



Cognia Diagnostic Review Report

Results for:
McFerran Preparatory Academy

Nov. 18-21, 2024

Contents

- Introduction.....2**
 - Performance Standards Evaluation2
 - Insights from the Review3
- Effective Learning Environments Observation Tool (eleot) Results.....5**
 - eleot Narrative9
- Improvement Priorities11**
 - Improvement Priority 111
 - Potential Leader Actions.....12
 - Improvement Priority 213
 - Potential Leader Actions.....14
 - Your Next Steps14
- Additional Review Elements for More Rigorous Intervention (MRI) Schools15**
- Leadership Capacity in Diagnostic Review18**
- Team Roster20**
- Appendix21**
 - Cognia Performance Standards Ratings21
 - Key Characteristic 1: Culture of Learning.....21
 - Key Characteristic 2: Leadership for Learning23
 - Key Characteristic 3: Engagement of Learning25
 - Key Characteristic 4: Growth in Learning27
 - Student Performance Data.....30
 - Schedule39

Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	3
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	11
Certified Staff	19
Noncertified Staff	22
Students	36
Parents	6
Total	98

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 with research-based criteria designed to improve student learning and organizational effectiveness.

Strengths and Continuous Improvement:

The theme of McFerran Preparatory Academy (MPA) is "You Belong Here, Where Learning is Required". Interview data indicated that this theme is visible in the school's culture and in student and staff expectations. Stakeholders frequently reported that a robust spirit of unity and support characterizes the positive school community. Many stakeholders described the school as having a family-like environment.

Stakeholder survey data aligned with interview data and revealed several strengths. For example, family survey data indicated that 14 of 21 questions earned over 90% agreement (i.e., agreed/absolutely agreed). Key areas such as children's well-being and resource availability received exceptionally high ratings. For example, 99% of families agreed/absolutely agreed that "the adults care about children's well-being (7)" and 98% of families agreed/absolutely agreed with the statement, "The adults provide resources children need for learning (8)." Furthermore, all stakeholder groups indicated that a safe learning environment exists at MPA, as 84% of students, 97% of parents and 86% of educators agreed/absolutely agreed with the survey statements focused on feelings of safety and consideration of student safety when making decisions (3), which again aligned with interview data, suggesting the decrease in student misbehaviors may be leveraged for increasing students learning because when students feel safe, they are more likely to learn. This positive feedback suggests a strong community connection and commitment to student welfare.

The school has an Instructional Leadership Team (ILT) that monitors and supports the turnaround plan implementation. Artifacts (e.g., ILT/turnaround retreat agenda/minutes, ILT/turnaround retreat slides, turnaround/ILT rolling agenda 2024-2025) provided to the Diagnostic Review Team demonstrate the ILT's work to support and monitor the implementation of the turnaround plan. In addition, the school focused on the two Improvement Priorities identified by the 2022 Diagnostic Review Team. The turnaround plan also documented the school's work to deconstruct the Improvement Priorities and align the identified activities to reach the academic goals. For example, activities in the turnaround plan focused on improving the professional learning community (PLC) process and increasing student learning through professional learning, coaching and support from Solution Tree and the Northwest Evaluation Association (NWEA).

Stakeholder interviews and a review of documents (e.g., Collaborative Team Meeting (CTM) Data Analysis Protocol, Third-Grade Writing-Charted Data Protocol, MPA Professional Learning Plan 2024-2025, Gold Day Professional Development Agenda 24/25) confirmed the focus on continuous improvement and the school's Improvement Priorities identified by the 2022 Diagnostic Review Team. Although the school has implemented systems and increased teachers' professional knowledge and collaboration, Kentucky Summative Assessment (KSA) results have not increased over the last two years. According to KSA data, the only advance in overall student performance was a slight increase in 5th-grade editing and mechanics (i.e., from 9% Proficient/Distinguished in 2022-2023 to 11% in 2023-2024). Overall, the percentage of students scoring Proficient/Distinguished on the 2023-2024 KSA was significantly below the state averages at all grade levels. In 2023-2024, the most significant disparity occurred in 3rd-grade reading, where 4% of the school's 3rd-grade students scored Proficient/Distinguished compared to 47% of the state's 3rd-grade students.



The Diagnostic Review Team found that achievement gaps continue to exist while some systems and the PLC process have improved from the 2022 Diagnostic Review. A review of the CTM Data Analysis Protocol and Third-Grade Writing–Charted Data Protocol identified methods by which grade-level teams review student performance data; however, the team could not identify how these data reviews translated into differentiated instruction that supports students struggling to master the content.

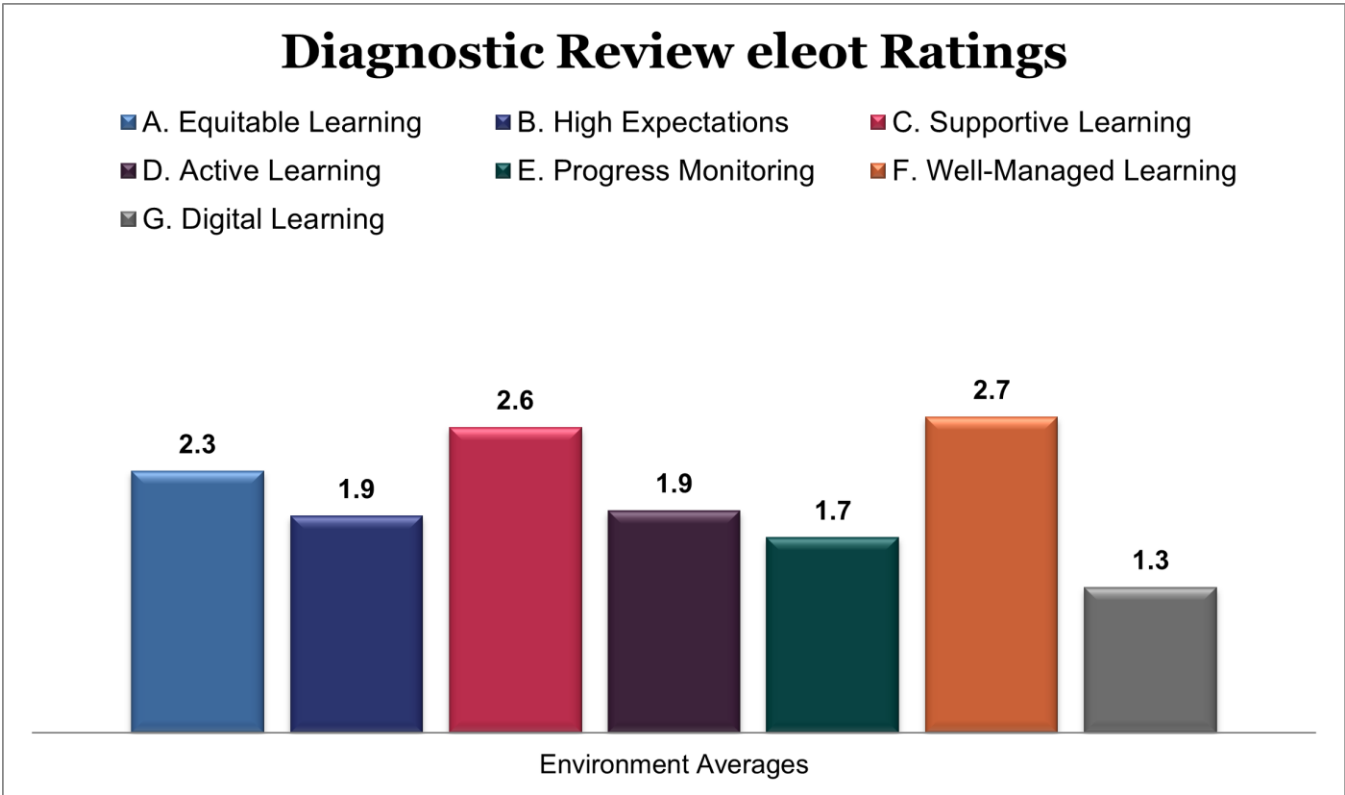
Additionally, while the MPA Data Analysis Protocol identified instructional strategies for improving grade-level achievement data, classroom observation data revealed few teachers incorporating these instructional strategies into lesson delivery. The team suggests that the school continue refining the PLC protocol to address and plan instruction for students not mastering the content in Tier I classes. The team identified the need for professional learning, monitoring and coaching to help teachers implement high-yield 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 30 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	1.2	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	90%	3%	6%	0%
A2	3.0	Learners have equal access to classroom discussions, activities, resources, technology, and support.	10%	13%	48%	29%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	10%	13%	39%	39%
A4	1.8	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions.	52%	16%	29%	3%
Overall rating on a 4-point scale:			2.3			

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.	23%	48%	23%	6%
B2	1.9	Learners engage in activities and learning that are challenging but attainable.	32%	45%	19%	3%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	58%	32%	6%	3%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	32%	58%	10%	0%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	35%	39%	19%	6%
Overall rating on a 4-point scale:			1.9			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	55%	32%	13%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	16%	29%	39%	16%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	19%	26%	48%	6%
C4	3.0	Learners demonstrate a congenial and supportive relationship with their teacher.	3%	26%	39%	32%
Overall rating on a 4-point scale:			2.6			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.2	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	32%	29%	23%	16%
D2	2.0	Learners make connections from content to real-life experiences.	35%	32%	26%	6%
D3	2.1	Learners are actively engaged in the learning activities.	23%	48%	26%	3%
D4	1.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	74%	19%	6%	0%
Overall rating on a 4-point scale:			1.9			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	58%	39%	3%	0%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	29%	35%	32%	3%
E3	1.8	Learners demonstrate and/or verbalize understanding of the lesson/content.	39%	45%	16%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	61%	35%	3%	0%
Overall rating on a 4-point scale:			1.7			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.0	Learners speak and interact respectfully with teacher(s) and each other.	6%	26%	32%	35%
F2	2.9	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	3%	29%	42%	26%
F3	2.6	Learners transition smoothly and efficiently from one activity to another.	10%	35%	42%	13%
F4	2.5	Learners use class time purposefully with minimal wasted time or disruptions.	13%	42%	32%	13%
Overall rating on a 4-point scale:			2.7			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.3	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	81%	13%	3%	3%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	94%	3%	0%	3%
G3	1.4	Learners use digital tools/technology to communicate and work collaboratively for learning.	84%	3%	6%	6%
Overall rating on a 4-point scale:		1.3				

eleot Narrative

The Well-Managed Learning Environment received the highest overall rating, with a score of 2.7 on a four-point scale. It was evident/very evident in 67% of classrooms that “learners speak and interact respectfully with teacher(s) and each other (F1).” For example, student survey data revealed that 83% of students agreed/absolutely agreed with the statement, “The adults treat us with respect (2).” Observational data also showed it was evident/very evident in 78% of classrooms that “learners are treated in a fair, clear, and consistent manner (A3).” The team also observed rules and expectations posted in classrooms, hallways and common areas. However, it was evident/very evident in 68% of classrooms that “learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).” The team observed multiple opportunities where instructional time was lost due to extended transition time between activities or inefficient use of student work time. For instance, it was evident/very evident in 55% of classrooms that students transitioned “smoothly and efficiently from one activity to another (F3)” and evident/very evident in 45% of classrooms that students used “class time purposefully with minimal wasted time or disruptions (F4).”

A strong sense of school pride was observed throughout the school and discussed during many stakeholder interviews. Surveys revealed that 96% of families agreed/absolutely agreed with the statement, “The adults set aside time to build relationships with children (4).” In comparison, 72% of educators agreed/absolutely agreed that they “set aside time to build relationships with learners (4).” Observational data aligned with educator survey data, as it was evident/very evident in 71% of classrooms that “learners demonstrate a congenial and supportive relationship with their teacher (C4).” The relationships teachers have built with students provide an environment where some students are unafraid to take risks in their learning. It was evident/very evident in 55% of classrooms that “learners take risks in learning (without fear of negative feedback) (C2)”, demonstrating a continued need to focus on building student and teacher relationships to enhance learning.

The team observed instances where students complied during instruction by following the teacher's cues, raising their hands to answer questions and completing worksheets. However, the observational data also revealed active and cognitive engagement as growth opportunities. For example, it was evident/very evident in 29% of classrooms that students are “actively engaged in the learning activities (D3).” It was also evident/very evident in 22% of classrooms that “learners engage in activities and learning that are challenging but attainable (B2)”, and in 29% of classrooms that students “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1).”

When students were asked to choose phrases that “best describe what learning looks like most of the time in your classes (21)”, 56% of students chose “Listen to teachers talk (21)”, and 46% chose “Complete worksheets.” Observational data also revealed few opportunities for students to collaborate with their peers to complete tasks, as it was evident/very evident in 6% of classrooms that “learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments (D4).” Likewise, it was evident/very evident in 12% of classrooms that “learners use digital tools/technology to communicate and/or work collaboratively for learning (G3)” and evident/very evident in 54% of classrooms that “learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks (C3).” Student survey and observational data demonstrate the need to increase opportunities for students to engage in collaborative activities to complete tasks. In addition, observational data showed a need for students to use technology for learning.

The team found that many observed lessons were teacher-directed. In many classrooms, teachers delivered content and then posed questions to students, asking them to identify, recall or recognize information from the lesson. Observational data revealed that in 10% of classrooms, it was evident/very evident 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).” During observations, teachers often called on a single student to provide an answer with limited wait time, response chaining or discussion opportunities. Observational data revealed it was evident/very evident in 39% of classrooms that “learners’ discussions/dialogues/exchanges with each other and the teacher predominate (D1).” Additionally, it was evident/very evident in 35% of classrooms that “learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2).”

Many teachers referenced the learning objectives posted in their classrooms during classroom observations. However, few students verbalized their progress toward the posted learning objectives. For example, it was evident/very evident in 16% of classrooms that “learners demonstrate and/or verbalize understanding of the lesson/content (E3).” Additionally, it was evident/very evident in 3% of classrooms that students “monitor their own learning progress or have mechanisms whereby their learning progress is monitored (E1).”

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

Establish a support system where school leaders (e.g., principal, assistant principal, academic instructional coaches) provide teachers with timely, constructive and actionable instructional feedback. Create and implement a monitoring process that includes frequent opportunities for coaching and professional learning to help teachers improve instruction by using feedback provided by school leaders.

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

Findings:

The Diagnostic Review Team found little evidence of a framework that established clear instructional expectations, consistent lesson design or data-driven instruction. The 2023-2024 KSA data revealed significant gaps in proficiency. For example, 4% of 3rd-grade students, 12% of 4th-grade students and 14% of 5th-grade students scored Proficient/Distinguished in reading, which is below the state averages. These findings illustrate an urgent need for standardizing instructional methods to ensure all students receive the necessary support to excel academically.

Survey data indicated that few teachers frequently and consistently receive meaningful instructional feedback. When educators were asked, "Which four phrases best describe, in general, what someone would observe learners doing most of the time in your institution's classrooms (25)", 37% selected "complete the same activity", while 23% chose "listen to teacher talk." Observational data also revealed that in 10% of classrooms, it was evident/very evident 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)." These findings indicate a need for consistent instructional expectations and differentiated learning opportunities. To address these gaps, the team suggests the school refine its walkthrough tool, conduct regular observations and provide timely feedback to teachers. Establishing coaching cycles and professional learning opportunities can further support educators in effectively implementing the instructional strategies outlined in the framework.

Classroom observational data further indicated the school lacks a process to provide teachers with consistent guidance for improving instruction, designing and modifying lessons and using data to inform instruction. For instance, it was evident/very evident in 6% of classrooms that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Stakeholder interviews indicated inconsistencies in instructional approaches. In addition, interview data showed that classroom walkthroughs were seldom accompanied by timely and meaningful feedback to teachers regarding their instructional methods. Stakeholder interviews and the review of documents and artifacts indicated the school had not established and implemented ongoing coaching cycles and professional learning opportunities that can support teachers in adopting effective instructional strategies.

A school-wide instructional framework is essential for driving significant improvements in student achievement and mastery of the Kentucky Academic Standards (KAS). Observational and interview data showed the lack of a system that monitors the implementation of instructional expectations and gives targeted support for teachers, providing an environment that prioritizes high-quality teaching and student learning. The team found a lack of observational tools, regular feedback loops and professional development intentionally designed to improve instructional practices.



Potential Leader Actions

- Refine the established walkthrough tool to ensure it identifies and measures the implementation of effective instructional strategies.
- Create a structured system for conducting frequent classroom observations using the walkthrough tool and providing timely, constructive feedback.
- Develop a comprehensive process that incorporates coaching cycles and targeted professional learning to aid teachers in adjusting instructional practices based on feedback from classroom observations.
- Monitor the effectiveness of instructional delivery to ensure ongoing alignment with the school's established framework.

Improvement Priority 2

Continue refining the PLC protocol and practices to ensure the developed data profile guides instructional conversations for curriculum (e.g., support in using instructional resources), instructional expectations (e.g., engagement strategies, learning intentions, success criteria aligned to standards mastery) and assessment (e.g., formative assessments to make instructional adjustments).

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

Findings:

The team found little evidence demonstrating consistent implementation and monitoring of a PLC protocol to foster instructional improvement aligned with the KAS. While the school has initiated PLC practices, stakeholder interviews and observations revealed inconsistencies in the impact these practices have on daily instruction. Data-driven discussions seldom transform into concrete instructional adjustments. By enhancing PLC protocols, the school can provide a cohesive approach to curriculum support, instructional expectations and formative assessments.

Classroom observational data showed it was evident/very evident in 22% of classrooms that “learners engage in activities and learning that are challenging but attainable (B2).” Evidence showed that the existing PLC protocol lacks responsive strategies for differentiating instruction and adapting curriculum pacing based on student needs. A review of documents, interviews and observational data indicated a need for teachers to engage in instructional conversations to leverage high-quality instructional resources and foster an environment where instructional practices are aligned with curriculum objectives, thereby improving student outcomes and meeting accountability benchmarks.

The team found a lack of consistent monitoring of the PLC protocol to foster instructional improvements. Interview data indicated that the school had initiated PLC practices; however, the team found little evidence of how these practices impacted daily instruction. Classroom observational data showed a lack of rigorous instruction in most classrooms. For instance, in 10% of classrooms, it was evident/very evident 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)”, suggesting a notable gap in challenging students adequately and fostering an environment where critical thinking skills can flourish.

Additionally, observational data indicated that in 3% of classrooms, it was evident/very evident that “learners monitor their own progress or have mechanisms whereby their learning progress is monitored (E1).” The team found an absence of effective self-assessment strategies for students, which are essential for fostering independent learning and accountability. Moreover, while it was evident/very evident in 35% of classrooms that “learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2)”, the team found that a significant percentage of classrooms lacked effective feedback loops to enhance learning experiences. Furthermore, it was evident/very evident in 16% of classrooms that “learners can articulate their understanding of the lesson/content (E3)”, indicating a need for increased focus on student reflection and verbalization of learning outcomes.

Despite the efforts in PLC meetings, interview data indicated that many PLC discussions are about unit internalization and tracking trend data. Yet, the team found little evidence that these meetings produce timely instructional changes that directly impact student engagement and learning. When questioned about the disconnect between the current work in PLCs and state assessment results in reading and math, interview data indicated a disconnect between professional development and data discussions that drive instructional improvements and modifications.



Potential Leader Actions

- Develop clear expectations regarding implementation of the PLC protocol and ensure everyone understands their role in facilitating effective instructional conversations to improve instructional practices. Establish a process to monitor the effective implementation of the PLC protocol.
- Ensure that PLC discussions address students' varied mastery levels and assessment results, inform instructional adjustments and promote targeted teaching strategies.
- Adjust curriculum pacing based on formative data to accommodate individual student needs, promoting equity in learning opportunities.
- Facilitate conversations that unpack instructional expectations while maintaining curricular integrity, ensuring that all educators have access to valuable resources that align with high-quality instructional practices.

Your Next Steps

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

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

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



Additional Review Elements for More Rigorous Intervention (MRI) Schools

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

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

MPA underwent its last Diagnostic Review in 2022 and this additional review considers the specific steps and strategies by the school since its prior review. Since that time, the school has maintained stable leadership. The current principal has been in place since July 2022. The principal has intentionally built a strong culture of high expectations with the goal of keeping and retaining staff. At the end of 2023, only one teacher left the school. During year one, the theme was “You Belong Here!” building a positive culture and climate while creating a sense of belonging for all stakeholders. During year two, the staff decided to add the phrase, “Where Learning is Required!” to the motto to reinforce the academic focus.

The principal’s commitment to students, parents and the community at MPA is evident despite the many obstacles inherited when she was named principal four weeks before the start of the 2022 school year. In the first year as the new school leader, she had to fill 28 positions and the school’s entire administrative team. During the past two years, the principal has established high expectations for students and staff that have resulted in significant improvement in student behavior and staff retention.

The prior Diagnostic Review of the school yielded two improvement priorities. Improvement Priority 1 was based on Cognia Standard 21 and instructed the school to establish and implement the Instructional Framework (e.g., instructional expectations, lesson design, data-driven instruction) schoolwide and ensure the consistent implementation of a monitoring process where school leaders (e.g., principal, assistant principal, academic instructional coaches) provide immediate and actionable feedback to staff on the established Instructional Framework. One component used to assist in meeting this priority was utilizing Mike Rutherford’s 30 second feedback strategy to provide specific and positive feedback for teachers. The principal also invited Accelerated Improvement Schools (AIS) colleagues and KDE’s Educational Recovery staff to MPA as a learning lab in the practice of 30 second feedback. The resulting impact was an increase in teacher efficacy, greater confidence and more receptiveness to regular walkthroughs.

Improvement Priority 2 was based on Cognia Standard 22 and directed the school to consistently implement and monitor the established PLC protocol to ensure it guides instructional conversations around curriculum (e.g., support in using instructional resources), instructional expectations (e.g., learning intentions and success criteria aligned to standards mastery) and assessment (e.g., evaluation of formative assessments to make instructional

adjustments). The school has also utilized training and visits from Solution Tree consultants and has made significant progress in adopting the PLC process. Teachers regularly discuss student data in their PLCs and have created a data profile for each teacher to house and track student progress.

The school has received a total of \$902,221 in school improvement funds (SIF) since being identified in the 2018-2019 school year. As a member of Cohort 1, in the 2019-2020 school year the school received \$415,504 in SIF. Those funds were used to fund positions for a behavioral interventionist and a permanent substitute. Funds were also used for technology and stipends for professional learning. No additional funds were granted during the 2020-2021 school year. However, as a part of Cohort 3 in the 2021-2022 school year, the school received \$157,876 in SIF. Those funds were used to provide an instructional coach along with curriculum support for the newly adopted high quality instructional resources for reading (EL Education) and math (Illustrative Math). In the 2022-2023 school year and as a part of Cohort 4, the school received \$122,495 in SIF. The school's focus for the year was increasing the use and effectiveness of PLCs. Funds were used to create an additional instructional coach, establish a consultation and professional development agreement with Solution Tree, attend a PLC conference and purchase additional curriculum materials. In the school year 2023-2024 as a part of Cohort 5, the school received \$207,346 in SIF. As a part of the school's efforts to continue to increase the effectiveness of the CTMs (PLCs), funds were used to continue to provide consultants from Solution Tree, materials and professional development to enhance the University of Florida Literacy Institute (UFLI) Reading Foundation curriculum as well as the EL Education reading curriculum along with teacher stipends for PLC work and planning. Currently, the school has an available balance from Cohort 4 funding of \$4,700.90 and Cohort 5 funding of \$49,274.68.

The district's support for MPA in addition to approval of the SIF and amendment requests within each year of allocation includes the following items: the district uses the same formula for staffing AIS schools as all elementary schools across the district; the funding formula used to provide MPA's budget is also the same one used for all elementary schools across the district; the district provides additional funds as a line item defined as "equity funding" totaling over \$300,000 that must be used solely on personnel; additionally, the district provides "choice zone" funding two times per school year totaling \$140,000 to be divided between students and staff, with items purchased such as uniforms, backpacks and staff incentives; the district provides a minimum of an additional \$8,000 stipend for certified staff and administrators assigned to an AIS as an incentive to attract and retain staff; and the district provides an additional number of paid days for certified staff to attend training at the beginning of the school year for AIS schools. Principals of AIS schools are given early access to the transfer list from the district's Human Resources (HR) Department. The principal is also allowed to submit names to HR for non-renewal based on their lack of effectiveness in the turnaround work. Additionally, the district's AIS office does provide additional monitoring requirements for specific programs and turnaround initiatives; however, it does provide some additional funding in the equity fund for the school's turnaround work beyond the school improvement funds and those items mentioned above. It was found in interviews that AIS schools do not receive any priority for substitutes, and as a result there are days when there are unfilled vacancies in multiple classrooms. This lack of substitutes leads to the need for specialists, co-teachers and interventionists to fill in for classroom teachers and is a barrier to providing small group or individualized instruction to students. In addition, the district has provided an Executive Administrator (EA) to support MRI and CSI principals in improvement efforts and does support the work the Kentucky Department of Education's Educational Recovery (ER) staff are doing within the school.

During a review of evidence and interviews, the review team determined there is a lack of differentiation of what is required of MRI schools, which is a barrier for school acceleration. There is a disconnect and/or misalignment between monitoring requirements established by the district layered on top of the turnaround initiatives required for MRI monitoring. This "layering" of more initiatives and more monitoring instead of fewer initiatives to be monitored at a "deeper" level can create a challenge for building leaders when determining the appropriate focus for their efforts. An example of this includes implementing and monitoring Improvement Priorities using a 45-day plan tool, initiatives and monitoring by the AIS Office using School Learning Visits, FSR-6 Systems Progress Monitoring requirements, as well as additional district mandates that are requirements of non-MRI schools. This

“layering” versus “differentiation” has a negative impact on student achievement and is a barrier to schools exiting MRI status.

MPA is rich in tradition and has worked over the past two years to rebrand and rebuild a foundation for student success. MPA now has many foundational systems in place that will allow for the next steps of differentiation, adapting curriculum to meet the needs of students, adding rigor, initiating high yield instructional practices and providing students with opportunities to be actively engaged.



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 of the comprehensive support and improvement (CSI) school.

The principal at the MPA has demonstrated a clear understanding of what is necessary to lead the school's turnaround efforts. The principal has led the efforts to establish a culture of continuous improvement that promotes each student's wellbeing. Perception survey results from students, parents and educators all revealed strong agreement that the school is a safe and caring environment for stakeholders.

The principal has demonstrated an unwavering commitment to students. This commitment is routinely and strategically communicated to all staff, students, parents and external stakeholders through weekly newsletters, emails, faculty meetings and community events. All voices are sought in the activities, strategies and practices implemented at the school through the utilization of committees which include multiple stakeholders.

The use of the PDSA continuous improvement process is another tool the principal has implemented to use improvement science for staff development and instructional effectiveness. When data revealed a lack of fidelity in the use and application in one of the school's reading curricula, the principal and leadership team utilized the PDSA process to identify causes and design next steps to address the issues. This process included empathy interviews, instructional coaching, modeling effective teaching strategies and additional professional development opportunities to increase teacher competency in the use of the curriculum.

Since becoming principal in 2022, the principal has exhibited a sense of urgency in reshaping MPA's climate and culture. This sense of urgency was evident in general observations and interviews and has had a positive impact on the current improvement in the school. The two themes created by the principal and the leadership team to promote this positive shift are, "You Belong Here, Where Learning is Required". These themes are posted



throughout the building and referenced in daily announcements and in all other communications to parents and the community. During the principal's presentation, the principal indicated that improvement in Tier 1 instruction is the most needed area moving forward. Currently, there is a system for walkthroughs and coaching; however, teachers are primarily receiving positive comments regarding procedural compliance and student teacher relationships. There needs to be a system for instructional feedback regarding the use of high yield instructional strategies and effective instruction leading to increases in student performance. This feedback and monitoring are essential in moving the school out of MRI status and developing the capacity of staff to assess and take ownership within their individual classrooms for effective instructional practices resulting in increased student learning and academic outcomes.



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
Shawn Johnson	Shawn Johnson currently serves as the superintendent of Clarendon County School District. He formerly served as superintendent of Barnwell School District 19 in Blackville, South Carolina. Before becoming a superintendent, Shawn served as principal, school board member, assistant principal and classroom teacher in various school districts in South Carolina. Shawn recently served as a South Carolina Department of Education Third Judicial Circuit board member.
Chris Mueller	Chris Mueller has over 38 years of experience as a teacher, administrator and Educational Recovery Leader (ERL). Chris has taught at the middle, high school and collegiate levels. While serving as an ERL, Chris worked with administrative teams and school leadership teams to facilitate turnaround efforts in Kentucky's central region. Additionally, he has been an associate lead in multiple Diagnostic Reviews. He has also led monitoring reviews in comprehensive support and improvement (CSI) schools for the Kentucky Department of Education. He is a certified facilitator for the National Institute for School Leadership (NISL) for the Lead-KY initiative. Chris also has experience as an adjunct instructor in political science for Campbellsville University.
Paula Johnson	Paula Johnson is in year 26 as an educator and in year four of working in the Office of Continuous Improvement and Support for the Kentucky Department of Education as an Educational Recovery (ER) Specialist and Continuous Improvement Coach. Paula spent nine years as an elementary teacher and Reading Recovery teacher. She has served in various administrative roles over the last 17 years, such as Director of Equity and as a principal.
Adrianna Muster	Adrianna F. Muster is an experienced educator with 16 years of experience. She has served in various roles in Kentucky schools, including teacher, instructional coach, interventionist and assessment coach and building assessment coordinator. Adrianna has worked with teachers at different grade levels in rural and urban school districts, providing mentorship and coaching.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

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

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

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

Key Characteristic 2: Leadership for Learning

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

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

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

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

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

Student Performance Data

School Name: McFerran Preparatory Academy

2023-2024 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	4	47
	4	14	48	12	50
	5	*	48	14	46
Math	3	7	43	5	43
	4	*	42	*	43
	5	*	41	10	41
Science	4	5	35	*	34
Social Studies	5	*	42	7	39
Editing and Mechanics	5	9	47	11	47
On Demand Writing	5	*	39	4	39

* Student performance level data were suppressed for public reporting.

Plus

- The percentage of all students in 5th grade scoring Proficient/Distinguished in reading increased from 9% on the 2022-2023 KSA to 11% in 2023-2024.

Delta

- The percentage of all students in 3rd grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 4%.
- The percentage of all students in 4th grade scoring Proficient/Distinguished in reading decreased from 14% on the 2022-2023 KSA to 12% in 2023-2024.
- The percentage of all students in 4th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 12%.
- The percentage of all students in 5th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 14%.
- The percentage of all students in 3rd grade scoring Proficient/Distinguished levels in math decreased from 7% on the 2022-2023 KSA to 5% in 2023-2024.
- The percentage of all students in 3rd grade scoring Proficient/Distinguished in math on the 2023-2024 KSA was 5%.
- The percentage of all students in 5th grade scoring Proficient/Distinguished in math on the 2023-2024 KSA was 10%.
- The percentage of all students in 5th grade scoring Proficient/Distinguished in social studies on the 2023-2024 KSA was 7%.
- The percentage of all students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the 2023-2024 KSA was 11%.
- The percentage of all students in 5th grade scoring Proficient/Distinguished in on demand writing on the 2023-2024 KSA was 4%.

Elementary English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)
Percent Score of 0	35	26	34	29
Percent Score of 60-80	23	35	36	35
Percent Score of 100	24	24	21	23
Percent Score of 140	17	14	8	13

Plus

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

Delta

- Students scoring 0 for English Learner Progress was greater than the state average.
- Students scoring 60-80 for English Learner Progress was greater than the state average.
- Students scoring 100 for English Learner Progress was less than the state average.
- Students scoring 140 for English Learner Progress was less than the state average.

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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)
All Students	*	4	7	5
Female	*	5	5	*
Male	*	*	*	6
African American	*	4	4	3
American Indian or Alaska Native	*	N/A	*	N/A
Asian	*	N/A	*	N/A
Hispanic or Latino	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A
Two or More Races	*	*	*	*
White (non-Hispanic)	*	*	*	*
Economically Disadvantaged	*	5	7	5
Non-Economically Disadvantaged	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*
Alternate Assessment	*	*	*	*
Students Without IEP	*	5	7	5
English Learner Including Monitored	*	*	*	*
English Learner	*	*	*	*
Non-English Learner	*	5	6	3
Non-English Learner or Monitored	*	5	6	3
Foster Care	*	N/A	*	N/A
Gifted and Talented	N/A	N/A	N/A	N/A
Non-Gifted and Talented	*	4	7	5
Homeless	*	*	*	*
Migrant	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A

*Student performance level data were suppressed for public reporting.

Plus

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

Delta

- The percentage of female students in 3rd grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 5%.
- The percentage of male students in 3rd grade scoring Proficient/Distinguished in math on the 2023-24 KSA was 6%.
- The percentage of African American students in 3rd grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 4%.
- The percentage of all African American students in 3rd grade scoring Proficient/Distinguished in math decreased from 4% on the 2022-2023 KSA to 3% in 2023-2024.
- The percentage of economically disadvantaged students in 3rd grade scoring Proficient/Distinguished in reading on the KSA was 5%.
- The percentage of all economically disadvantaged students in 3rd grade scoring Proficient/Distinguished in math decreased from 7% on the 2022-2023 KSA to 5% in 2023-2024.
- The percentage of students without Individual Education Plan (IEP) in 3rd grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 5%.

- The percentage of all students without IEP in 3rd grade scoring Proficient/Distinguished in math decreased from 7% on the 2022-2023 KSA to 5% in 2023-2024.
- The percentage of non-English learner students in 3rd grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 5%.
- The percentage of all non-English learner students in 3rd grade scoring Proficient/Distinguished in math decreased from 6% on the 2022-2023 KSA to 3% in 2023-2024.
- The percentage of non-English learner or monitored students in 3rd grade scoring Proficient/Distinguished in reading on the KSA was 5%.
- The percentage of all non-English learner or monitored students in 3rd grade scoring Proficient/Distinguished in math decreased from 6% on the 2022-2023 KSA to 3% in 2023-2024.
- The percentage of non-gifted and talented students in 3rd grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 4%.
- The percentage of non-gifted and talented students in 3rd grade scoring Proficient/Distinguished in reading decreased from 7% on the 2022-2023 KSA to 5% in 2023-2024.

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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Science (2022-2023)	Science (2023-2024)
All Students	14	12	*	*	5	*
Female	18	*	*	*	*	*
Male	10	10	*	*	6	*
African American	11	7	*	*	4	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*
Economically Disadvantaged	15	9	*	*	5	*
Non-Economically Disadvantaged	*	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	16	13	*	*	5	*
English Learner Including Monitored	*	24	*	*	*	*
English Learner	*	21	*	*	*	*
Non-English Learner	17	7	*	*	7	*
Non-English Learner or Monitored	16	*	*	*	7	*
Foster Care	*	N/A	*	N/A	*	N/A
Gifted and Talented	*	N/A	*	N/A	*	N/A
Non-Gifted and Talented	*	12	*	*	5	*
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 male students in 4th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 10%.
- The percentage of African American students in 4th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 7%.
- The percentage of economically disadvantaged students in 4th grade scoring Proficient/Distinguished in reading decreased from 15% on the 2022-2022 KSA to 9% in 2023-2024.
- The percentage of students without IEP in 4th grade scoring Proficient/Distinguished in reading decreased from 16% on the 2022-2023 KSA to 13% in 2023-2024.
- The percentage of English learner, including monitored, students in 4th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 24%.

- The percentage of English learner students in 4th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 21%.
- The percentage of non-English learner students in 4th grade scoring Proficient/Distinguished in reading decreased from 17% on the 2022-2023 KSA to 7% 2023-2024.
- The percentage of non-gifted and talented students in 4th grade scoring Proficient/Distinguished in reading on the 2023-2024 KSA was 12%.
The percentage of non-gifted and talented students in 4th grade scoring at proficient/distinguished levels in math on the 2023-2024 KSA was 5%.

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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Social Studies (2023-2024)	Social Studies (2022-2023)	Editing and Mechanics (2023-2024)	Editing and Mechanics (2023-2024)	On-Demand Writing (2023-2024)	On-Demand Writing (2023-2024)
All Students	*	14	*	10	v	7	9	11	*	4
Female	*	15	*	*	*	4	12	11	*	*
Male	*	13	*	8	*	10	*	10	*	8
African American	*	9	*	8	*	3	*	11	*	6
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Two or More Races	*	*	*	*	*	*	*	*	*	*
White (non-Hispanic)	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	15	*	11	*	7	9	12	*	5
Non-Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*	*	*	*	*
Students Without IEP	*	16	*	10	*	7	10	12	*	4
English Learner Including Monitored	*	10	*	*	*	*	*	*	*	*
English Learner	*	*	*	*	*	*	*	*	*	*
Non-English Learner	*	17	*	12	*	9	7	14	*	6
Non-English Learner or Monitored	*	16	*	11	*	8	4	13	*	7
Foster Care	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Gifted and Talented	*	*	*	N/A	*	N/A	*	*	*	*
Non-Gifted and Talented	*	8	*	10	*	7	9	8	*	*
Homeless	*	*	*	*	*	*	*	*	*	*
Migrant	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A

*Student performance level data were suppressed for public reporting.

Plus

- The percentage of economically disadvantaged students in 5th grade scoring Proficient/Distinguished in editing and mechanics increased from 9% on the 2022-2023 KSA to 12% in 2023-2024.
- The percentage of students without an IEP in 5th grade scoring Proficient/Distinguished in editing mechanics increased from 10% on the 2022-2023 KSA to 12% in 2023-2024.
- The percentage of non-English learner students in 5th grade scoring Proficient/Distinguished in editing mechanics increased from 7% on the 2022-2023 KSA to 14% in 2023-2024.
- The percentage of all non-English learner or monitored students in 5th grade scoring Proficient/Distinguished in editing mechanics increased from 4% on the 2022-2023 KSA to 13% in 2023-2024.

Delta

- The percentage of female students in 5th grade scoring Proficient/Distinguished in reading on the KSA in 2023-2024 was 15%.
- The percentage of female students in 5th grade scoring Proficient/Distinguished in social studies on the KSA in 2023-2024 was 4%.
- The percentage of female students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the KSA in 2023-2024 was 11%.
- The percentage of male students in 5th grade scoring Proficient/Distinguished in reading on the KSA in 2023-2024 was 13%.
- The percentage of male students in 5th grade scoring Proficient/Distinguished in math on the KSA in 2023-2024 was 8%.
- The percentage of male students in 5th grade scoring Proficient/Distinguished in social studies on the KSA in 2023-2024 was 10%.
- The percentage of male students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the KSA in 2023-2024 was 10%.
- The percentage of male students in 5th grade scoring Proficient/Distinguished in on demand writing was 8%.
- The percentage of African American students in 5th grade scoring Proficient/Distinguished in reading on the KSA in 2023-2024 was 9%.
- The percentage of African American students in 5th grade scoring Proficient/Distinguished in math on the KSA in 2023-2024 was 8%.
- The percentage of African American students in 5th grade scoring Proficient/Distinguished in social studies on the KSA in 2023-2024 was 3%.
- The percentage of African American students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the KSA in 2023-2024 was 11%.
- The percentage of African American students in 5th grade scoring Proficient/Distinguished in on demand writing was 6%.
- The percentage of economically disadvantaged students in 5th grade scoring Proficient/Distinguished in reading on the KSA in 2023-2024 was 15%.
- The percentage of economically disadvantaged students in 5th grade scoring Proficient/Distinguished in math on the KSA in 2023-2024 was 11%.
- The percentage of economically disadvantaged students in 5th grade scoring Proficient/Distinguished in social studies on the KSA in 2023-2024 was 7%.
- The percentage of economically disadvantaged students in 5th grade scoring Proficient/Distinguished in on demand writing was 5%.
- The percentage of students without IEP in 5th grade scoring Proficient/Distinguished in reading on the KSA in 2023-2024 was 16%.
- The percentage of students without IEP in 5th grade scoring Proficient/Distinguished in math on the KSA in 2023-2024 was 10%.



- The percentage of students without IEP in 5th grade scoring Proficient/Distinguished in social studies on the KSA in 2023-2024 was 7%.
- The percentage of students without IEP in 5th grade scoring Proficient/Distinguished in editing and mechanics on the KSA in 2023-2024 was 12%.
- The percentage of students without IEP in 5th grade scoring Proficient/Distinguished in on demand writing was 4%.
- The percentage of English learner including monitored students in 5th grade scoring Proficient/Distinguished in reading on the KSA in 2023-2024 was 10%.
- The percentage of non-English learner students in 5th grade scoring Proficient/Distinguished in reading on the KSA in 2023-2024 was 17%.
- The percentage of non-English learner students in 5th grade scoring Proficient/Distinguished in math on the KSA in 2023-2024 was 12%.
- The percentage of non-English learner students in 5th grade scoring Proficient/Distinguished in social studies on the KSA in 2023-2024 was 9%.
- The percentage of non-English learner students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the KSA in 2023-2024 was 14%.
- The percentage of non-English learner students in 5th grade scoring Proficient/Distinguished in on demand writing was 6%.
- The percentage of non-English learner or monitored students in 5th grade scoring Proficient/Distinguished in reading on the KSA in 2023-2024 was 16%.
- The percentage of non-English learner or monitored students in 5th grade scoring Proficient/Distinguished in math on the KSA in 2023-2024 was 11%.
- The percentage of non-English learner or monitored students in 5th grade scoring Proficient/Distinguished in social studies on the KSA in 2023-2024 was 8%.
- The percentage of non-English learner or monitored students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the KSA in 2023-2024 was 13%.
- The percentage of non-English learner or monitored students in 5th grade scoring Proficient/Distinguished in on demand writing was 7%.
- The percentage of non-gifted and talented students in 5th grade scoring Proficient/Distinguished in reading on the KSA in 2023-2024 was 8%.
- The percentage of non-gifted and talented students in 5th grade scoring Proficient/Distinguished in math on the KSA in 2023-2024 was 10%.
- The percentage of non-gifted and talented students in 5th grade scoring Proficient/Distinguished in social studies on the KSA in 2023-2024 was 7%.
- The percentage of non-gifted and talented students in 5th grade scoring Proficient/Distinguished in editing and mechanics on the KSA in 2023-2024 was 8%.

Schedule

Monday, November 18, 2024

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

Tuesday, November 19, 2024

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:40 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, November 20, 2024

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
7:45 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, November 21, 2024

Time	Event	Where	Who
8:00 a.m. – 4:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members

