



# Cognia Diagnostic Review Report

Results for:  
Maupin Elementary

Dec. 9-12, 2024

# Contents

- Introduction.....2**
  - Performance Standards Evaluation .....2
  - Insights from the Review .....3
- Effective Learning Environments Observation Tool (eleot) Results.....6**
  - eleot Narrative.....10
- Improvement Priorities .....12**
  - Improvement Priority 1 .....12
    - Potential Leader Actions:.....13
  - Improvement Priority 2 .....14
    - Potential Leader Actions:.....15
  - Your Next Steps .....16
- Additional Review Elements for More Rigorous Intervention (MRI)Schools .....17**
- Leadership Capacity in Diagnostic Review .....19**
- Team Roster .....21**
- Appendix .....22**
  - Cognia Performance Standards Ratings .....22
    - Key Characteristic 1: Culture of Learning.....22
    - Key Characteristic 2: Leadership for Learning .....24
    - Key Characteristic 3: Engagement of Learning .....26
    - Key Characteristic 4: Growth in Learning .....28
  - Student Performance Data.....31
  - Schedule .....36

# Introduction

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

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

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

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

<b>Stakeholder Groups</b>	<b>Number</b>
<b>District-Level Administrators</b>	1
<b>Building-Level Administrators</b>	2
<b>Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)</b>	4
<b>Certified Staff</b>	16
<b>Noncertified Staff</b>	10
<b>Students</b>	74
<b>Parents</b>	6
<b>Total</b>	113

## Performance Standards Evaluation

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

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

## Insights from the Review

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

### **Strengths and Continuous Improvement:**

Before the arrival of the current administration, Maupin Elementary was identified as a comprehensive support and improvement (CSI) school and entered the more rigorous intervention (MRI) designation in the 2023-2024 school year. During the Diagnostic Review, culture and climate emerged as the most significant strengths at Maupin Elementary. The culture and climate of the "New Maupin Elementary," as communicated during the "Welcome to the Panthers Den" principal presentation, was evident upon arrival at the school. The Diagnostic Review Team observed the school's warm and welcoming environment as multiple staff members greeted the team upon arrival.

As you traverse the school building, students, staff and guests are welcomed by a large mural of local and national African American current and historical leaders - reflecting the rich history and diversity of the Maupin Elementary community. According to the principal presentation, Maupin Elementary is coined as the Jewel of Parkland, a designation that the administration and staff take very seriously. Maupin Elementary, formerly Parkland Elementary, was renamed after Milburn T. Maupin, the first African American superintendent of Jefferson County Public Schools. The Maupin Mural concludes with an image of Mr. Maupin pointing to the road to greatness, the instructional corridor of the building. The school administration's instructional leadership efforts have tapped into this theme, using the Roadmap to Success as a scorecard to monitor the school's continuous improvement efforts.

The rebranding efforts extend beyond signage and marketing as parents communicate that the office and staff are welcoming, and they can feel the warmth in the school. Parent interviews revealed a love of the new Maupin and the positive culture throughout the building. A review of survey data found that 86% of families agreed/absolutely agreed that "the adults make us feel welcomed (1)." The perception of the administration and staff members was revealed when 93% of educators agreed/absolutely agreed that "at my institution, we make learners, families, and each other feel welcomed (1)." When asked, "Which four words best describe, in general, your child's school (22)", 87% of families selected "welcoming" and 79% selected "respectful." Similarly, 83% of educators selected "welcoming" when asked, "Which four words best describe, in general, your institution's culture (24)".

Interviews with professional, certified and support staff highlighted their appreciation for the supportive and family-oriented atmosphere within the school. Staff members commended the principal for her genuine support of students and colleagues, her active presence throughout the school day and her efforts to improve staff morale. Certified and instructional support staff emphasized that the improved morale contributed to better staff attendance and retention, fostering a strong sense of pride and community within the school. Additionally, artifacts showed the establishment of a staff Culture and Climate committee to strengthen relationships among staff members. When asked, "Which four words do you think best describe, in general, the interactions you experience with your colleagues (26)", 86% of educators selected "collaborative," 76% selected "genuine" and 72% selected "valuable." Comparatively, when asked, "Which four phrases best describe the adults in your school (22)", 64% of students selected "love our school."



A review of documents, artifacts and interviews with school leaders highlighted Maupin Elementary's goal of improving student attendance and reducing incidents of negative behavior. The adoption of the Respect, Ownership, Attitude, Responsibility (ROAR) framework as a structured approach to positive behavioral interventions and supports (PBIS) has been identified as a strategy to address and minimize adverse behavior events.

To enhance student involvement, the school offers a variety of extracurricular activities, including basketball, cheerleading, chess club, cross country, robotics, Girls on the Run and the Super Saturday program. The principal emphasized boosting attendance through initiatives such as prize drawings, dance parties, certificates and attendance postcards. Documents and artifacts also revealed the use of an Attendance Truancy Meeting (ATM) Agenda for bi-weekly attendance meetings. Additionally, social workers make phone calls, and the school employs various interventions and incentives to communicate the importance of attendance and its connection to academic success for parents.

The turnaround team (i.e., principal, assistant principal, teachers, and district and state support members) developed the 2023-2024 comprehensive school improvement plan (CSIP) and turnaround plan. The 2023-2024 CSIP and review of the turnaround plan included goals to improve proficiency and reduce the number of students scoring novice in reading, math, science, social studies and writing. In addition, a goal to reduce adverse behavior events is listed within the plan. Interviews and a review of artifacts highlighted two key improvement priorities outlined in the Cognia Diagnostic Review conducted in 2022-2023. Within the turnaround plan, evidence-based practices (EBPs) and goals one and two address Improvement Priority 1, while goals one, three and four address Improvement Priority 2. Improvement Priority 1 indicated a need for effective collegiality and collaboration to improve classroom instruction, analysis of data and common problem-solving on behalf of students. Since her arrival, the principal implemented a structure of regular professional learning community (PLC) meetings. The team observed multiple classrooms teaching the same lesson, suggesting some collaboration in planning.

Furthermore, stakeholder interviews support the existence of collegial collaboration occurring during PLC meetings on a regular basis. A review of the artifacts (e.g., Measures of Academic Progress [MAP] data) revealed that assessment was limited to the analysis of the MAP data to assign “name and claim” students to performance groups. Improvement Priority 2 indicated a need to develop, implement and monitor a system to ensure curriculum and instructional practices are regularly monitored to assure alignment, relevancy, rigor, inclusiveness and effectiveness for all learners. The district adopted two High-Quality Instructional Resources (HQIRs) (i.e., EL Education and Illustrative Math) curricula for English language arts (ELA) and mathematics. However, classroom observations indicated that the curriculum implementation lacked rigor, student engagement and differentiation, suggesting a need for robust professional learning to utilize the resources fully. The school must improve its math and reading proficiency rates to exit the CSI designation in 2024-2025. Student performance level data were suppressed for public reporting.

The principal presentation and review of artifacts found that multiple initiatives were implemented to address culture, climate, behavior, instructional practices and HQIRs. These initiatives included High-Frequency Walk-Throughs and a coaching process, teacher-led professional learning within the PLC process, the establishment of a structured PBIS system, a data and analysis protocol and student goal-setting conferences designed to foster ownership of learning.

While evidence from interviews and artifacts confirmed that the school had implemented these initiatives, it also revealed that limited, defined processes were in place to monitor, evaluate and refine these efforts to improve instructional practices and increase student achievement. Additionally, the review found little evidence of in-depth analysis of walkthrough data, limiting the effectiveness of these improvement strategies.

Data gathered from observations emphasized the importance of leaders and educators collaborating to leverage existing systems for data collection and analysis, ensuring the findings are systematically applied to tailor instruction to meet the diverse learning needs of all students. When asked, “Which four phrases best describe what learning looks like most of the time in your classes (21)”, 59% of students selected “complete worksheets”

and 42% selected “do the same work as everyone else.” Moreover, learners that “engage in differentiated learning opportunities and/or activities that meet their needs (A1)” were evident/very evident in 14% of the classrooms.

Although the HQIRs include opportunities for higher-order thinking activities, feedback and monitoring of the implementation of evidence-based, high-impact instructional strategies was limited in most classrooms. Evidence of student engagement and teachers providing meaningful feedback was rarely observed. PLCs should focus on implementing HQIRs to fidelity, analyzing benchmark and classroom assessments to inform teaching, implementing differentiated instruction and using evidence-based instructional strategies.

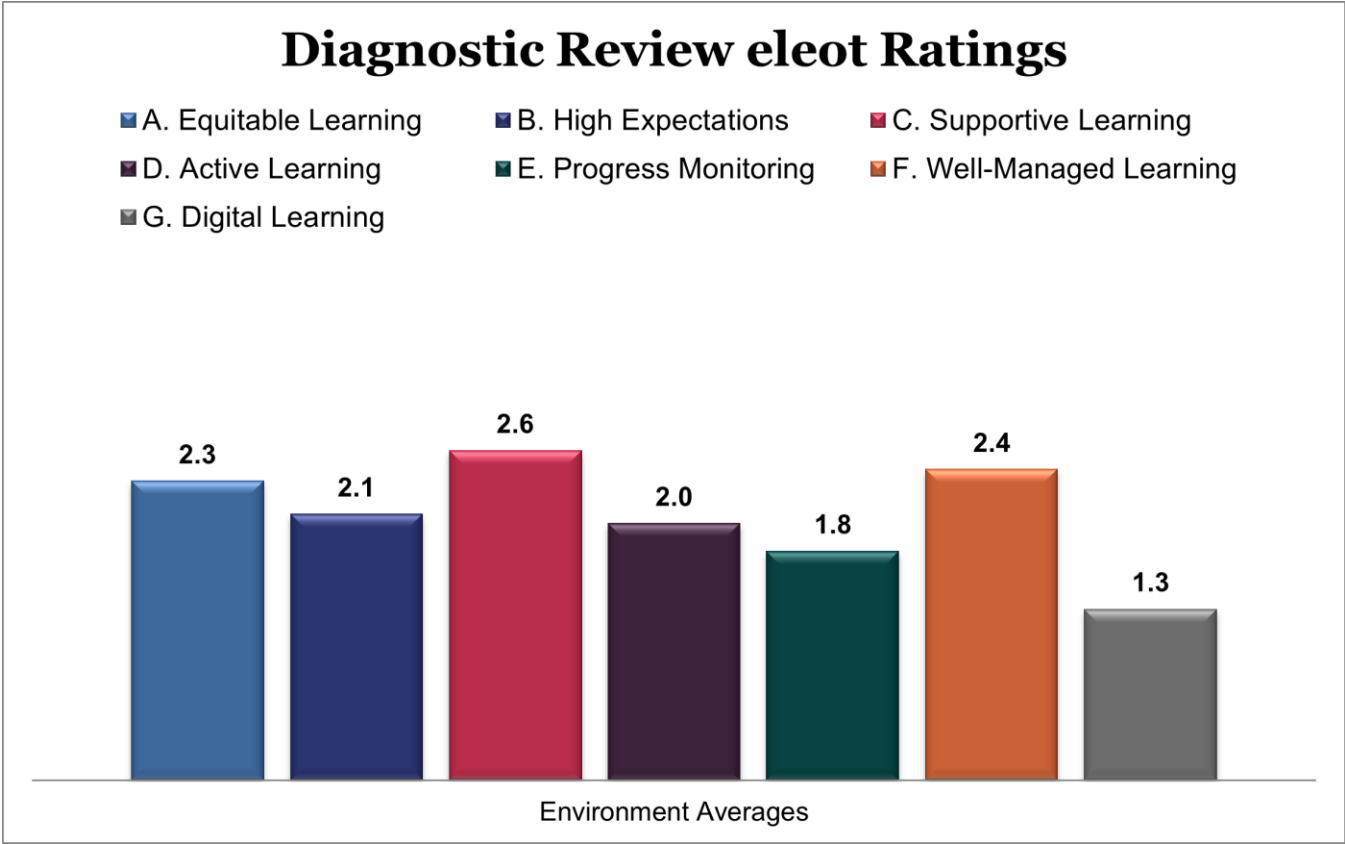


# Effective Learning Environments Observation Tool (eleot) Results

Cognia’s Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Performance Standards.

The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 22 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.6	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	59%	27%	9%	5%
A2	3.0	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	14%	68%	18%
A3	3.0	Learners are treated in a fair, clear, and consistent manner.	0%	14%	68%	18%
A4	1.6	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions.	55%	27%	18%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.3</b>			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.1	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	14%	59%	27%	0%
B2	2.3	Learners engage in activities and learning that are challenging but attainable.	9%	50%	41%	0%
B3	2.0	Learners demonstrate and/or are able to describe high quality work.	27%	45%	27%	0%
B4	2.0	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	23%	50%	27%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	41%	32%	27%	0%
<b>Overall rating on a 4-point scale:</b>			<b>2.1</b>			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	5%	59%	36%	0%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	9%	27%	64%	0%
C3	2.7	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	32%	64%	5%
C4	2.7	Learners demonstrate a congenial and supportive relationship with their teacher.	5%	36%	45%	14%
<b>Overall rating on a 4-point scale:</b>		<b>2.6</b>				

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.0	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	23%	55%	23%	0%
D2	2.4	Learners make connections from content to real-life experiences.	18%	32%	45%	5%
D3	2.3	Learners are actively engaged in the learning activities.	9%	50%	41%	0%
D4	1.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	68%	32%	0%	0%
<b>Overall rating on a 4-point scale:</b>		<b>2.0</b>				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	55%	32%	14%	0%
E2	2.2	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	18%	45%	36%	0%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	27%	45%	27%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	64%	36%	0%	0%
<b>Overall rating on a 4-point scale:</b>			<b>1.8</b>			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.6	Learners speak and interact respectfully with teacher(s) and each other.	9%	41%	32%	18%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	9%	41%	36%	14%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	18%	45%	27%	9%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	14%	55%	23%	9%
<b>Overall rating on a 4-point scale:</b>			<b>2.4</b>			

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.	73%	14%	9%	5%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	86%	5%	5%	5%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	86%	0%	14%	0%
<b>Overall rating on a 4-point scale:</b>		<b>1.3</b>				

## eleot Narrative

The Diagnostic Review Team conducted 22 formal classroom observations utilizing the eleot observational tool. Informal observations were also conducted across various settings in the school. Overall, 13 of the 28 indicators improved from the 2022-2023 Diagnostic Review to the 2024-2025 Diagnostic Review, and nine of the 28 indicators remained consistent across the seven learning environments. The Equitable Learning, High Expectations and Supportive Learning Environments overall average ratings slightly increased. For the remaining learning environments, equivalent average ratings were found from 2022 to 2024.

In the Equitable Learning Environment, two strengths emerged in the classroom observational data related to how learners access resources and are treated. In 86% of classrooms, it was evident/very evident that both “learners have equal access to classroom discussions, activities, resources, technology and support (A2)” and “learners are treated in a fair, clear, and consistent manner (A3).” Stakeholder surveys reflected that 91% of students agreed/absolutely agreed that “adults make sure we have what we need to learn (8).” An analysis of the school improvement funds (SIF) expenditures summary demonstrated that Cohorts 1, 3 and 4 expenditures were primarily focused on educational resources, with Cohorts 4 and 5 transitioning from exclusively instructional resources to staff professional learning, collaborative opportunities and instructional coaching and feedback. Additionally, a review of evidence revealed the existence of professional learning supporting the equitable treatment of learners through the PBIS training.

The Diagnostic Review Team identified several concerns: differentiation, rigor and student engagement. For example, it was evident/very evident in 27% of classrooms that “learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)” and that “learners demonstrate and/or are able to describe high quality work (B3).” It was evident/very evident in 41% of classrooms that learners were “actively engaged in the learning activities (D3).” The team observed the use of the district-approved HQIRs in classrooms. During most classroom observations, learners were compliantly on task as the teacher led them through the HQIR task completion, indicating the need for professional learning and coaching in evidence-based and cognitively engaging instructional strategies.

Additionally, the Progress Monitoring and Feedback Learning Environment demonstrated additional opportunities for improvement. In most classrooms, students could not articulate the intended learning of the lesson or verbalize their understanding of high-quality work. It was evident/very evident in 0% of classrooms that “learners understand and/or are able to explain how their work is assessed (E4).” Additionally, student progress monitoring tools using classroom formative and summative assessment data (e.g., data notebooks, classroom scoreboards) were not discovered in classrooms or during the review of evidence. Observational data showed it was evident/very evident in 14% of classrooms that “learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1).” The absence of using formative and summative assessment data to drive individual student learning resulted in a lack of differentiated learning opportunities for learners. In 14% of classrooms, it was evident/very evident that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” During teacher-led small-group sessions, the team rarely observed differentiation of instruction and what was observed was often superficial. These observations highlight the need for teachers to plan and implement evidence-based practices that effectively differentiate instructional tasks to promote high levels of learning. When asked, “Which four phrases best describe what learning looks like most of the time in your classes (21)”, 29% of students selected “work on what I need” and 42% selected “do the same work as everyone else.”

The team suggests that the school leverage the 2024-2025 Diagnostic Review classroom observational data analysis to identify priorities for professional growth and coaching. It is also recommended that the school utilize comparative observational data from the 2022-2023 and 2024-2025 Diagnostic Reviews to identify successes and opportunities for improvement.

# 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

Refine the current coaching and feedback system to provide individualized support and guidance to meet the needs of all instructional staff members.

**Standard 6:** Professional staff members receive the support they need to strengthen their professional practice.

### Findings:

The 2022-2023 Diagnostic Review identified concerns about the reported student performance data. According to the prior review, the percentage of students achieving Proficient/Distinguished scores on the 2021-2022 Kentucky Summative Assessment (KSA) fell below the state average across all reported grade levels and content areas, indicating a need to address Tier 1 instructional practices. The KSA data for the 2023-2024 school year indicated a need to address instructional practices further. Reading instruction lacks sufficient rigor, differentiation and implementation of evidence-based strategies. Student performance data highlights the need to examine and adjust instructional practices to address literacy challenges. For example, the percentage of 4th-grade students scoring Proficient/Distinguished in reading was 11% in 2022-2023. In addition, the percentage of 5th-grade students scoring Proficient/Distinguished in on demand writing was 4% in 2023-2024.

Individualized coaching support also emerged as a concern. Initiatives such as PLCs, Tier 1 instructional professional development, High-Frequency Walkthroughs and instructional coaching and feedback have been implemented and put into practice. For example, 93% of educators agreed/absolutely agreed that “in the past 30 days, I participated in learning experiences that increased my knowledge and skills (22).” However, stakeholder interviews highlighted that coaching is primarily limited to the new teachers’ cohort through mentoring and voluntary group events like Coffee Chats. While professional learning opportunities are available to teachers as a group (e.g., Coffee Chats), stakeholder interviews and a review of artifacts revealed a lack of individual professional learning opportunities aimed at enhancing teachers' ability to collect and use data to inform instructional decisions that include differentiation, engagement and evidence-based strategies. While tools like the data wall and walkthrough schedules exist for teachers’ and administrators’ use, their application lacked depth for addressing individual student needs. For instance, the data wall currently reflects KSA and MAP data but lacks additional layers of information to provide a comprehensive view of individual student progress. Moreover, walkthrough feedback generated by the High-Frequency Walkthrough tool is often communicated via notecards or emails, limiting actionable insights to guide instructional improvement for certified staff members.

As detailed in the submitted artifacts, the school's ELA comprehensive literacy plan highlights inconsistencies in its application. These inconsistencies point to broader challenges, including the need for further training in utilizing HQIRs for language arts (EL Education) and mathematics (Illustrative Mathematics) and the establishment of clear, actionable non-negotiables to guide lesson planning and instruction. Stakeholder interviews revealed gaps in understanding these non-negotiables, emphasizing the importance of tailored instructional coaching, targeted professional learning and leadership support to foster a cohesive approach to teaching and learning.

Stakeholder interviews and the principal's presentation demonstrated that school leadership actively incorporates input from diverse stakeholders into decision-making processes. Additionally, the ROARing to Rigor plan outlines actionable steps aimed at enhancing student achievement, cultivating a culture of shared responsibility and fostering continuous improvement. Professional learning initiatives that emphasize individualized coaching, data-



driven instructional design, rigorous and differentiated teaching strategies and the promotion of academic discourse will address the need for instructional practices that support high expectations for all learners.

**Potential Leader Actions:**

- Calibrate the instructional focus of the administrative leadership team (ALT) to ensure consistency in scoring indicators on the walkthrough instruments.
- Ensure each member of the ALT strictly adheres to the current walkthrough schedule.
- Use the walkthrough data analysis to determine each instructional staff member's needs.
- Establish a regular coaching and mentoring cycle (e.g., monthly) to ensure each instructional staff member receives one-on-one support to improve professional practice and instructional delivery.
- Use all members of the ALT to deploy the current walkthrough system and the new coaching and mentor system.
- Individualize coaching and mentoring sessions to support professional growth and classroom instructional delivery for all instructional staff members.



## Improvement Priority 2

Develop, implement and monitor a process for the design and delivery of evidence-based instructional practices congruent with the rigor of the Kentucky Academic Standards (KAS) to include differentiation and student engagement strategies to meet the needs of all students.

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

### Findings:

The 2022-2023 Diagnostic Review Team was concerned about the reported student performance data. According to the prior review, the percentage of students achieving Proficient/Distinguished scores on the 2021-2022 KSA fell below the state average across all reported grade levels and content areas, indicating a need to address Tier 1 instructional practices. The 2023-2024 KSA data, that was not suppressed, again indicated scores below the state average, suggesting a need to improve instructional practices. Instruction in reading shows limited differentiation, student engagement and evidence-based strategies, which may contribute to gaps in student performance. Current student data highlights the need to differentiate and implement evidence-based instructional strategies to effectively support academic growth. For example, the percentage of 4th-grade students without an Individualized Education Plan (IEP) who scored Proficient/Distinguished in reading was 11% in 2022-2023. The percentage of 4th-grade non-English learners (ELs) or monitored students scoring Proficient/Distinguished in reading was 9% in 2022-2023.

Stakeholder interviews, observations and a review of artifacts (e.g., High-Frequency Walkthrough Data, Roadmap to Success, Name and Claim, the plan do study act focus) uncovered a recurring challenge: the need for individual professional growth and structured systems to address critical areas such as differentiation, engagement, rigor and evidence-based instructional strategies. The insights gathered emphasize the importance of establishing a cohesive framework for instructional planning informed by robust data practices and supported by effective walkthrough implementation and data collection.

A comprehensive analysis of stakeholder surveys, artifacts and classroom observations highlights the need for targeted actions to improve instructional practices. Learners who “engage in activities and learning that are challenging but attainable (B2)” were evident/very evident in 41% of classrooms. In contrast, learners who “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)” were evident/very evident in 0% of classrooms. High-Frequency Walk Through Data tracks differentiation and indicates a need for instructional differentiation; however, professional learning opportunities have not focused on training, modeling, implementation and feedback.

Stakeholder interviews revealed a need for more clarity and understanding regarding non-negotiables in planning and instructional delivery - a review of artifacts (e.g., High-Frequency Walkthrough Data, Tier 1 Instructional PD [professional development], Coaching Tracker) lacked a shared framework to ensure consistency and alignment in instructional practices across classrooms. The strengths, weaknesses, opportunities and threats (SWOT) analysis conducted by the ALT identified rigor, risk-taking and differentiation as weaknesses. These findings align with classroom observational data. For example, learners who “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)” were evident/very evident in 27% of classrooms, revealing the need for improved rigor, academic discourse, student engagement and differentiation. Further review of the Tier 1 PD indicates planning for Tier 1 instructional PD has been provided. However, there is little follow-up, modeling or evaluation of the implementation of professional learning. Certified staff members expressed a need for additional training in the HQIR for language arts (EL Education). Observational data also showed it evident/very evident in 27% of classrooms that “learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).”

Evidence from the data wall currently reflects limited information, primarily focusing on KSA and MAP data. Stakeholder interviews and grade-level PLC meeting minutes further revealed that the Name and Claim process relies heavily on benchmark assessments, such as MAP, but lacks the depth to identify specific deficiencies to



address individual student needs. A review of PLC meeting agendas reflected a structure in place for professional learning; however, PLCs are not used effectively to analyze benchmark, common formative and classroom assessment data to guide the planning and implementation of differentiated, engaging and evidence-based strategies and ensure that instructional practices meet the needs of all students.

Survey data highlighted the importance of instructional practices prioritizing and addressing students' learning needs. For example, 90% of educators agreed/absolutely agreed that “at my institution, we provide an instructional environment where all learners thrive (9).” Likewise, 70% of students agreed/absolutely agreed that “in the past 30 days, I had lessons that were changed to meet my needs (13).” Additionally, 90% of families agreed/absolutely agreed that “the adults have high expectations for learning (10).”

The survey findings revealed differing degrees of agreement among stakeholders. Although some responses indicate favorable perceptions, the survey and classroom observational data exhibit variability. This spectrum of opinions sheds light on the existing instructional practices in the school and the inconsistency in implementing evidence-based instructional practices.

The Diagnostic Review Team identified areas for improvement, emphasizing the need for classroom instruction to be consistently adapted to address students' academic needs. Additionally, it was observed that data should be systematically used across the school to guide the next steps in meeting students' educational requirements.

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

- Provide ongoing professional learning for all instructional staff members on the planning and deployment of differentiated, engagement and evidence-based strategies to meet the needs of all students.
- Establish, document and clearly communicate instructional non-negotiables to include differentiation, student engagement and evidence-based instructional strategies.
- Create a walkthrough instrument to monitor the effectiveness of implementing instructional non-negotiables, including differentiation, student engagement and evidence-based instructional strategies.
- Collect and analyze the walkthrough data to determine both the effectiveness of instructional delivery and school-wide instructional needs.
- Provide professional learning to all staff members in the collection, analysis and use of assessment data to determine individual student's learning needs.
- Use the current PLC process to analyze benchmark, common formative and classroom assessment data to guide the planning of the implementation of differentiated strategies, engagement and evidence-based strategies to meet the needs of all students.



## 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.

Maupin Elementary underwent a Two-Day Progress Monitoring Review in 2021-2022, followed by a Diagnostic Review in 2022-2023. The current review considers the specific actions and progress made by the school since these visits. The present-day principal began at this school in 2023. The principal spoke about her work on the improvement priorities from the 2022-2023 Cognia Diagnostic Review, although the review team found the majority of her focus was on improving the culture, climate and behavior within the school. She was not able to speak about the progress of the improvement priorities from the Two-Day Progress Monitoring Review, nor could other stakeholders in the building.

The 2022-2023 Cognia Diagnostic Review set forth two improvement priorities. Improvement Priority 1 was based on Standard 5 and advised the school to design, implement and monitor a process to guarantee the school's operating practices cultivate and set expectations for collegiality and collaboration. They were also asked to provide opportunities for staff members to work collectively to review qualitative and quantitative data, identify common problems and implement solutions on behalf of learners. The work surrounding this standard was somewhat evident throughout the building and referenced by most stakeholders. While many of the initiatives are still in the beginning stages, some are making a positive difference in the culture of the school. The leadership has implemented a school-wide PBIS plan with non-negotiables regarding respectful interactions and relationship building with students. The principal has implemented a Culture and Climate Committee to build relationships among the staff and is utilizing district Choice Zone funds to increase staff appreciation. A culture shift is apparent with teacher collegiality and collaboration as evidenced by teacher-led professional learning, Coffee Chats, based on teacher requests. Voluntary before and after school guided planning sessions with instructional leaders are happening with some teachers. There are data informed processes in the works with PLCs and “Name and Claim” action planning. Community initiatives such as Lunch & Learn and Parent Partners have been developed, and parents and teachers alike have expressed an appreciation for expanded communication efforts.

Improvement Priority 2, based on Standard 12, instructed the school to develop, implement and monitor a system to ensure curriculum and instructional practices are regularly monitored to ensure alignment, relevancy, rigor, inclusiveness and effectiveness for all learners. The district has adopted HQIRs in both reading and mathematics. While there are some efforts to monitor the implementation and effectiveness of the curriculum (e.g., district Look



Fors in EL Education, the district High Expectations Walkthrough Tool, school walkthroughs), the data has not been used to form an action plan for next steps regarding coaching teachers to improve instructional practice.

The school has received a total of \$341,072 in school improvement funds (SIF). Most funds have been allocated for stipends in the areas of professional learning, supplemental books and materials, general supplies and educational consultants for math and reading. Cohort 1 supplemental curriculum “Do the Math” was reestablished this year to implement Tier 3 interventions that are being monitored in classrooms via a Plan Do Study Act (PDSA) by leadership. Purchases from Cohorts 3 and 4 regarding EL Education and Illustrative Math supplemental materials have been utilized to remove barriers around the implementation of these HQIRs. University of Florida Literacy Institute (UFLI) supplemental materials are used in some classrooms for Tier 3 instruction in kindergarten through second grade. Some of the Cohort 5 money has not been used this year because a portion of allocated expenditures for professional learning were instead provided by the district. Plans are in progress to reallocate these funds to increase coaching opportunities with education consultants.

There is evidence of some stakeholder involvement in the continuous improvement process. The principal has worked on establishing an instructional vision since her school was identified for MRI in 2023. She has involved all staff members in this process, and they have created a draft version. The ALT is involved in monitoring the process. Some stakeholders were not aware of improvement planning, the status of the school or the fact that there is an existing advisory council in place with both teacher and parent representatives.

The district’s support for Maupin Elementary includes the approval of the SIF application and amendment requests. The funding formula used to provide Maupin Elementary’s budget is the same one used for all elementary schools. The district also provides the school with an additional budget line labeled Racial Equity Funds. These funds are used at the principal’s discretion to support Maupin Elementary’s Racial Equity goals and initiatives. The Racial Equity Funds are provided to all schools across the district and amounts are based on specific demographic data unique to each school, as a method to provide resources more equitably to each school. The district also provides a minimum of an additional \$8,000 stipend to teachers and an additional five paid professional learning days for certified staff and administrators assigned to an Accelerated Improvement School (AIS). The district’s human resources department provides principals of CSI schools early access to the transfer request list for staff. The district’s AIS office provides additional monitoring for specific programs and turnaround initiatives; however, it does not provide additional funding or staffing for the school’s turnaround work beyond those items mentioned above.

Maupin Elementary has been referred to as “The New Maupin”. With the principal’s focus on rebranding and culture, the perception of the school is noticeably more positive. The school is now at a juncture where instructional leadership is paramount, and the work should be focused on distributive leadership to build instructional capacity of teachers to reach the ultimate goal of increased student achievement.

# Leadership Capacity in Diagnostic Review

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

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

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

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

It is the consensus of the Diagnostic Review Team that the principal has the capacity to lead the turnaround efforts of the CSI school. The principal has held the leadership position since 2023. During her tenure, the principal established a strong sense of community within the school. Many stakeholders credit the principal for creating this sense of community and belonging in the school. Most stakeholders expressed a strong belief in the current focus of the principal and that she will continue to improve Maupin Elementary.

The Diagnostic Review Team conducted many classroom observations, reviewed multiple artifacts and interviewed numerous individuals from the parent, student and staff stakeholder groups. The review of the data during this process supports the principal's primary focus to improve the culture, climate, attendance and student behaviors within the school. Parent, student and staff interviews reveal that most stakeholders feel the culture and climate of the school has significantly improved during her short tenure. A review of the evidence and the principal presentation also revealed a reduction in behavior incidents and an improvement in attendance percentages.

The principal has established an Instructional Leadership Team (ILT) consisting of grade level teacher leaders, the special area teacher leader, the Exceptional Child Education (ECE) teacher leader and the ALT, consisting of the state provided Education Recovery staff, the assistant principal, the ECE implementation coach, the school counselor and the Academic Instructional Coach (AIC). These advisory groups provide leadership opportunities for many staff members and provide stakeholder input into many decisions for improvement within the school. Additionally, the principal has established a regular schedule for PLCs. The PLCs provide a structure enhancing collaboration among teachers. Moreover, the principal seeks input from parents, students and staff through a variety of surveys resulting in some changes in policy and opportunities (e.g. school uniform policy, cross country teams, Girls on the Run club, Bmen club).

The principal presentation, interviews and classroom observational data supports a need to improve instructional practices to increase the use of differentiation strategies, levels of student engagement, evidence-based practices and the rigor of student learning experiences. The school implements the use of HQIRs for language arts (EL Education) and mathematics (Illustrative Mathematics); however, observations revealed teacher implementation of the HQIRs lacked engagement opportunities and high expectations for students. Moreover, the school's walkthrough data provided evidence revealing a lack of student engagement and rigorous instruction throughout the school.

The principal has implemented a walkthrough schedule to provide coaching, feedback, instructional monitoring and teacher support; however, stakeholder interviews reveal an inconsistency in the implementation of the schedule. Additionally, stakeholder interviews reveal feedback was limited to comments and anecdotal records through notecards and email. Furthermore, many stakeholders reveal the absence of individual coaching with some individuals expressing a desire to receive one-on-one coaching and support. The principal would be well served to develop and deploy a system to utilize current and trend walkthrough data to guide individualized coaching for all teachers to improve instructional delivery and professional practice.

# 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
<p><b>Lynda Ingram</b></p>	<p>Lynda Ingram has served in education for over 30 years. During her tenure, she was a teacher, department chair, National Association of Elementary Principals (NAESP) national mentor, classroom organization and management program (COMP) trainer, crisis management trainer, assistant principal and principal. She currently serves as a leadership and instructional coach with Bailey Education Group. She has previously served as principal coach with the Alabama State Department of Education, where she mentored principals in the turnaround process for comprehensive support and improvement (CSI) schools. In addition, Lynda serves as an adjunct instructor at Shelton State Community College.</p>
<p><b>Vickie Grigson</b></p>	<p>Vickie Grigson has 39 years of experience in education as a teacher, instructional coach and principal. Vickie has served as an Education Recovery Specialist and Leader (ERS and ERL) for the Kentucky Department of Education (KDE) and continues to work part-time with the KDE to conduct Diagnostic Reviews. Vickie has worked with Cognia as a presenter of instructional strategies and best practices in education. She currently works part-time as a principal mentor and instructional coach in Central Kentucky.</p>
<p><b>Tim Huddleston</b></p>	<p>Tim Huddleston serves as an Educational Recovery Leader (ERL) with the Kentucky Department of Education (KDE). As an ERL, he assists targeted support and improvement (TSI) schools. During his 32 years in education, Tim has served as a middle school classroom educator, high school assistant principal, middle school principal, high school principal and school improvement specialist. For the past nine years, he has provided coaching and support for school improvement at the school and district levels. He has extensive experience analyzing data, curriculum, instruction, assessments and systems for school turnaround.</p>
<p><b>Chris Stunson</b></p>	<p>Chris Stunson has almost 20 years of experience in at-risk school settings. Currently, he serves at the post-secondary level where he coordinates teacher admissions, student teaching and certification at a public University. He previously taught mathematics at an urban high school in Kentucky. In addition, he has served as an assistant and interim principal in a diverse secondary school setting. He has been the principal of a large, diverse elementary school. During his time as principal, Chris led a school turnaround effort, leading a school from the bottom 10% of schools to the top 50% in student achievement.</p>

# Appendix

## Cognia Performance Standards Ratings

### Key Characteristic 1: Culture of Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.	Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	2
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	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.	1



## Key Characteristic 2: Leadership for Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
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.	3
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.	1
22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.	Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.	Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.	Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.	Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.	1

## Key Characteristic 4: Growth in Learning

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

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

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

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

# Student Performance Data

School Name: Maupin 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	*	46	*	47
	4	11	48	*	50
	5	*	48	*	46
Math	3	*	43	*	43
	4	*	42	*	43
	5	*	41	*	41
Science	4	*	35	*	34
Social Studies	5	*	42	6	39
Editing and Mechanics	5	*	47	20	47
On Demand Writing	5	*	39	4	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 4th-grade students scoring Proficient/Distinguished in reading was 11% in 2022-2023.
- The percentage of 5th-grade students scoring Proficient/Distinguished in social studies was 6% in 2023-2024.
- The percentage of 5th-grade students scoring Proficient/Distinguished in editing and mechanics was 20% in 2023-2024.
- The percentage of 5th-grade students scoring Proficient/Distinguished in on demand writing was 4% in 2023-2024.

## Elementary English Learner (EL) Progress

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

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

Plus

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.



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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)
All Students	*	*	*	*
Female	*	*	*	*
Male	*	*	*	*
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
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	*	*	*	*
Non-Economically Disadvantaged	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	N/A	*	N/A
Alternate Assessment	*	N/A	*	N/A
Students Without IEP	*	*	*	*
English Learner Including Monitored	*	*	*	*
English Learner	*	*	*	*
Non-English Learner	*	*	*	*
Non-English Learner or Monitored	*	*	*	*
Foster Care	*	N/A	*	N/A
Gifted and Talented	N/A	N/A	N/A	N/A
Non-Gifted and Talented	*	*	*	*
Homeless	*	*	*	*
Migrant	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A

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

#### Plus

- Student performance level data were suppressed for public reporting.

#### Delta

- Student performance level data were suppressed for public reporting.

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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Science (2022-2023)	Science (2023-2024)
All Students	11	*	*	*	*	*
Female	*	*	*	*	*	*
Male	8	*	*	*	*	*
African American	*	*	*	*	*	*
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	7	*	*	*	*	*
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	*	N/A	*	N/A	*	N/A
Students Without IEP	11	*	*	*	*	*
English Learner Including Monitored	*	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	9	*	*	*	*	*
Non-English Learner or Monitored	9	*	*	*	*	*
Foster Care	*	N/A	*	N/A	*	N/A
Gifted and Talented	*	N/A	*	N/A	*	N/A
Non-Gifted and Talented	11	*	*	*	*	*
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 4th-grade male students scoring Proficient/Distinguished in reading was 8% in 2022-2023.
- The percentage of 4th-grade economically disadvantaged students scoring Proficient/Distinguished in reading was 7% in 2022-2023.
- The percentage of 4th-grade students without IEPs scoring Proficient/Distinguished in reading was 11% in 2022-2023.
- The percentage of 4th-grade non-ELs or monitored students scoring Proficient/Distinguished in reading was 9% in 2022-2023.
- The percentage of 4th-grade non-gifted and talented students scoring Proficient/Distinguished in reading was 11% in 2022-2023.

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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Social Studies (2022-2023)	Social Studies (2023-2024)	Editing and Mechanics (2022-2023)	Editing and Mechanics (2023-2024)	On-Demand Writing (2022-2023)	On-Demand Writing (2023-2024)
All Students	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*
Male	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Asian	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Hispanic or Latino	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Two or More Races	*	*	*	*	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*
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	*	N/A	*	N/A
Alternate Assessment	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Students Without IEP	*	*	*	*	*	*	*	*	*	*
English Learner Including Monitored	*	*	*	*	*	*	*	*	*	*
English Learner	*	*	*	*	*	*	*	*	*	*
Non-English Learner	*	*	*	*	*	*	*	*	*	*
Non-English Learner or Monitored	*	*	*	*	*	*	*	*	*	*
Foster Care	*	*	*	*	*	*	*	*	*	*
Gifted and Talented	*	*	*	N/A	*	N/A	*	*	*	*
Non-Gifted and Talented	*	*	*	*	*	*	*	*	*	*
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

- Student performance level data were suppressed for public reporting.

Delta

- Student performance level data were suppressed for public reporting.



# Schedule

## Monday, December 9, 2024

Time	Event	Where	Who
3:30 p.m. – 4:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
5:00 p.m.	Principal Presentation	School	Diagnostic Review Team Members
6:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
6:30 p.m.	Team Work Session #1 (continued)	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, December 10, 2024

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

## Wednesday, December 11, 2024

Time	Event	Where	Who
8:45 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:45 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. –	Team returns to hotel	Hotel	
4:30 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, December 12, 2024

Time	Event	Where	Who
8:45	Team arrives at institution(s)	School	Team arrives at institution(s)
8:00 a.m. – 3:30 p.m.	Final Team Work Session	School	Diagnostic Review Team Members

