage of all students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the 2023-2024 KSA was 13% compared to the state average of 47%.
- The percentage of all students in 5th grade scoring Proficient/Distinguished in on-demand writing on the 2023-2024 KSA was 11% 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	41	26	31	29
Percent Score of 60-80	32	35	38	35
Percent Score of 100	17	24	24	23
Percent Score of 140	10	14	7	13

Plus

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

Delta

- Thirty-one percent (31%) EL students scored zero points for progress on the 2023-2024 ACCESS for ELLs (ACCESS).

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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)
All Students	16	8	*	*
Female	29	10	*	*
Male	*	*	*	*
African American	18	*	*	*
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	*	N/A	*	N/A
White (non-Hispanic)	*	*	*	*
Economically Disadvantaged	16	*	*	*
Non-Economically Disadvantaged	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*
Alternate Assessment	*	*	*	*
Students Without IEP	21	10	*	*
English Learner Including Monitored	*	*	*	*
English Learner	*	*	*	*
Non-English Learner	17	9	*	*
Non-English Learner or Monitored	17	9	*	*
Foster Care	*	N/A	*	N/A
Gifted and Talented	N/A	N/A	*	N/A
Non-Gifted and Talented	16	8	*	*
Homeless	*	*	*	*
Migrant	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A

*Student performance level data were suppressed for public reporting.

Plus

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

Delta

- The percentage of all students in 3rd grade scoring Proficient/Distinguished in reading on the KSA decreased from 16% in 2022-2023 to 8% in 2023-2024.
- The percentage of all females in 3rd grade scoring Proficient/Distinguished in reading on the KSA decreased from 29% in 2022-2023 to 10% in 2023-2024.
- The percentage of all students without IEPs in 3rd grade scoring Proficient/Distinguished in reading on the KSA decreased from 21% in 2022-2023 to 10% in 2023-2024.
- The percentage of all non-ELs in 3rd grade scoring Proficient/Distinguished in reading on the KSA decreased from 17% in 2022-2023 to 9% in 2023-2024.
- The percentage of all non-gifted and talented students in 3rd grade scoring Proficient/Distinguished in reading on the KSA decreased from 16% in 2022-2023 to 8% in 2023-2024.

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

Group	Reading (22-23)	Reading (23-24)	Math (22-23)	Math (23-24)	Science (22-23)	Science (23-24)
All Students	27	18	*	*	8	*
Female	24	29	*	*	*	*
Male	31	7	*	*	5	*
African American	26	18	*	*	*	*
American Indian or Alaska Native	*	N/A	*	N/A	*	N/A
Asian	*	N/A	*	N/A	*	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	23	18	*	*	8	*
Non-Economically Disadvantaged	*	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	N/A	*	N/A	*	N/A
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	27	23	*	*	10	*
English Learner Including Monitored	*	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	28	21	*	*	8	*
Non-English Learner or Monitored	27	21	*	*	6	*
Foster Care	*	N/A	*	N/A	*	N/A
Gifted and Talented	*	N/A	*	N/A	*	N/A
Non-Gifted and Talented	27	18	*	*	8	*
Homeless	*	*	*	*	*	*
Migrant	*	N/A	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A	*	N/A

*Student performance level data were suppressed for public reporting.

Plus

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

Delta

- The percentage of all students in 4th grade scoring Proficient/Distinguished in reading on the KSA decreased from 27% in 2022-2023 to 18% in 2023-2024.
- The percentage of all males in 4th grade scoring Proficient/Distinguished in reading on the KSA decreased from 31% in 2022-2023 to 7% in 2023-2024.
- The percentage of all African American students in 4th grade scoring Proficient/Distinguished in reading on the KSA decreased from 26% in 2022-2023 to 18% in 2023-2024.
- The percentage of all economically disadvantaged students in 4th grade scoring Proficient/Distinguished in reading on the KSA decreased from 23% in 2022-2023 to 18% in 2023-2024.
- The percentage of all students without IEPs in 4th grade scoring Proficient/Distinguished in reading on the KSA decreased from 27% in 2022-2023 to 23% in 2023-2024.
- The percentage of all non-ELs in 4th grade scoring Proficient/Distinguished in reading on the KSA decreased from 28% in 2022-2023 to 21% in 2023-2024.
- The percentage of all non-gifted and talented students in 4th grade scoring Proficient/Distinguished in reading on the KSA decreased from 27% in 2022-2023 to 18% in 2023-2024.

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	13	21	*	*	8	17	7	13	*	11
Female	22	18	*	*	14	15	11	*	*	*
Male	*	24	*	*	*	19	*	7	*	12
African American	13	15	*	*	8	14	5	11	*	*
American Indian or Alaska Native	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Asian	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Two or More Races	*	*	*	*	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	13	18	*	*	10	11	7	*	*	*
Non-Economically Disadvantaged	*	36	*	*	*	43	*	21	*	21
Students with Disabilities (IEP)	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Alternate Assessment	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Students Without IEP	14	23	*	*	6	18	8	14	*	11
English Learner Including Monitored	*	30	*	*	*	20	*	*	*	*
English Learner	*	*	*	*	*	*	*	*	*	*
Non-English Learner	13	21	*	*	7	18	6	12	*	11
Non-English Learner or Monitored	13	20	*	*	7	17	6	11	*	11
Foster Care	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Gifted and Talented	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Non-Gifted and Talented	*	21	*	*	8	17	*	13	*	11
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

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

Delta

- The percentage of all students in 5th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA decreased from 22% in 2022-2023 to 18% in 2023-2024.
- The percentage of all males in 5th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 24%.
- The percentage of all economically disadvantaged students in 5th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 18%.
- The percentage of all students without IEPs in 5th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 23%.
- The percentage of all non-ELs in 5th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 21%.
- The percentage of all non-gifted and talented students in 5th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 21%.
- The percentage of all students in 5th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 17%.
- The percentage of all female students in 5th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 15%.
- The percentage of all male students in 5th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 19%.
- The percentage of all African American students in 5th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 14%.
- The percentage of all economically disadvantaged students in 5th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 11%.
- The percentage of all students without IEPs in 5th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 18%.
- The percentage of all ELs including monitored students in 5th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 20%.
- The percentage of all non-ELs in 5th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 18%.
- The percentage of all non-gifted and talented students in 5th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 17%.
- The percentage of all students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the 2023-2024 KSA was 13%.
- The percentage of all male students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the 2023-2024 KSA was 7%.
- The percentage of all African American students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the 2023-2024 KSA was 11%.
- The percentage of all non-economically disadvantaged students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the 2023-2024 KSA was 21%.
- The percentage of all students without IEPs in 5th grade scoring Proficient/Distinguished in editing and mechanics on the 2023-2024 KSA was 14%.
- The percentage of all non-ELs, including monitored students in 5th grade, scoring Proficient/Distinguished in editing and mechanics on the 2023-2024 KSA was 12%.
- The percentage of all non-gifted and talented students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the 2023-2024 KSA was 13%.
- The percentage of all students in 5th grade scoring Proficient/Distinguished in on-demand writing on the 2023-2024 KSA was 11%.



- The percentage of all male students in 5th grade scoring Proficient/Distinguished in on-demand writing on the 2023-2024 KSA was 12%.
- The percentage of all non-economically disadvantaged students in 5th grade scoring Proficient/Distinguished in on-demand writing on the 2023-2024 KSA was 21%.
- The percentage of all students without IEPs in 5th grade scoring Proficient/Distinguished in on-demand writing on the 2023-2024 KSA was 11%.
- The percentage of all non-ELs, including monitored students, in 5th grade scoring Proficient/Distinguished in on-demand writing on the 2023-2024 KSA was 11%.
- The percentage of all non-gifted and talented students in 5th grade scoring Proficient/Distinguished in on-demand writing on the 2023-2024 KSA was 11%.

Schedule

Monday, December 2, 2024

Time	Event	Where	Who
3:30 p.m. – 5:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
5:45 p.m.	Principal Presentation	School	Diagnostic Review Team Members

Tuesday, December 3, 2024

Time	Event	Where	Who
8:30 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
9:00 a.m. – 4:20 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:20 p.m. – 5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:30 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 4, 2024

Time	Event	Where	Who
8:30 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
9:00 a.m. – 4:20 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:20 p.m. – 5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:30 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
9:00 a.m. – 2:20 p.m.	Final Team Work Session	School	Diagnostic Review Team Members

