



# Cognia Diagnostic Review Report

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**Results for:**  
**Thomas Jefferson Middle**

Dec. 9-12, 2024

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# Introduction

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

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

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

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

<b>Stakeholder Groups</b>	<b>Number</b>
<b>District-Level Administrators</b>	1
<b>Building-Level Administrators</b>	5
<b>Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)</b>	9
<b>Certified Staff</b>	20
<b>Noncertified Staff</b>	4
<b>Students</b>	11
<b>Total</b>	50

## Performance Standards Evaluation

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

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

## Insights from the Review

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

### Strengths and Continuous Improvement

The Diagnostic Review Team identified several strengths in its review of Thomas Jefferson Middle, key among them was the ability to build systems and structures to address the needs of all stakeholder groups. Since the Diagnostic Review in 2022-2023, the school has been intentional in its efforts to increase stakeholder ownership and involvement. The vision, "We Lead for Growth, We Lead for Opportunity, We Lead for Equity", clearly demonstrates this, as the word "we" is evident in the school's structure and systems. School leadership has provided several opportunities for faculty and staff members to share leadership and be involved in decision-making to improve the institution. Faculty and staff members are expected to participate in at least one school committee (e.g., achievement and growth, culture and climate, racial equity, student and staff celebration, multi-lingual learning, Exceptional Child Education). This expectation fosters a shared leadership model and provides various perspectives in decision-making and collaboration between faculty and staff in different content areas and grade levels. Faculty and staff members who are selected by a vote of their peers may serve on the TJMS Advisory Group. This group consults with school leadership in hiring new faculty and staff, making budget decisions, monitoring student achievement data and planning for school improvement. Teachers can also serve as team leaders or professional learning community (PLC) meeting leaders for their respective content or grade levels. Interviews with faculty and staff revealed they feel heard, valued and supported as the school operates like a family.

The school identified literacy as a concern after thoroughly analyzing its student performance data during the comprehensive school improvement plan (CSIP) needs assessment process. In response, the school has intentionally implemented efforts to support literacy. Beginning in November 2023, the school started screening all students to assess whether they could read fluently or needed instruction on foundational reading skills (e.g., decoding, language comprehension). The data yielded from these screenings revealed a need to focus on literacy for all grade levels to ensure that students' inability to read for understanding was not compromising their academic performance across content areas. The school now dedicates the day's first block to literacy instruction for all students. Teachers have been provided with professional learning to build their capacity to support students in developing the foundational reading skills needed for comprehension. The team noted increases in the Measures of Academic Progress (MAP) fall and winter reading data; this assessment specifically measures student comprehension.

The school has also acknowledged and addressed changing demographics. Over the last few years, the school has seen an increase in the enrollment of multilingual learners (ML) (i.e., English language [EL] learners) students. Currently, ML students comprise 49% of the school's population. As of July 2024, teachers have received training in the Sheltered Instruction Observation Protocol (SIOP), a framework for planning and delivering instruction to ML and other students, as a part of their job-embedded professional learning. SIOP aims to support teachers in integrating academic language development into their lessons, enabling students to learn and practice English in the context of school, including the vocabulary found in textbooks and lectures across academic disciplines. Implementation of the SIOP framework was observed in classrooms when teachers provided a daily language objective across content areas. Teachers reported that the strategies learned in this professional learning have benefited their professional practice. The school expects continued growth in its



students by implementing the SIOP framework. The school has improved the student English language proficiency levels on the Assessing Comprehension and Communication in English State-to-State (ACCESS) test, placing the school in the top 10 middle schools in the district.

Another notable improvement is the decrease in student disciplinary referrals. The school implemented the TJ Way, a schoolwide discipline plan that outlines expectations related to conduct and discipline. Since its inception, the school has seen a 32% decrease in disciplinary referrals and a 16% decrease in out-of-school suspensions. The decrease in behavioral disruptions has increased classroom instructional time, particularly for those who might miss class for disciplinary reasons. The school can leverage these strengths to support its continuous improvement efforts.

Student performance data, detailed in the appendix of this report, revealed that student performance in math and reading across grade levels has decreased over the last two years and falls below the state average. Nearly two-thirds of the students scored Novice on the Kentucky Summative Assessment (KSA). In addition, achievement gaps exist among MLs, exceptional education students and general education students.

While the school has implemented several initiatives to support stakeholder involvement and student academic performance, the team noted instructional design and delivery as an area of opportunity. Although High-Quality Instructional Resources (HQIR) became a focus for the 2023-2024 school year to ensure teachers are prepared to support all students with engaging, relevant and standards-aligned grade-level assignments, the team observed that teachers primarily delivered classroom instruction through teacher-directed, whole-group tasks that neither promoted higher-order thinking skills nor supported the diverse learning needs of students. The team observed that teachers drove classroom instruction by adhering to broad expectations and complying with tasks, such as posting learning targets, agendas and language objectives. There was an absence of engaging, challenging and differentiated lessons to promote student learning and achievement. For example, although teachers posted learning targets in all classrooms, they did not discuss them to ensure students understood the desired outcomes of each lesson before beginning.

The team also observed a lack of warm-up activities in most classrooms to introduce students to the daily lesson and engage them. Learning activities were generally task-oriented, such as completing physical or online worksheets. The team observed few discussions between teachers and students or opportunities for students to collaborate with one another to complete tasks. Instead, many teachers projected the worksheets on their interactive whiteboards and led discussions on how to complete them. Students mostly followed along and copied responses on their own sheets, leaving few opportunities to demonstrate their understanding or share their thinking. There was a lack of formative assessment to gauge student understanding and adjust lessons in real time, as needed. While the school boasts a population of students with diverse learning needs, the team observed minimal evidence of differentiated instruction. In most classrooms, students were all completing the same assignment. The lack of engaging, challenging and differentiated instruction likely caused some of the off-task behaviors the team observed, such as students getting out of their seats, walking into the hallways and having conversations unrelated to the lesson. In many cases, teachers did not acknowledge these behaviors and continued to lead instruction for the students who were paying attention.

The school has implemented a classroom walkthrough process this year. The Coaching and Feedback document provided to the team demonstrates that the leadership team schedules their classroom walkthroughs. Still, inconsistent evidence existed on how feedback was shared or the expectations for implementing improvements based on feedback. While walkthroughs occurred, interviews revealed that the feedback may not be substantive. Instead, interview data showed that most walkthroughs were compliance-based. Similarly, the district conducts monthly walkthroughs with feedback provided to the principal. However, the team found little evidence of these results being shared with teachers and used to guide coaching/capacity building in instructional design and delivery. To positively impact student achievement, it will be necessary for school leadership to spend more time in classrooms, provide robust feedback, monitor the implementation of the feedback and provide teachers with ongoing support on lesson design and delivery.

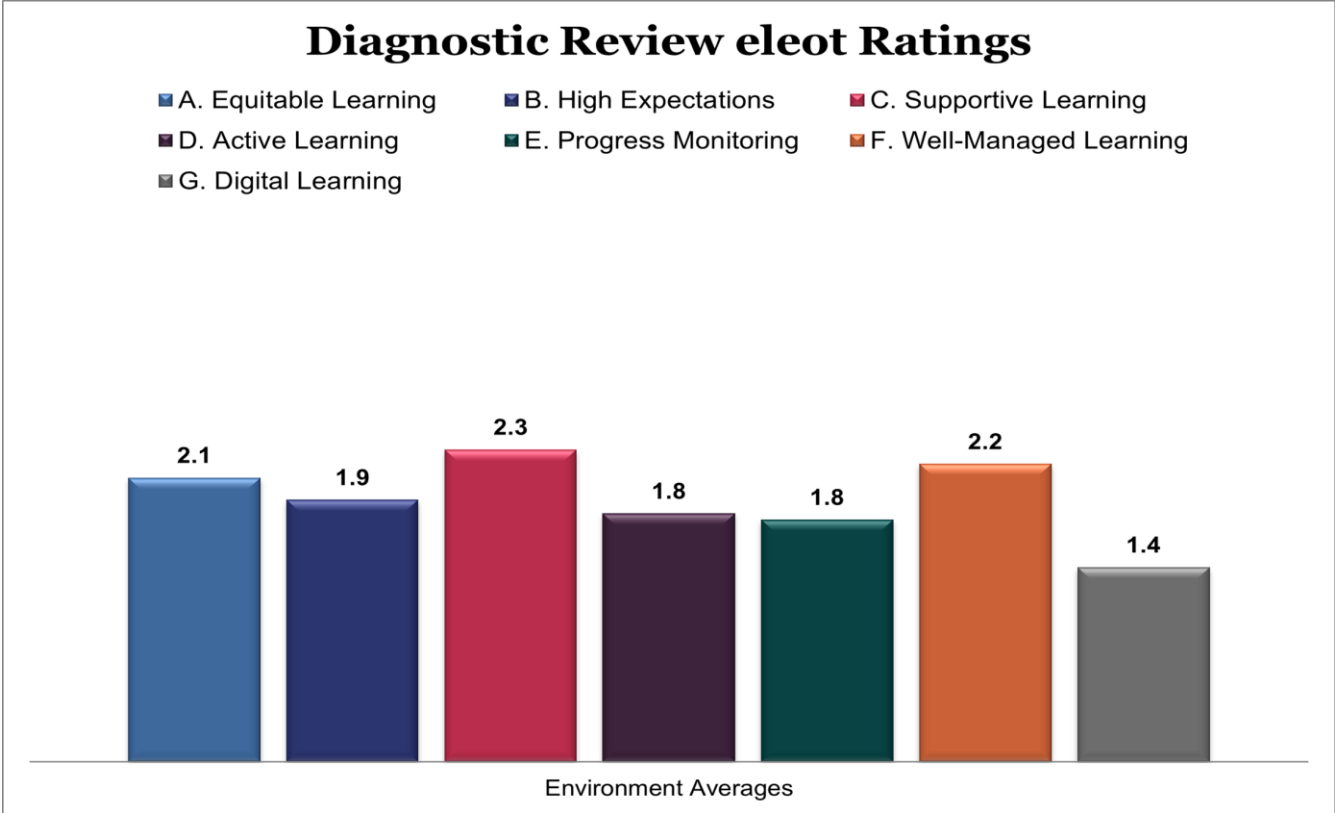


As noted above, the school has made significant progress in identifying the need to support student academic performance by implementing support. By leveraging the strengths identified in this report to improve classroom instruction, they can continue to make gains.

# 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 49 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	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	71%	18%	10%	0%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	12%	37%	39%	12%
A3	2.8	Learners are treated in a fair, clear, and consistent manner.	8%	16%	59%	16%
A4	1.7	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.	47%	41%	8%	4%
<b>Overall rating on a 4-point scale:</b>		<b>2.1</b>				

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.0	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	27%	53%	14%	6%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	22%	47%	24%	6%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	45%	43%	10%	2%
B4	2.0	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	29%	51%	12%	8%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	35%	49%	10%	6%
<b>Overall rating on a 4-point scale:</b>		<b>1.9</b>				



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.2	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	22%	45%	22%	10%
C2	2.1	Learners take risks in learning (without fear of negative feedback).	24%	47%	22%	6%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	18%	37%	31%	14%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	14%	33%	37%	16%
<b>Overall rating on a 4-point scale:</b>			<b>2.3</b>			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	35%	51%	8%	6%
D2	1.9	Learners make connections from content to real-life experiences.	41%	35%	20%	4%
D3	2.1	Learners are actively engaged in the learning activities.	18%	59%	20%	2%
D4	1.6	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	63%	20%	12%	4%
<b>Overall rating on a 4-point scale:</b>			<b>1.8</b>			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.7	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	49%	35%	10%	6%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	27%	47%	20%	6%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	33%	49%	14%	4%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	65%	22%	10%	2%
<b>Overall rating on a 4-point scale:</b>			<b>1.8</b>			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.5	Learners speak and interact respectfully with teacher(s) and each other.	14%	37%	35%	14%
F2	2.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	18%	47%	20%	14%
F3	2.0	Learners transition smoothly and efficiently from one activity to another.	39%	37%	12%	12%
F4	2.1	Learners use class time purposefully with minimal wasted time or disruptions.	29%	49%	10%	12%
<b>Overall rating on a 4-point scale:</b>			<b>2.2</b>			



G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.6	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	61%	20%	18%	0%
G2	1.5	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	73%	10%	12%	4%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	86%	4%	6%	4%
<b>Overall rating on a 4-point scale:</b>		<b>1.4</b>				

## eleot Narrative

The Diagnostic Review Team conducted 49 observations in core content classrooms using the eleot tool. The team also conducted informal observations in non-core content classrooms, the cafeteria and hallways.

While the Supportive Learning Environment earned the highest overall average rating of the seven learning environments, with a rating of 2.3 on a 4-point scale, ratings were low regarding student and adult relationships and interactions. For instance, in 53% of classrooms, it was evident/very evident that “learners demonstrate a congenial and supportive relationship with their teacher (C4).” Also, in 45% of classrooms, it was evident/very evident that “learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks (C3).” Learners “taking risks in learning (without fear of negative feedback) (C2)” were evident/very evident in 28% of classrooms. In 32% of classrooms, it was evident/very evident that “learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful (C1).” The overall findings for the Supportive Learning Environment represent an opportunity to leverage students’ affection for their teachers to gain buy-in for classroom instruction and learning.

The Well-Managed Learning Environment earned an overall average rating of 2.2, indicating that classroom management and student behavior are areas for improvement. In 49% of classrooms, it was evident/very evident that “learners speak and interact respectfully with teacher(s) and each other (F1).” In 34% of classrooms, it was evident/very evident that “learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2).” Learners transitioning “smoothly and efficiently from one activity to another (F3)” were evident/very evident in 24% of classrooms. In 22% of classrooms, it was evident/very evident that “learners use class time purposefully with minimal wasted time or disruptions (F4).” While there has been a decrease in disciplinary referrals and suspensions, there remains an opportunity to engage with students regarding behavior.

The Equitable Learning Environment earned an overall average rating of 2.1. Observational data showed that in 75% of classrooms, it was evident/very evident that “learners are treated in a fair, clear, and consistent manner (A3).” In 51% of classrooms, it was evident/very evident that “learners have equal access to classroom discussions, activities, resources, technology, and support (A2).” One area the team noted as an opportunity for improvement was attending to the diverse learning needs of students. Learners demonstrating and/or having



“opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions (A4)” were evident/very evident in 12% of classrooms. It was evident/very evident in 10% of classrooms that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” The team recommends that school leadership support teachers through professional development, curriculum resources, observations, and coaching to ensure students are provided with differentiated learning experiences.

The High Expectations, Active and Progress Monitoring and Feedback Learning Environments, respectively, earned a 1.9, 1.8, and 1.8, indicating improvement is needed. The Diagnostic Review Team rarely observed students engaged in challenging lessons. In 20% of classrooms, for instance, 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).” In 30% of classrooms, it was evident/very evident that “learners engage in activities and learning that are challenging but attainable (B2)”, and it was evident/very evident in 16% of classrooms that “learners take responsibility for and are self-directed in their learning (B5).” Learners striving “to meet or able to articulate the high expectations established by themselves and/or the teacher (B1)” were evident/very evident in 20% of classrooms. Learners demonstrating and/or showing the ability to “describe high quality work (B3)” were evident/very evident in 12% of classrooms. School leaders, teachers and students are encouraged to use MAP data to identify where students are currently performing and set benchmark goals. Additionally, the team recommends using these data to support students in reaching their goals by implementing ongoing formative assessments and maintaining high expectations for student learning.

The team did not consistently observe learners having the opportunity to participate in their lessons through active engagement. Most classroom instruction focused on tasks, such as completing physical or digital worksheets, primarily led by the teacher. It was evident/very evident in 14% of classrooms that “learners’ discussions/dialogues/exchanges with each other and teacher predominate (D1).” In 24% of classrooms, it was evident/very evident that “learners make connections from content to real-life experiences (D2).” Observational data revealed it was evident/very evident in 16% of classrooms that “learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4).”

The team observed that some teachers provided feedback during classroom instruction. It was evident/very evident in 26% of classrooms that “learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work (E2).” In 18% of classrooms, it was evident/very evident that “learners demonstrate and/or verbalize understanding of the lesson/content (E3).” Instances in which “Learners understand or are able to explain how their work is assessed (E4)” were evident/very evident in 12% of classrooms. Ensuring students understand the learning target at the beginning of the lesson, instead of simply stating it aloud, can help students monitor their learning progress.

Students have access to technology in their classrooms. The team observed that few students used devices in classrooms for collaboration, research or problem-solving. Most students completed rudimentary tasks like worksheets, as it was evident/very evident in 18% of classrooms that “learners use digital tools/technology to gather, evaluate, and/or use information for learning (G1).”

# 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

Use formative assessment data to design differentiated lessons and adjust instruction in real time to meet the diverse academic needs of learners.

**Standard 17:** Learners have equitable opportunities to realize their learning potential.

### Findings:

Student performance on the KSA, as outlined in the appendix of this report, revealed that the school has consistently performed below the state average in reading and mathematics. The percentage of 6th-grade students who scored Proficient/Distinguished in reading on the KSA decreased from 18% in 2022-2023 to 13% in 2023-2024. The percentage of 7th-grade students who scored Proficient/Distinguished in reading on the KSA decreased from 15% in 2022-2023 to 14% in 2023-2024. The percentage of 8th-grade students who scored Proficient/Distinguished in reading on the KSA was 14% compared to the state average of 41% in 2023-2024. In math, the percentages of 7th- and 8th-grade students who scored Proficient/Distinguished on the KSA were more than 20 percentage points below the state averages in 2023-2024. These data represent an opportunity to develop processes to support high-level learning.

When asked to use one word to describe the school, a term that often emerged from stakeholder interviews was diversity. The team noted, however, that teachers did not specifically reference academic diversity in their responses or demonstrate it during classroom instruction. Attending to the diverse learning needs of students is an opportunity for improvement. Classroom observations revealed that instruction was largely delivered in a whole group, teacher-directed format with little acknowledgment of students' diverse academic needs and/or instructional levels. It was evident/very evident in 10% of classrooms that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Stakeholder perception data supported classroom observational data as 51% of students agreed/absolutely agreed that "in the last 30 days, I had lessons that were changed to meet my needs (13)."

Stakeholder interviews also revealed that when students' unique academic needs were considered, it was based mainly on performance on the MAP, which was administered three times per year. The team also noted that the focus was primarily on measuring growth for students, particularly those below the norm achievement percentile. Stakeholder interview data further revealed that the school used students working at or above grade level as peer tutors for struggling learners. The team did not observe or hear information regarding enrichment or acceleration for students who would benefit from additional support. Interview data revealed that the school's focus was mainly on growth, remediation and intervention rather than improving all students' proficiency or supporting growth for students currently performing at or above the norm percentiles on MAP.

Interview data indicated that teachers review student performance data during weekly grade-level PLC meetings. A review of PLC meeting agendas and minutes revealed that in these meetings, teachers mainly discuss where they are in their instruction (pacing) and plan for subsequent lessons. In most instances where data were discussed, the focus was on the results from the MAP assessment. However, these data are only available to teachers three times per school year (i.e., beginning, middle, end). Stakeholder interviews also revealed these data help determine what teachers must reteach and retest. Teachers rarely use the MAP results to guide and adjust daily instruction. Further, the team found little evidence about how these data were used to support the learning needs of students performing on or above grade level. In addition, KSA assessment data are used to



determine students' instructional levels. However, these annual summative assessments seldom reflect students' day-to-day understanding of learning targets and current instructional needs.

Stakeholder interviews and classroom observational data revealed an absence of formative assessments being used during the instructional process to guide learning. Teachers were not observed using formative assessment opportunities, such as exit tickets, think-pair-share activities, problems to complete on personal whiteboards or concept maps. Developing and implementing formative assessments could help teachers check students' understanding of the content so they can adjust their instruction in real time and use it to plan subsequent lessons. The team recommends that school leadership provide teachers with professional development and ongoing support and monitoring on designing formative assessments aligned with instructional outcomes and using formative assessments to develop differentiated lessons that serve the needs of and promote the growth of all learners within this academically diverse school.

**Potential Leader Actions:**

- Support instructional staff in the development of formative assessments.
- Develop and communicate expectations for using formative assessment data to drive instruction.
- Monitor the use of formative assessment data to guide the design and delivery of differentiated lessons.

## Improvement Priority 2

Ensure that instruction provides all students access to grade-level standards, scaffolding where needed and accelerating learning for those who have already demonstrated mastery.

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

### Findings:

Student performance data, as discussed earlier in this report, revealed that students had consistently performed below the state average on the KSA. The overview presentation, artifacts provided by the principal and interview data highlighted numerous initiatives implemented to improve instruction and support the school's turnaround efforts. Examples of these initiatives include the all-school literacy block, PLC structure, job-embedded professional development, double planning blocks, district-led and building-led classroom observations/walkthroughs, building level leadership committees (e.g., school turnaround committee), use of MAP benchmark assessment data and stakeholder involvement in school improvement via the Advisory Leadership Team. Most stakeholders confirmed these initiatives are in place when asked about continuous improvement efforts. The team was concerned about whether these initiatives were being implemented effectively and consistently. For example, observations of PLC meetings revealed that the school may lack formally trained PLC leaders in the ongoing cycle of evaluation, goal setting and collaboration that comprises the PLC process. Thus, these meetings rarely produce the outcomes expected from the PLC process and often have little impact on classroom instruction. The school has focused most of its embedded professional development on SIOP protocols due to the increasing number of ML students. However, classroom observations revealed little integration of the eight aspects of SIOP in the lesson design and delivery. Members of the school leadership team are conducting classroom walkthroughs. The team noted an absence of a formal process for school leaders to provide teachers with coaching and feedback on their instructional delivery. Stakeholder interviews also revealed inconsistencies in how members of the leadership team complete walkthroughs and provide feedback. The team reviewed artifacts that provided a tracker of when these walkthroughs were conducted and feedback samples; however, stakeholder interviews revealed that the frequency and delivery of feedback (i.e., method and substance) vary depending on the evaluator.

While some teachers received a sticky note with feedback, others received an email. The team also noted an absence of coaching. Sample walkthrough feedback appears heavily focused on compliance (i.e., learning targets posted, language objective posted, students engaged) rather than on feedback about instructional quality and implementation of strategies learned during professional development. The team found little evidence regarding how school leaders monitor the implementation of feedback.

Faculty and staff interviews revealed they have autonomy to do their jobs. The school has also implemented a dedicated literacy block for all grade levels to ensure that students have mastered the foundational skills (e.g., decoding, language comprehension) necessary for reading fluently and reading for understanding. While this initiative is grounded in data and some students have shown growth on the MAP reading benchmark, stakeholder interviews revealed that not all students need this support. Thus, the instructional time spent on foundational skills may be more effectively used in other ways. Stakeholder interviews also revealed some teachers have not been trained or feel uncomfortable teaching fluency. So, while the school has been proactive in implementing initiatives to support its turnaround work, many of these efforts have not translated into improved classroom instruction and high academic expectations for students.

The team found little evidence that teachers have high expectations for student performance on learning task activities. In 20% 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).” In 30% of classrooms, it was evident/very evident that “learners engage in activities and learning that are challenging but attainable (B2).” Learners who “take responsibility for and are self-directed in their learning (B5)” were evident/very evident in 16% of classrooms. Learners who “strive to meet or are able to



articulate the high expectations established by themselves and/or the teacher (B1)” were evident/very evident in 20% of classrooms. Survey data showed higher results, as 73% of educators agreed/absolutely agreed that “at my institution, we uphold high expectations for learning (12).”

The team rarely observed active student participation during instruction. It was evident/very evident in 14% of classrooms that “learners’ discussions/dialogues/exchanges with each other and teacher predominate (D1).” Learners “actively engaged in the learning activities (D3)” were evident/very evident in 22% of classrooms. It was evident/very evident in 16% of classrooms that “learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4).” As noted earlier in this report, learning activities primarily consisted of worksheets.

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

- Support teachers in deconstructing the HQIR(s) to plan for instructional delivery intentionally.
- Establish and implement a formal classroom walkthrough process and protocol, ensuring consistency in implementation.
- Use the protocol to provide teachers with substantive and timely feedback about their classroom instruction.
- Monitor implementation of walkthrough feedback and recommendations, providing teachers with individualized support as needed.

## **Your Next Steps**

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

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

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





# Additional Review Elements for More Rigorous Intervention (MRI) Schools

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

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

Thomas Jefferson Middle was identified as a comprehensive support and improvement (CSI) school in the fall of 2018 and received a Diagnostic Review in February of 2019. There was a follow up Two-Day Progress Monitoring Review from a Kentucky Department of Education (KDE) team during the 2020-2021 school year and another Diagnostic Review conducted by a Cognia team in 2022-2023. Additionally, the school is currently designated for MRI because it has not exited CSI status. This review considers the specific actions taken by the school since its prior review, along with a review of resources and expenditures related to the school improvement fund (SIF) dollars.

The previous diagnostic review yielded two improvement priorities. Improvement Priority 1 recommended the school identify success metrics that are aligned with the vision and mission and to monitor and adjust structures, such as PLCs and leadership committees, to ensure that individual student needs are met and improve organizational effectiveness. The principal has established an administrative team to oversee organizational and managerial issues, a turnaround team that includes teacher representatives to plan for and lead the continuous improvement efforts, grade-level teams with teacher leads to act as liaisons between teachers and administration and committees to address specific areas of need. There is evidence of rolling team agendas that include minutes, progress monitoring tools and next steps. The principal has used SIF dollars to hire three additional staff members who provide opportunities in the schedule for each core teacher to experience two daily planning periods. In turn, this allows teachers to participate in two PLCs and one grade-level meeting weekly. While artifacts and some stakeholder interviews indicate that teachers bring common assessment data for analysis to the PLC meetings, other interviews and classroom observations support that student data is not driving the adjustment of instructional practice. The school has adopted HQIRs in literacy and math; however, classroom visits and a review of PLC evidence demonstrate the lack of an internalization of the programs, teacher reflection and ownership and modifications for special populations. A next step in the continuous improvement process would be to ensure PLCs promulgate teacher efficacy around HQIRs and support data literacy for adjusting classroom instruction.

Improvement Priority 2 recommended the school ensure professional staff members consistently deliver high-quality instruction based on the individual needs of students and desired learning outcomes to achieve mastery of the grade-level standards. The principal has been the leader of the building for the past four years and in that



time, there has been a shift in student demographics. Thomas Jefferson Middle is one of the most diverse schools in the state with students representing 40 countries and 29 languages. It is one of only two High-Density Multilingual Middle Schools in Jefferson County Public Schools and for district budgetary purposes is considered a Tier 4 school, meaning the school receives the highest budget allocations. The principal uses the school budget and SIF dollars to provide teacher support through both professional learning and time for implementing the turnaround initiatives. The school has adopted the SIOP model and professional learning is provided monthly to support teachers with implementation and strategies of the protocol. The next step would be to continue building teacher capacity in addressing ML student needs by planning for high-yield instructional strategies and scaffolding within unit and daily lesson planning.

A key strength of the principal is his use of a distributive or shared leadership model to disseminate the work of the improvement efforts through a varied team approach. There is evidence of an existing goal to build leadership capacity and develop future leaders from within the school administration, teachers and support staff. Stakeholder groups are aware of and can speak to focus areas for improvement. Interviews and artifacts revealed improvement efforts are synthesized in the Big Three and the Ladder. The components of the Big Three include the TJ Way (staff and student expectations), literacy and ML supports and the Ladder represents the current instructional 'look-fors.' Interviews revealed two-way communication processes exist with and across established teams in the building. Additionally, the principal has established a student ambassador program that is designed to build student leadership and train student liaisons to serve across layers of building leadership. However, there is little evidence of family involvement in the continuous improvement efforts, which the principal recognized during his presentation as an opportunity for growth.

The school has received a total of \$1,385,372 in SIF monies. In general, SIF dollars have been spent on salaries, professional learning and teacher stipends for participating in professional learning opportunities. For the last few years, SIF money has allowed the principal to hire and maintain three additional teacher slots that service students and allow for an additional planning block for core teachers. The additional planning period is used for PLC and grade-level team meetings.

School leadership has received support from the principal's immediate district supervisor and other administrative support from the district Accelerated Improvement Schools (AIS) office through school visits. Some district-led walkthroughs are conducted in conjunction with Educational Recovery (ER) staff assigned to the school using a prescriptive tool. However, the team noted a discrepancy in their classroom observation data and that of the district walkthrough process. A next step would be to ensure the school's current and district walkthrough tools include indicators focused on quality Tier 1 instructional practices.

# 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.

The principal has been the head principal at Thomas Jefferson Middle for the past four years. His former positions at TJM include assistant principal and teacher, as he has served the school for fourteen years.

As the principal leading the school's turnaround, he demonstrates his role as an instructional leader and his ability to apply transformational leadership principles (e.g., developing urgency, creating effective teams, leading from a systems approach). He also shows skill in planning and executing work guided by these leadership attributes. Based on interviews, he has not been afraid to accept the challenges and work to remove barriers in leading a high-needs school, while expressing that the turnaround work is difficult and ongoing. The principal expressed pride around the current work (e.g., flexing the master schedule, building a new approach to literacy, requiring professional learning community work) while being transparent about the work that remains to be done in the school improvement plan's next steps. Heat maps of the improvement priority work were available to demonstrate progress monitoring for the implementation of those initiatives. The principal, along with his administrative staff and support partners, has leveraged the turnaround team as a mechanism for shared leadership and serves as a guiding coalition, allowing staff voice and building buy-in as the team works through data and the turnaround plans together. This team is made up of representatives from varied stakeholder groups, including numerous teachers. Based on interviews and artifacts, the turnaround team has been responsible for completing the needs assessment to guide the CSIP and the turnaround plan. This group collaboratively utilizes Quality and Improvement Science tools (e.g., fishbone analysis, the Plan Do Study Act cycle) to guide their next steps.

The principal exhibits a sense of urgency in addressing the CSI status; but moreover, in addressing barriers to student learning. This urgency became evident through a review of evidence and artifacts and stakeholder interviews. He and his team acknowledge the uncertainty and difficulties of turnaround work with high needs

populations, especially with the growing numbers of ML student enrollment. Some staff members stated their pride in their improvement efforts that now attract parents and students to their school, especially newcomer students. Artifacts and interviews suggested the principal and his administrative team work to organize staff and flex the master schedule to leverage appropriate change management. Artifacts and interviews revealed a focus on a systematic school needs assessment resulting in a workable turnaround plan that includes the unpacking of improvement priorities, utilization of the Key Core Work Processes (KCWPs) and color coding of initiative implementation phases. While the principal has deployed communication structures to include the need for and processes for improvement efforts, there were inconsistent artifacts that ensured stakeholders understand and utilize the outcomes of these practices.

An area of growth for the principal, noted by the team, is in the systematic development of staff (e.g., administrators, teachers) capacity to continually assess the current state of the school regarding emerging trends and investigate research to address developing barriers to student learning in real time. While there was some evidence of this regarding initiatives such as the literacy work, in other areas, specifically instructional practice, there was unclear evidence to support an intentional focus on evaluating the curriculum for effectiveness by practitioners. During interviews, implementation of HQIRs dominated many conversations. Observations revealed that teachers delivered mandated curriculums to students, but there was little evidence to support a common practice of collaborative or independent lesson internalization, deconstruction of KAS as they appeared in lessons and units or the annotations of successful or ineffective teaching practices in a continuous effort to improve instructional practice and student achievement. Additionally, the principal and his team have created walkthrough structures to evaluate the implementation effectiveness of turnaround initiatives. However, the walkthrough frequency, content of feedback and coaching practices remain inconsistent based on interviews.

The principal demonstrates a commitment to building and promoting leadership opportunities for staff as a part of the turnaround processes. This commitment was evident in the principal presentation, artifacts and interviews. The principal has built collaborative structures to ensure these opportunities. Stakeholders commonly referenced the turnaround team as a functioning collaborative team guiding and implementing initiatives. Additionally, to promote leadership opportunities for more stakeholders in the continuous improvement process, teacher committees (e.g., Achievement and Growth, Culture and Climate, Student Celebration) have been established. Each committee is tasked with analyzing data relevant to their committee's purpose and using that data to create goals and initiatives. Based on evidence, teachers serve as PLC leaders and participate in monthly meetings to prepare for leading their teams. Artifacts revealed a PLC protocol that includes the Dufour questions (e.g., what is it we want our students to know and be able to do, how do we know if students have learned it). The previous Diagnostic Review Report identified PLC systems and effectiveness as an area of need. The school has partially addressed this in its improvement work; however, the current structure still needs revision and refinement. This is necessary to ensure teachers collaboratively plan for effective Tier 1 instruction, disaggregate common formative data and adjust teacher practice to positively impact student growth and achievement.

# Team Roster

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

Team member name	Brief biography
<b>Staci Kimmons</b>	Staci Kimmons has over 20 years of experience as an educator, most recently as a director of curriculum and instruction in Atlanta, Georgia. In this position, she led the process for review and selection of curriculum, supplemental programs and tools for elementary, middle and high school students. Before this, she served as an administrator at the elementary, middle and high school levels. Staci currently serves as a Diagnostic Review lead evaluator for Cognia and an adjunct professor in curriculum, instruction and educational leadership.
<b>Susan Greer</b>	Susan Greer currently serves as an Education Recovery Leader (ERL) with the Kentucky Department of Education (KDE). In this position, she directly supports turnaround schools across the state in their school improvement and improving student growth and achievement. Susan is the Director of the Continuous Improvement Coach work across the state focusing on evidence-based strategies for school improvement and gap reduction efforts. Susan is a certified Jim Shipley leadership and classroom systems trainer and a certified National Institute for School Leadership (NISL) facilitator. She has served as a Diagnostic Review team member and associate lead evaluator for the last 16 years. Susan has been an educator for 35 years, serving as a middle/high school teacher, high school administrator, Highly Skilled Educator, Educational Recovery Director (ERD) and ERL.
<b>Charlotte L. Jones</b>	Charlotte L. Jones has over 27 years of experience in education and has been with the Kentucky Department of Education (KDE) as an Educational Recovery Leader (ERL) for 11 years, where she supports comprehensive support and improvement (CSI) schools. She was a social studies teacher at Gallatin County High School and Montgomery County High School, gifted/talented coordinator, building assessment coordinator, chair of several committees and vice chair of the school-based decision making (SBDM) council. She is a certified facilitator for the National Institute for School Leadership (NISL), for Jim Shipley and Associates School Improvement Planning for Performance Excellence (SIPPE) and for Jim Shipley and Associates Classroom Continuous Improvement (CCI). While working for the KDE, she has had the opportunity to present on the efforts and successes of continuous improvement strategies at national and state conferences.
<b>Jason Bryant</b>	Jason Bryant is the principal of King Middle School in Mercer County, Harrodsburg, Kentucky. Jason serves as the middle school principal representative on the Kentucky Association of School Administrators (KASA) Board of Directors, contributing to the state's educational leadership. With 20 years of experience in public education, his background includes being a teacher in special and regular education, coach, athletic director, assistant principal and principal. Also, he has participated in Diagnostic Reviews, showcasing his commitment to improving educational standards and practices
<b>Rachael Havey</b>	Rachael Havey is a senior director of professional learning at Cognia, where she supports institutions in professional learning and school improvement and organizes and implements professional learning opportunities. She is an experienced trainer, presenter and facilitator and has presented at many local, regional and national conferences. In addition to working as a classroom teacher, department chair, team leader and building-level coach, she has worked on school improvement at the state level.

# Appendix

## Cognia Performance Standards Ratings

### Key Characteristic 1: Culture of Learning

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

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

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.	Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	3
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.	1
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	2

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

## Key Characteristic 4: Growth in Learning

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

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

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

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

# Student Performance Data

School Name: Thomas Jefferson Middle

## Kentucky Summative Assessment (KSA) Performance Results

Content Area	Grade	%P/D School (2022-2023)	%P/D State (2022-2023)	%P/D School (2023-2024)	%P/D State (2023-2024)
Reading	6	18	48	13	49
	7	15	45	14	47
	8	13	44	14	41
Math	6	6	38	*	42
	7	5	37	12	39
	8	*	36	8	37
Science	7	*	23	*	22
Social Studies	8	9	35	13	35
Editing and Mechanics	8	16	49	13	47
On Demand Writing	8	*	45	8	49

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

### Plus

- The percentage of 7th-grade students who scored Proficient/Distinguished in math on the KSA increased from 5% in 2022-2023 to 12% in 2023-2024.
- The percentage of 8th-grade students who scored Proficient/Distinguished in reading on the KSA increased from 13% in 2022-2023 to 14% in 2023-2024.
- The percentage of 8th-grade students who scored Proficient/Distinguished in social studies on the KSA increased from 9% in 2022-2023 to 13% in 2023-2024.

### Delta

- The percentage of 6th-grade students who scored Proficient/Distinguished in reading on the KSA decreased from 18% in 2022-2023 to 13% and was below the state average of 49% in 2023-2024.
- The percentage of 7th-grade students who scored Proficient/Distinguished in reading on the KSA decreased from 15% in 2022-2023 to 14% and was below the state average of 47% in 2023-2024.
- The percentage of 8th-grade students who scored Proficient/Distinguished in reading on the KSA is 14% and below the state average of 41% in 2023-2024.
- The percentage of 7th-grade students who scored Proficient/Distinguished in math on the KSA is 12% and below the state average of 39% in 2023-2024.
- The percentage of 8th-grade students who scored Proficient/Distinguished in math on the KSA was 8% and below the state average of 37% in 2023-2024.
- The percentage of 8th-grade students who scored Proficient/Distinguished in social studies on the KSA is 13% and below the state average of 35% in 2023-2024.
- The percentage of 8th-grade students who scored Proficient/Distinguished in editing and mechanics on the KSA decreased from 16% in 2022-2023 to 13% and below the state average of 47% in 2023-2024.
- The percentage of 8th-grade students who scored Proficient/Distinguished in on demand writing on the KSA was 8% and below the state average of 49% in 2023-2024.

### Middle School English Learner (EL) Progress

Group	School (2022-2023)	State (2022-2023)	School (2023-2024)	State (2023-2024)
Percent Score of 0	75	68	60	66
Percent Score of 60-80	18	24	27	23
Percent Score of 100	5	7	9	8
Percent Score of 140	1	2	4	3

#### Plus

- The percentage of students scoring zero points for progress on the Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment decreased from 75% in 2022-2023 to 60% in 2023-2024 and below the state average of 66 percent.
- The percentage of students scoring 60-80 points for progress on the ACCESS assessment increased from 18% in 2022-2023 to 27% in 2023-2024 and was above the state average of 23%.
- The percentage of students scoring 100 points for progress on the ACCESS assessment increased from 5% in 2022-2023 to 9% in 2023-2024 and was above the state average of 8%.
- The percentage of students scoring 140 points for progress on the ACCESS assessment increased from 1% in 2022-2023 to 4% in 2023-2024 and was above the state average of 3%.

#### Delta

- Percentages were not low enough to qualify for a delta.





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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)
All Students	18	13	*	*
Female	17	22	*	*
Male	19	*	8	*
African American	15	10	*	*
American Indian or Alaska Native	*	N/A	*	N/A
Asian	*	*	*	*
Hispanic or Latino	16	11	8	*
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	33	*	*	*
White (non-Hispanic)	24	16	*	*
Economically Disadvantaged	16	13	*	*
Non-Economically Disadvantaged	29	*	*	*
Students with Disabilities (IEP)	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*
Alternate Assessment	*	*	*	*
Students Without IEP	20	15	*	*
English Learner Including Monitored	7	*	2	*
English Learner	*	*	*	*
Non-English Learner	26	19	11	*
Non-English Learner or Monitored	26	16	*	*
Foster Care	*	*	*	*
Gifted and Talented	*	*	*	*
Non-Gifted and Talented	17	11	*	*
Homeless	*	*	*	*
Migrant	*	N/A	*	N/A
Military Dependent	*	N/A	*	N/A

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

### Plus

- In 6th grade, the percentage of female students scoring Proficient/Distinguished in reading on the KSA increased from 17% in 2022-2023 to 22% in 2023-2024.

### Delta

- In 6th grade, the percentage of all students scoring Proficient/Distinguished in reading on the KSA decreased from 18% in 2022-2023 to 13% in 2023-2024.
- In 6th grade, the percentage of African American students scoring Proficient/Distinguished in reading on the KSA decreased from 15% in 2022-2023 to 10% in 2023-2024.
- In 6th grade, the percentage of Hispanic or Latino students scoring Proficient/Distinguished in reading on the KSA decreased from 16% in 2022-2023 to 11% in 2023-2024.
- In 6th grade, the percentage of white students scoring Proficient/Distinguished in reading on the KSA decreased from 24% in 2022-2023 to 16% in 2023-2024.
- In 6th grade, the percentage of economically disadvantaged students scoring Proficient/Distinguished in reading on the KSA decreased from 16% in 2022-2023 to 13% in 2023-2024.
- In 6th grade, the percentage of students without an IEP scoring Proficient/Distinguished in reading on the KSA decreased from 20% in 2022-2023 to 15% in 2023-2024.

- In 6th grade, the percentage of non-ELs scoring Proficient/Distinguished in reading on the KSA decreased from 26% in 2022-2023 to 19% in 2023-2024.
- In 6th grade, the percentage of non-ELs or monitored students scoring Proficient/Distinguished in reading on the KSA decreased from 26% in 2022-2023 to 16% in 2023-2024.
- In 6th grade, the percentage of non-gifted and talented students scoring Proficient/Distinguished in reading on the KSA decreased from 17% in 2022-2023 to 11% in 2023-2024.

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

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Science (2022-2023)	Science (2023-2024)
All Students	18	14	12	12	*	*
Female	24	16	12	*	*	*
Male	13	13	12	15	*	*
African American	17	11	8	6	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Hispanic or Latino	18	14	*	*	*	*
Native Hawaiian or Pacific Islander	*	N/A	*	N/A	*	N/A
Two or More Races	*	*	*	*	*	*
White (non-Hispanic)	17	20	*	*	*	*
Economically Disadvantaged	18	13	11	12	*	*
Non-Economically Disadvantaged	25	21	*	*	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*
Students Without IEP	21	15	14	11	*	*
English Learner Including Monitored	12	*	*	*	*	*
English Learner	*	*	*	*	*	*
Non-English Learner	21	24	14	16	*	*
Non-English Learner or Monitored	21	23	13	16	*	*
Foster Care	*	*	*	*	*	*
Gifted and Talented	*	83	*	*	*	*
Non-Gifted and Talented	17	12	*	*	*	*
Homeless	*	*	*	*	*	*
Migrant	*	*	*	*	*	*
Military Dependent	*	N/A	*	N/A	*	N/A

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

Plus

- In 7th grade, the percentage of white students scoring Proficient/Distinguished in reading on the KSA increased from 17% in 2022-2023 to 20% in 2023-2024.
- In 7th grade, the percentage of non-ELs scoring Proficient/Distinguished in reading on the KSA increased from 21% in 2022-2023 to 24% in 2023-2024.
- In 7th grade, the percentage of non-EL or monitored students scoring Proficient/Distinguished in reading on the KSA increased from 21% in 2022-2023 to 23% in 2023-2024.
- In 7th grade, the percentage of male students scoring Proficient/Distinguished in math on the KSA increased from 12% in 2022-2023 to 15% in 2023-2024.
- In 7th grade, the percentage of economically disadvantaged students scoring Proficient/Distinguished in math on the KSA increased from 11% in 2022-2023 to 12% in 2023-2024.
- In 7th grade, the percentage of non-ELs students scoring Proficient/Distinguished in math on the KSA increased from 14% in 2022-2023 to 16% in 2023-2024.
- In 7th grade, the percentage of non-ELs or monitored students scoring Proficient/Distinguished in math on the KSA increased from 13% in 2022-2023 to 16% in 2023-2024.

## Delta

- In 7th grade, the percentage of all students scoring Proficient/Distinguished in reading on the KSA decreased from 18% in 2022-2023 to 14% in 2023-2024.
- In 7th grade, the percentage of female students scoring Proficient/Distinguished in reading on the KSA decreased from 24% in 2022-2023 to 16% in 2023-2024.
- In 7th grade, the percentage of African American students scoring Proficient/Distinguished in reading on the KSA decreased from 17% in 2022-2023 to 11% in 2023-2024.
- In 7th grade, the percentage of Hispanic or Latino students scoring Proficient/Distinguished in reading on the KSA decreased from 18% in 2022-2023 to 14% in 2023-2024.
- In 7th grade, the percentage of economically disadvantaged students scoring Proficient/Distinguished in reading on the KSA decreased from 18% in 2022-2023 to 13% in 2023-2024.
- In 7th grade, the percentage of non-economically disadvantaged students scoring Proficient/Distinguished in reading on the KSA decreased from 25% in 2022-2023 to 21% in 2023-2024.
- In 7th grade, the percentage of students without an IEP scoring Proficient/Distinguished in reading on the KSA decreased from 21% in 2022-2023 to 15% in 2023-2024.
- In 7th grade, the percentage of non-gifted and talented students scoring Proficient/Distinguished in reading on the KSA decreased from 17% in 2022-2023 to 12% in 2023-2024.
- In 7th grade, the percentage of African American students scoring Proficient/Distinguished in math on the KSA decreased from 8% in 2022-2023 to 6% in 2023-2024.
- In 7th grade, the percentage of students without IEP scoring Proficient/Distinguished in math on the KSA decreased from 14% in 2022-2023 to 11% in 2023-2024.



## Kentucky Summative Assessment (KSA) Percent Proficient/Distinguished 8th Grade

Group	Reading (2022-2023)	Reading (2023-2024)	Math (2022-2023)	Math (2023-2024)	Social Studies (2022-2023)	Social Studies (2023-2024)	Editing and Mechanics (2022-2023)	Editing and Mechanics (2023-2024)	On-Demand Writing (2022-2023)	On-Demand Writing (2023-2024)
All Students	16	14	*	8	9	13	19	13	*	8
Female	16	14	*	5	8	13	18	17	*	10
Male	16	13	9	10	10	13	19	8	*	7
African American	11	15	*	*	8	14	*	12	*	*
American Indian or Alaska Native	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A
Asian	*	*	*	*	*	30	*	*	*	*
Hispanic or Latino	*	10	5	8	7	10	*	*	*	6
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
Two or More Races	18	27	*	27	*	*	*	27	*	18
White (non-Hispanic)	25	10	*	*	16	15	35	15	*	*
Economically Disadvantaged	14	12	*	7	7	13	16	13	*	8
Non-Economically Disadvantaged	25	20	*	*	20	15	34	N/A	*	*
Students with Disabilities (IEP)	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	*	*	*	*	*	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	*	*	*	*	*	*	*	*
Alternate Assessment	*	*	*	*	*	*	*	*	*	*
Students Without IEP	18	16	*	9	10	15	19	14	*	*
English Learner Including Monitored	*	6	3	6	*	8	*	7	*	*
English Learner	*	5	3	5	*	*	*	*	*	*
Non-English Learner	22	18	*	9	12	16	26	16	*	12
Non-English Learner or Monitored	22	18	*	8	12	16	27	16	*	12
Foster Care	*	*	*	*	*	*	*	*	*	*
Gifted and Talented	*	69	*	*	*	N/A	*	69	*	31
Non-Gifted and Talented	14	11	*	6	9	13	17	*	*	*
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

- In 8th grade, the percentage of African American students scoring Proficient/Distinguished in reading on the KSA increased from 11% in 2022-2023 to 15% in 2023-2024.
- In 8th grade, the percentage of two or more races students scoring Proficient/Distinguished in reading on the KSA increased from 18% in 2022-2023 to 27% in 2023-2024.
- In 8th grade, the percentage of male students scoring Proficient/Distinguished in math on the KSA increased from 9% in 2022-2023 to 10% in 2023-2024.
- In 8th grade, the percentage of Hispanic or Latino students scoring Proficient/Distinguished in math on the KSA increased from 5% in 2022-2023 to 8% in 2023-2024.
- In 8th grade, the percentage of ELs, including monitored students scoring Proficient/Distinguished in math on the KSA increased from 3% in 2022-2023 to 6% in 2023-2024.
- In 8th grade, the percentage of ELs scoring Proficient/Distinguished in math on the KSA increased from 3% in 2022-2023 to 5% in 2023-2024.
- In 8th grade, the percentage of all students scoring Proficient/Distinguished in social studies on the KSA increased from 9% in 2022-2023 to 13% in 2023-2024.
- In 8th grade, the percentage of female students scoring Proficient/Distinguished in social studies on the KSA increased from 8% in 2022-2023 to 13% in 2023-2024.
- In 8th grade, the percentage of male students scoring Proficient/Distinguished in social studies on the KSA increased from 10% in 2022-2023 to 13% in 2023-2024.
- In 8th grade, the percentage of African American students scoring Proficient/Distinguished in social studies on the KSA increased from 8% in 2022-2023 to 14% in 2023-2024.
- In 8th grade, the percentage of Hispanic or Latino students scoring Proficient/Distinguished in social studies on the KSA increased from 7% in 2022-2023 to 10% in 2023-2024.
- In 8th grade, the percentage of economically disadvantaged students scoring Proficient/Distinguished in social studies on the KSA increased from 7% in 2022-2023 to 13% in 2023-2024.
- In 8th grade, the percentage of students without an IEP scoring Proficient/Distinguished in social studies on the KSA increased from 10% in 2022-2023 to 15% in 2023-2024.
- In 8th grade, the percentage of non-ELs scoring Proficient/Distinguished in social studies on the KSA increased from 12% in 2022-2023 to 16% in 2023-2024.
- In 8th grade, the percentage of non-ELs or monitored students scoring Proficient/ Distinguished in social studies on the KSA increased from 12% in 2022-2023 to 16% in 2023-2024.
- In 8th grade, the percentage of non-gifted and talented students scoring Proficient/Distinguished in social studies on the KSA increased from 9% in 2022-2023 to 13% in 2023-2024.

## Delta

- In 8th grade, the percentage of all students scoring Proficient/Distinguished in reading on the KSA decreased from 16% in 2022-2023 to 14% in 2023-2024.
- In 8th grade, the percentage of female students scoring Proficient/Distinguished in reading on the KSA decreased from 16% in 2022-2023 to 14% in 2023-2024.
- In 8th grade, the percentage of male students scoring Proficient/Distinguished in reading on the KSA decreased from 16% in 2022-2023 to 13% in 2023-2024.
- In 8th grade, the percentage of white students scoring Proficient/Distinguished in reading on the KSA decreased from 25% in 2022-2023 to 10% in 2023-2024.
- In 8th grade, the percentage of economically disadvantaged students scoring Proficient/Distinguished in reading on the KSA decreased from 14% in 2022-2023 to 12% in 2023-2024.
- In 8th grade, the percentage of non-economically disadvantaged students scoring Proficient/Distinguished in reading on the KSA decreased from 25% in 2022-2023 to 20% in 2023-2024.
- In 8th grade, the percentage of students without an IEP scoring Proficient/Distinguished in reading on the KSA decreased from 18% in 2022-2023 to 16% in 2023-2024.



- In 8th grade, the percentage of non-ELs scoring Proficient/Distinguished in reading on the KSA decreased from 22% in 2022-2023 to 18% in 2023-2024.
- In 8th grade, the percentage of non-ELs or monitored students scoring Proficient/Distinguished in reading on the KSA decreased from 22% in 2022-2023 to 18% in 2023-2024.
- In 8th grade, the percentage of non-gifted and talented students scoring Proficient/Distinguished in reading on the KSA decreased from 14% in 2022-2023 to 11% in 2023-2024.
- In 8th grade, the percentage of white students scoring Proficient/Distinguished in social studies on the KSA decreased from 16% in 2022-2023 to 15% in 2023-2024.
- In 8th grade, the percentage of non-economically disadvantaged students scoring Proficient/Distinguished in social studies on the KSA decreased from 20% in 2022-2023 to 15% in 2023-2024.
- In 8th grade, the percentage of all students scoring Proficient/Distinguished in editing and mechanics on the KSA decreased from 19% in 2022-2023 to 13% in 2023-2024.
- In 8th grade, the percentage of female students scoring Proficient/Distinguished in editing and mechanics on the KSA decreased from 18% in 2022-2023 to 17% in 2023-2024.
- In 8th grade, the percentage of male students scoring Proficient/Distinguished in editing and mechanics on the KSA decreased from 19% in 2022-2023 to 8% in 2023-2024.
- In 8th grade, the percentage of white students scoring Proficient/Distinguished in editing and mechanics on the KSA decreased from 35% in 2022-2023 to 15% in 2023-2024.
- In 8th grade, the percentage of economically disadvantaged students scoring Proficient/Distinguished in editing and mechanics on the KSA decreased from 16% in 2022-2023 to 13% in 2023-2024.
- In 8th grade, the percentage of students without an IEP scoring Proficient/Distinguished in editing and mechanics on the KSA decreased from 19% in 2022-2023 to 14% in 2023-2024.
- In 8th grade, the percentage of non-ELs scoring Proficient/Distinguished in editing and mechanics on the KSA decreased from 26% in 2022-2023 to 16% in 2023-2024.
- In 8th grade, the percentage of non-ELs or monitored students scoring Proficient/Distinguished in editing and mechanics on the KSA decreased from 27% in 2022-2023 to 16% in 2023-2024.

# Schedule

## Monday, December 9, 2024

Time	Event	Where	Who
4:30 p.m. – 5:30 p.m.	Principal Overview Presentation	School	Diagnostic Review Team Members
5:30 p.m. – 7:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, December 10, 2024

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Wednesday, December 11, 2024

Time	Event	Where	Who
8:15 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:30 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, December 12, 2024

Time	Event	Where	Who
8:00 a.m. – 12:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members