

Cognia Diagnostic Review Report

Results for: Breckinridge-Franklin Elementary

January 13-16, 2020

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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 talented leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

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

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

Stakeholder Groups	Number
District-Level Administrators	2
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	5
Certified Staff	35
Noncertified Staff	11
Students	67
Parents	6
Total	128

Cognia Standards Diagnostic Results

The Cognia Standards Diagnostic was used by the Diagnostic Review Team to evaluate the institution's effectiveness based on the Cognia's Performance Standards identified as essential for realizing growth and sustainable improvement in underperforming schools. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Point values are established within the diagnostic, and a percentage of the points earned by the institution for each Essential Standard is calculated. Results are reported within four categories: Impacting, Improving, Initiating, and Insufficient. The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Essential Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Initiating
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Initiating
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Initiating
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Initiating
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Insufficient
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Insufficient
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Initiating

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Essential Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Insufficient
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Insufficient
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Insufficient
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Insufficient
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Initiating
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Insufficient
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Initiating
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Insufficient



Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Improving
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Initiating
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Initiating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Initiating



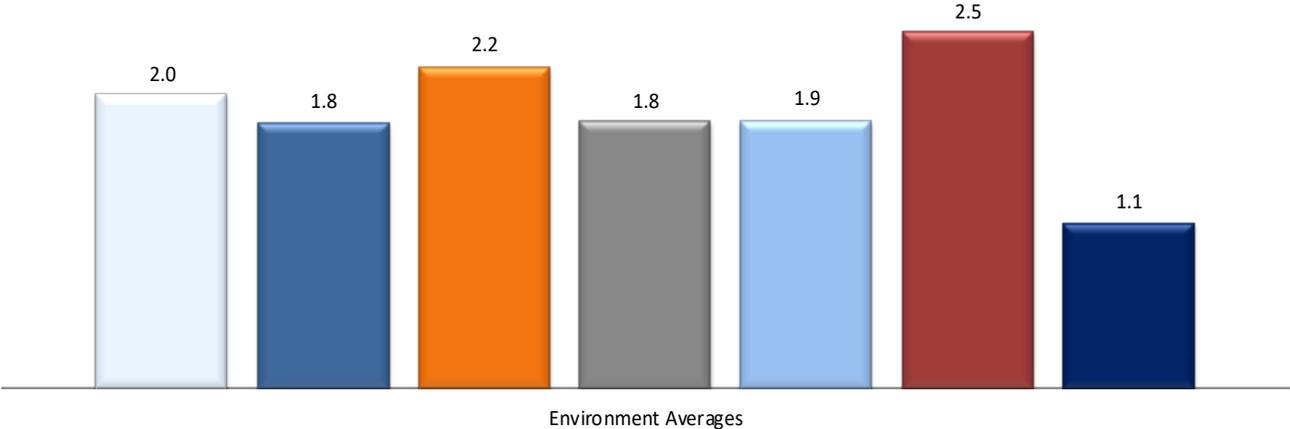
Effective Learning Environments Observation Tool[®] (eleot[®]) Results

The eProve™ 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 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 19 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.

Diagnostic Review eleot Ratings

- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring
- F. Well-Managed Learning
- G. Digital Learning



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.6	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	58%	26%	16%	0%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	11%	37%	47%	5%
A3	2.8	Learners are treated in a fair, clear, and consistent manner.	0%	26%	68%	5%
A4	1.3	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.	74%	26%	0%	0%
Overall rating on a 4 point scale:			2.0			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.9	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	32%	53%	11%	5%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	11%	63%	21%	5%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	47%	47%	5%	0%
B4	1.7	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	47%	37%	16%	0%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	32%	58%	11%	0%
Overall rating on a 4 point scale:			1.8			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	11%	53%	32%	5%
C2	2.0	Learners take risks in learning (without fear of negative feedback).	26%	53%	16%	5%
C3	2.2	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	21%	42%	32%	5%
C4	2.4	Learners demonstrate a congenial and supportive relationship with their teacher.	21%	26%	47%	5%
Overall rating on a 4 point scale:			2.2			

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.	26%	53%	21%	0%
D2	1.7	Learners make connections from content to real-life experiences.	53%	26%	21%	0%
D3	2.3	Learners are actively engaged in the learning activities.	0%	68%	32%	0%
D4	1.4	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	63%	32%	5%	0%
Overall rating on a 4 point scale:			1.8			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	47%	47%	5%	0%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	26%	47%	21%	5%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	5%	68%	21%	5%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	47%	53%	0%	0%
Overall rating on a 4 point scale:			1.9			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.8	Learners speak and interact respectfully with teacher(s) and each other.	5%	26%	53%	16%
F2	2.6	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	11%	32%	47%	11%
F3	2.1	Learners transition smoothly and efficiently from one activity to another.	42%	16%	37%	5%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	21%	21%	53%	5%
Overall rating on a 4 point scale:			2.5			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.3	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	79%	11%	11%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	89%	11%	0%	0%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
Overall rating on a 4 point scale:		1.1				

eleot Narrative

The Diagnostic Review Team observed 19 core academic classes at Breckinridge-Franklin Elementary, which provided classroom observation data related to the seven learning environments presented in the previous section. The overall ratings on a four-point scale for the learning environments ranged from a low of 1.1 for the Digital Learning Environment to the highest rating of 2.5 for the Well-Managed Learning Environment.

The item within a learning environment with the highest percent of evident/very evident was observed in the Equitable Learning Environment. In 73 percent of classrooms, it was evident/very evident that students “are treated in a fair, clear, and consistent manner” (A3). In the Well-Managed Learning Environment, students who “speak and interact respectfully with teacher(s) and each other” (F1) were evident/very evident in 69 percent of classrooms. Interviews with school leaders and teachers revealed that systems and procedures were initiated during the school year to strengthen students’ understanding of behavioral expectations. It was evident/very evident in 58 percent of classrooms that “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2). It was evident/very evident in 42 percent of classrooms that students “transition smoothly and efficiently from one activity to another” (F3). Students who “use class time purposefully with minimal wasted time or disruptions” (F4) were evident/very evident in 58 percent of classrooms.

The Digital Learning Environment earned an overall rating of 1.1 on the four-point scale, making it the lowest-rated learning environment. Opportunities for students to “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1) were evident/very evident in 11 percent of classrooms. Students who “use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2) and “use digital tools/technology to communicate and/or work collaboratively for learning” (G3) were evident/very evident in zero percent of classrooms. The Diagnostic Review Team observed students using technology during teacher-led small-group instruction. The technology used during classroom observations provided opportunities for students to interact with computer-based adaptive programs targeting literacy (Lexia Learning) or math (Dream Box Learning). The team did not observe digital activities that fostered problem-solving, research, and/or creation of original works for learning.

Observation data from the Progress Monitoring and Feedback Learning Environment indicated the need for students to become more self-directed in their learning and in monitoring their progress. It was evident/very

evident in five percent of classrooms that students “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). Furthermore, it was evident/very evident in zero percent of classrooms that students “understand and/or are able to explain how their work is assessed” (E4). In 26 percent of classrooms, it was evident/very evident that students “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2) and “demonstrate and/or verbalize understanding of the lesson/content” (E3).

The team observed a superficial implementation of differentiated instruction, as learners who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 16 percent of classrooms. Students who “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” (A4) were evident/very evident in zero percent of classrooms. This was an area of concern for the team and provides an opportunity as an area to leverage for increased student achievement.

The High Expectations and Active Learning Environments had the second lowest overall rating of 1.8, which were areas of concern for the team. Students who “demonstrate and/or are able to describe high quality work” (B3), were evident/very evident in five percent of classrooms. Students who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) and “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4) were evident/very evident in 16 percent of classrooms. During classroom observations, students who “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4) were evident/very evident in five percent of classrooms. It was evident/very evident in 21 percent of classrooms that “Learners’ discussions/dialogues/exchanges with each other and teacher predominate” (D1) and that “Learners make connections from content to real-life experiences” (D2). These ratings revealed the need for teachers to plan and implement high-yield educational practices that actively engage students in instructional tasks that generate high levels of learning.

Findings

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

Develop, implement, and communicate a plan that formalizes opportunities and builds capacity for shared internal leadership through modeling, coaching, and leadership activities. Monitor the effectiveness of the internal leadership through the collection and analysis of multiple data sources to foster a collaborative culture. (Standard 1.9)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, showed the percentage of students at Breckinridge-Franklin Elementary who scored Proficient/Distinguished on the 2017-2018 and the 2018-2019 Kentucky Performance Rating for Educational Progress (K-PREP) assessments was below the state average in all content areas, except for fifth-grade writing in 2017-2018. Third-grade students experienced an increase of 4.3 percentage points in scoring Proficient/Distinguished on K-PREP reading from the 2017-2018 to the 2018-2019 school year. Additionally, third grade students decreased 5.7 percentage points in scoring Proficient/Distinguished on K-PREP math from the 2017-2018 to the 2018-2019 school year. Fourth-grade students experienced a decrease of 22.5 percentage points in scoring Proficient/Distinguished on K-PREP reading from the 2017-2018 to the 2018-2019 school year. Fourth-grade students decreased 19.6 percentage points in scoring Proficient/Distinguished on K-PREP math from the 2017-2018 to the 2018-2019 school year. Fifth-grade students experienced a decrease of 28.5 percentage points in scoring Proficient/Distinguished on K-PREP reading from the 2017-2018 to the 2018-2019 school year. Additionally, fifth-grade students decreased 6.2 percentage points in scoring Proficient/Distinguished on K-PREP math from the 2017-2018 to the 2018-2019 school year.

The percentage of fourth-grade students scoring Proficient/Distinguished on K-PREP science decreased 14.5 percentage points from the 2017-2018 to the 2018-2019 school year. The percentage of fifth-grade students scoring Proficient/Distinguished on K-PREP social studies decreased 9.3 percentage points from the 2017-2018 to the 2018-2019 school year. In addition, the percentage of fifth graders scoring Proficient/Distinguished on K-PREP writing decreased 23.3 percentage points from 2017-2018 to 2018-2019.

The team was concerned over achievement performance trends for all students at Breckinridge-Franklin Elementary. The data for fourth- and fifth-grade students reading K- PREP scores dropped significantly from the 2017-2018 school year to the 2018-2019 school year. The overall downward trend in performance was indicative of the need for explicit expectations for on-grade-level curriculum, targeted interventions, and evidence-based instruction.

Stakeholder Interview Data:

Interview data revealed limited active engagement of stakeholders in leadership roles throughout Breckinridge-Franklin Elementary. Interviews with school leaders revealed that the principal met with school staff prior to the start of the school year. Principal interview data and the review of documents and artifacts provided by the school revealed that he met with 32 staff members prior to the start of the 2019-2020 school year. The meetings were designed to gain input and insight from staff.



During staff interviews, participants shared their name, position, personal information, their goal as an educator, strengths of the school, and an area of growth for the school. Based on information gathered through staff interviews and other data sources related to the school and student performance, the principal identified the areas targeted for improvement for the 2019-2020 school year. The identified areas, referred to by school leaders and most staff members as the “Big Rocks,” were: improve reading achievement through guided reading; Positive Behavioral Interventions and Supports (PBIS); professional learning communities (PLC) to utilize data to drive instruction.

During stakeholder interviews with school leaders, the plans for the implementation and monitoring of the three Big Rocks were described. Professional development associated with the implementation of the areas targeted for improvement took place during professional development sessions prior to the start of the school year, during faculty meetings, and/or during PLC sessions conducted weekly during teacher grade-level planning. The “Big Rocks” were monitored through the Academic Multi-Tiered System of Support (MTSS) Team, which consisted of the principal, assistant principal, and two instructional coaches. The data that were monitored were Measures of Academic Progress (MAP) testing, running records, intervention data, PowerWalks, and teacher instructional support. The Behavior MTSS Team was the second leadership team monitoring the implementation of the “Big Rocks” and consisted of the principal, the assistant principal, two behavioral coaches, a mental health counselor, and a school counselor. The data monitored by the second team focused on Student Response Team (SRT) activities, teacher behavioral support needs, behavior intervention data, and next steps related to behavioral issues. The leadership teams did not include instructional staff representation. Evidence of teacher participation in leadership roles were found on the Advisory Leadership Team (ALT), which replaced the School-Based Decision Making (SBDM) council once the school entered Comprehensive Support and Improvement (CSI) status, and on the PBIS Team.

Stakeholder interview data revealed that most teachers, professional support staff, and instructional support staff referenced the three “Big Rocks” when asked to describe their role in the school’s continuous improvement process, and some stakeholders referred to them as the “principal’s Three Big Rocks.” Many stakeholders stated that PLC activities and professional development sessions included the review of data from the MAP, running records, and the Developmental Reading Assessment (DRA). Many teachers and professional staff revealed that a book study (Love and Logic) was also being conducted to assist with the attainment of goals related to improving student behavior and classroom management. Many teachers described the principal as the driving force behind the PLC and the “Three Big Rocks.” Instructional and professional staff had an inconsistent understanding of all the components of the continuous improvement process. Although many instructional staff members talked during interviews about the collection and analysis of data, the application of data to drive and adjust instruction was not consistently observed during classroom observation.

During his overview presentation and during interviews, the principal shared that the Plan, Do, Study, Act (PDSA) cycle and the four guiding questions were being introduced through PLC meetings. In addition, the deconstruction of essential standards, the use of MAP data, the development of assessment literacy through creating, analyzing, and planning for common formative assessments (CFA), and a focus on growth in math and literacy were also part of PLC activities. The principal revealed during interviews that he was in the process of building capacity among internal staff in order to allow for the gradual release of shared leadership. Additionally, he indicated that he did not have a formal documented process to monitor many of the systems and processes initiated this year.

Stakeholder Perception/Experience Data:

The stakeholder survey data indicated some inconsistency between how staff members and parents perceive how stakeholders support, develop, and protect a collaborative culture that includes opportunities for shared leadership. Ninety-two percent of staff members agreed/strongly agreed that “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas” (E9). Sixty-four percent of staff members agreed/strongly agreed that “In our school, staff members provide peer coaching to teachers” (E15). Fifty-five percent of staff members agreed/strongly agreed that “In our school, a formal process is in place to support new staff members in their professional practice” (E16).



Ninety percent of staff members agreed/strongly agreed with the statement “In our school, all staff members participate in continuous professional learning based on identified needs of the school” (E17) and 80 percent of staff members agreed/strongly agreed that “In our school, a professional learning program is designed to build capacity among all professional and support staff members” (E18).

Survey data indicated that 62 percent of parents agreed/strongly agreed that “Our school shares responsibility for student learning with its stakeholders” (D4). Sixty-four percent of parents agreed/strongly agreed that “Our school provides opportunities for stakeholders to be involved in the school” (D6). Eighty-six percent of staff members agreed/strongly agreed that “Our school’s leaders provide opportunities for stakeholders to be involved in the school” (D10). Stakeholder interviews with parents and a review of documents and artifacts supplied by the school support the need for increased involvement of stakeholders in leadership roles. The discrepancy between parent and staff stakeholder survey results disclosed an opportunity that school leaders could leverage to increase experiences that foster shared leadership at the school.

Documents and Artifacts:

A review of documents and artifacts revealed a lack of evidence supporting the existence of opportunities for shared leadership at the school. For example, the Breckinridge-Franklin Elementary Leadership Teams document provided by the principal revealed limited stakeholder participation beyond the school administrators, counselors, academic instructional coaches, and behavior coaches. A small percentage of all professional learning activities listed on the Development Plan and Reflection document included teachers as presenters. In addition, all teachers except one classroom teacher listed on the professional development plan were presenters conducting sessions related to PBIS/book study activities.

Improvement Priority #2

Implement and monitor a schoolwide collaborative instructional process and curriculum that clearly defines high expectations to engage all students in rigorous grade-level work and to prepare them for the next level. (Standard 2.5)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated that Breckinridge-Franklin Elementary performed in the bottom five percent of all elementary schools in Kentucky for the 2018-2019 school year. The school was designated a Comprehensive Support and Improvement (CSI) school by the Kentucky Department of Education for the 2019-2020 school year. Jefferson County Public Schools (JCPS) designated the school during the 2019-2020 school year as an Accelerated Improvement School (AIS) in recognition of the schools' student performance challenges.

In 2017-2018, the reading Growth Index for Breckinridge-Franklin Elementary was above the state's score, 19.9 and 19.7 respectively. The Growth Index for math in the same school year was 16.4, which was above the state's 14.5 score. The reading Growth Index for the school in 2018-2019 dropped below the state's score, 48.6 and 57.8 respectively. The math Growth Index for the school in 2018-2019 was 38.1, which was below the state's 57.6 score. The Growth Indicator score for the school in 2017-2018 was 18.2, which was above the state's score of 17.1. In 2018-2019, the state's Growth Index score was 57.7 and the school was 43.4. All growth calculations during the 2018-2019 school year were below the state averages within each area, reading, math and Growth Indicator, suggesting a lack of systematic rigorous instructional processes, high expectations, and preparation for students' next level.

Classroom Observation Data:

The team observed a lack of consistent high academic expectations for all students, suggesting a possible negative impact on student achievement. The Diagnostic Review Team observed that it was evident/very evident in five percent of the classrooms that "Learners demonstrate and/or are able to describe high quality work" (B3). There were few instances where students were using rubrics or exemplars of high-quality student work during classroom instruction to ensure that students understand characteristics of proficient work.

It was evident/very evident in 16 percent of classrooms that "Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4). Diagnostic Review Team members noted that most students were passive participants of the instructional process. Teacher expectations focused on compliance and completion of tasks. Much of the student work and activity was repetitious and required little student cognitive input or output. It was evident/very evident in 26 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable" (B2). It was evident/very evident in 16 percent of classrooms that "Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher" (B1). Team members noted that performance expectations for specific lessons and activities were not readily available for or understood by students.

Stakeholder Interview Data:

The Diagnostic Review Team acknowledged that systems have been initiated at the school to collect and analyze data. However, there was limited evidence that data were used effectively by teachers to adjust the curriculum and instruction to prepare students to succeed at the next level. Stakeholder interview data revealed that school leaders considered rigor, student engagement, and high expectations as areas that could be leveraged to increase student achievement. During interviews, many parents revealed a concern for the lack of instructional rigor and high expectations for all students. Many parents and students expressed concerns that student behavior interfered with the instructional process.



Several parents were concerned that they did not have an effective system to communicate in a timely manner with teachers about their children's progress. Students revealed during interviews that the feedback they received from teachers was frequently related to behavioral issues. School leaders shared with the team that a process that provided students with feedback and goal-setting opportunities after each administration of the MAP test was being implemented by the Academic MTSS Leadership Team. Teacher training was done through modeling by the Academic MTSS Team, with the expectation that a gradual release of the process to instructional staff would occur.

Stakeholder Perception/Experience Data:

Stakeholder perception data showed that 79 percent of parents agreed/strongly agreed with the statement "My child is given multiple assessments to measure his/her understanding of what was taught" (E12).

Stakeholder perception data showed that 74 percent of staff agreed/strongly agreed with the statement "All teachers in our school use a process to inform students of their learning expectations and standards of performance" (E5). Additionally, 77 percent of staff agreed/strongly agreed that "All teachers in our school provide students with specific and timely feedback about their learning" (E6). The percent of agreed/strongly agreed for the two staff survey items were within 70 percent to 79 percent and may be described as suggesting limited agreement. Items with limited agreement signify mixed results and clearly signal a leverage point for improvement in the use of feedback to inform students of their learning expectations and standards of performance. These specific stakeholder perception data highlighted the need to reflect on how feedback provided to students can be effectively utilized to review and adjust curriculum, instruction, and assessment practices.

Student work samples reviewed by the Diagnostic Review Team reinforced the need for teachers to provide students with feedback that supported understanding toward the mastery of standards. Classroom observation and stakeholder interview data did not support the results of stakeholder perception survey data aligned with Standard 2.5, "Educators implement a curriculum that is based on high expectations and prepares learners for their next levels." For example, the High Expectations Learning Environment had one of the lowest overall ratings, with 1.8 on the four-point scale and did not align with stakeholder perception/experience data collected by the team.

Documents and Artifacts:

The review of documents and artifacts provided to the team such as SBDM Writing Policy, Science Unit, Gifted Service Plan, Project Based Learning Plan, and lesson plans revealed the need to increase and monitor the use of instructional practices and strategies that focus on high expectations and preparing students for the next level. Systematic implementation of these practices and strategies were not observed in all classrooms.

Improvement Priority #3

Develop, implement with fidelity, and regularly monitor evidence-based practices to ensure student performance data is consistently analyzed and used to modify instruction to meet the individual learning needs of each student. (Standard 2.7)

Evidence:

Student Performance Data:

Student group performance data, as detailed in an addendum to this report, indicated that Breckinridge-Franklin Elementary students in the Disabilities with Accommodations group had the lowest percentage of students scoring at the Proficient/Distinguished levels on the K-PREP reading assessment, at 3.4 percent, and on the K-PREP math assessment, at 0.0 percent, for the 2018-2019 school year. Students in the African American group had the lowest percentage of students scoring Proficient/Distinguished on the K-PREP science assessment at 3.7 percent for the 2018-2019 school year. Students in the Disabilities (IEP) and Disabilities Regular Assessment groups had the lowest percentages of students scoring Proficient/Distinguished on the K-PREP social studies assessment, at 0.0 percent, and on the K-PREP writing assessment, at 8.3 percent, for the 2018-2019 school year. This is an area of concern for the team as Disabilities (IEP), Disabilities Regular Assessment, and African American groups had the lowest percentages of students scoring at the Proficient/Distinguished levels on the K-PREP in all content area assessments for 2018-2019.

Classroom Observation Data:

The classroom observation data showed that differentiated instruction occurred in few classrooms. For example, instances of learners who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 16 percent of classrooms. Team members observed many instances where teachers were implementing guided reading groups and students were placed in groups and followed a rotation schedule. However, activities within the teacher-led center were not consistently differentiated to meet the individual needs of students. Differentiation was provided during centers through Lexia or Dream Box Learning, which was used by all students as part of their Tier 1 instruction.

Students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in five percent of classrooms. It was also evident/very evident in zero percent of classrooms that “Learners understand and/or are able to explain how their work is assessed” (E4). Students “who receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2) were evident/very evident in 26 percent of classrooms. Team members observed that learners who “demonstrate and/or verbalize understanding of lesson/content” (E3) were evident/very evident in 26 percent of classrooms.

Stakeholder Interview Data:

During stakeholder interviews, instructional staff shared that students were grouped by MAP data and placed into groups for interventions. Response to Intervention (RtI) Tier 2 interventions were provided through push-in services or through guided reading groups. Some teachers revealed that students in kindergarten through second grade went to the literacy lab for RtI Tier 3 services during the guided reading time block. The Diagnostic Review Team was concerned that RtI services for students in Tiers 1 and 2 were being provided for some students during Tier I core instruction. Another area of concern for the team was that MTSS/RtI services to students in third through fifth grade were limited.

Stakeholder interviews with instructional staff revealed that decisions for instructional groups were made based on MAP test results and other data sources (e.g., DRA, running records) were regularly used to monitor progress for literacy and adjust instruction to meet student learning needs. Materials beyond the use of MAP assessment data for math were discussed during interviews by teachers. Teachers described differentiation as placing students into groups by MAP RIT bands, but did not describe how the process or product were differentiated.



Instructional staff described data sources for reading (i.e. MAP, DRA, running records, some talk about CFA and limited references to student work), but discussion was limited as to the material used for data-driven instruction for math or writing. School leaders expressed a need to return to key instructional practices and for a formalized, documented system to monitor implementation of instructional systems and processes initiated this school year.

Stakeholder Perception/Experience Data:

Stakeholder surveys revealed that 78 percent of staff agreed/strongly agreed with the statement “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2). Certified staff surveys revealed that 74 percent agreed/strongly agreed with the statement “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)” (E10). These survey responses reflected limited agreement, indicating that a significant portion of stakeholders could not confirm that instruction was monitored and adjusted to meet individual students’ needs.

Surveys indicated that 75 percent of parents agreed/strongly agreed with the statement “All of my child’s teachers meet his/her learning needs by individualizing instruction” (E4). Survey data showed that 79 percent of parents agreed/strongly agreed with the statement “My child is given multiple assessments to measure his/her understanding of what was taught” (E12). Stakeholder survey data revealed that 78 percent of parents agreed/strongly agreed that “My child is prepared for success in the next school year” (G2). These survey responses reflected limited agreement, indicating that a significant portion of stakeholders could not confirm that instruction was monitored and adjusted to meet individual students’ needs. The absence of stakeholder agreement signals a leverage point for improvement.

Documents and Artifacts:

A review of PLC Data Analysis and Academic MTSS minutes did include references/descriptions for student-specific interventions. Many lesson plans did include descriptions as to how students are grouped and activities are differentiated. Some of the written feedback to lesson plans included suggestions to develop a plan for differentiation. In many of the observed classrooms, students were placed in groups and completed rotations that included a teacher-led center. Students rotated through various groups, but the activities within each group were not differentiated. Academic MTSS minutes focused on general progress toward the “Big Rock” of PLCs (e.g., guided reading and providing teacher support). PLC meeting minutes did not reveal if discussions of individual students and specific interventions occurred.

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. These findings are organized around themes guided by the evidence, examples of programs, and practices and provide direction for the institution's continuous improvement efforts. The insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution within the **Levels of Impact of Engagement, Implementation, Results, Sustainability, and Embeddedness**.

Engagement is the level of involvement and frequency with which stakeholders are engaged in the desired practices, processes, or programs within the institution. **Implementation** is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. **Results** represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). **Sustainability** is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). **Embeddedness** is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.

Strengths:

The leadership team and teachers at Breckinridge-Franklin Elementary genuinely cared for their students. The Diagnostic Review Team observed an orderly facility. The building and grounds provided a positive and safe environment for students to engage in learning. The principal started at Breckinridge-Franklin Elementary this school year. Prior to the start of the school year, he conducted a staff feedback session in May 2019. He interviewed staff members to understand the needs of the school and began planning for the 2019-2020 school year. Through this feedback process, he identified areas in need of improvement, such as climate and culture, student discipline and behavior, and professional learning community (PLC) implementation. Based on his conversations with staff and the review of data related to multiple aspects of the school and student achievement, he identified the three areas referred to as the "Big Rocks," which were the areas targeted for improvement (i.e., improving reading achievement through guided reading, PBIS, PLCs utilizing data to drive instruction).

Stakeholders at Breckenridge Franklin Elementary believed in the principal's ability to lead the school's turnaround process. The principal started working with stakeholder groups through a collaborative process to review the school's purpose/vision and mission statements. He articulated a need for data-driven systems for teaching and learning that focus on curriculum, evidence-based instructional practices, materials, and a student behavior system to maximize student achievement. PLC meetings were established to address the three areas/"rocks" being targeted for improvement this school year. The PLC meeting to address professional development needs took place on a weekly basis for every grade level and included all teachers.

Stakeholder interviews with school staff, parents, and students revealed that they had access to speak with the principal and that the climate at the school improved. The principal earned the respect and trust of most if not all school staff, parents, and students. The principal was knowledgeable and had a clear understanding as to how the systems/structures should function to maximize student achievement. The principal recognized and shared with the team that although systems and structures were established to address behavioral and instructional concerns, they were in their early stages of implementation and were not functioning at required levels.

Continuous Improvement Process:

Data from stakeholder interviews, observations, surveys, and documents and artifacts revealed that the principal had initiated a continuous improvement process at the school. The "Three Big Rocks" (as named by the principal) were the focal point for the continuous improvement process at the school. The "Three Big Rocks" were improving; reading achievement through guided reading, PBIS, and the PLCs utilizing data to drive instruction. The process was led and monitored by the Academic MTSS Team, which consisted of the principal, assistant principal, and academic instructional coaches. In addition, the Behavior MTSS Team, which consists of the



principal, the assistant principal, two behavior coaches, a mental health counselor and a school counselor, supports the process in terms of PBIS. The professional development associated with the implementation of this process was conducted through weekly PLC meetings for each grade level and conducted by the Academic MTSS Team with the support of the Behavior MTSS Team. Through PLC meetings, instructional staff participated in professional development sessions on each of the “Three Big Rocks” and their individual components. Meeting topics included Jan Richardson Guided Reading, PBIS, Promoting Alternative Thinking Strategies (PATHS), MAP assessments, and introduction to Plan, Do, Study, Act cycle/four guiding questions.

During interviews, when asked to describe the school’s continuous improvement process, most instructional staff referenced the “Three Big Rocks” and the weekly PLC meetings. References to other components of the continuous improvement process were not consistently named or described. Most teachers spoke about the use of MAP data. Some teachers also addressed additional test data reviewed during PLC meetings (e.g., Developmental Reading Assessment, running records, common formative assessments).

Observation data reflected the need for teacher-led systems to accurately collect, analyze, and use data to drive instruction in order to meet the different learning needs of students. Stakeholder interviews with school leaders indicated that these systems were in the preliminary stages of implementation and more work needed to take place to ensure their systemic application into the instructional process and lesson planning.

Classroom observations and interview and stakeholder perception data validated that students had few opportunities to engage in personalized differentiated learning, rigorous instruction, discussions that required higher-order thinking, feedback, and monitoring sessions. While some high-yield strategies were used in a few classrooms, implementation was inconsistent across the school. The Diagnostic Review Team found evidence showing that the school engaged stakeholders in a process of continuous improvement. Mechanisms used to monitor improvement efforts and communicate results to stakeholders, such as PowerWalks, student goal setting, and the PLC, were in place but yielded inconsistent results. Limited evidence was found showing documented formal systems being used to systemically evaluate programs, monitor the impact of instructional strategies, or determine the attainment of goals. The team noted the importance of establishing, implementing, and communicating to all stakeholders a collaborative process to develop, support, and protect a collaborative culture that includes opportunities for shared leadership.

Stakeholder interview data and a review of documents and artifacts revealed that Breckinridge-Franklin Elementary teachers were receiving walkthrough (PowerWalks) observations and feedback. However, observation and evidence data revealed inconsistent implementation in terms of instructional modification. The inconsistent application and implementation of data-driven instructional practices and high-yield, high-engagement instructional strategies were affecting student academic growth. Classroom observation data provided evidence that teachers did not develop strategic individualization based on student performance data. It was evident from interviews and observations that teachers needed to continue to build capacity in implementing rigorous lessons that provided students with the opportunity to engage in high-yield instructional practices.

School leaders must provide teachers, students, and parents with experiences that foster and build capacity for shared leadership opportunities. Leaders and staff must commit to the implementation of a curriculum that is based on high expectations for all students and is communicated to all stakeholders. The school’s curriculum must be challenging and prepare learners for the next level. Leaders and instructional staff must analyze and use multiple sources of data to evaluate the quality and effectiveness of the curriculum and teaching and learning. This will ensure that data are used systematically to revise instruction on an ongoing basis to meet the instructional needs of all learners.

Next Steps

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

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

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

Team Roster

Diagnostic Review Teams comprise professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and eleot® certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team:

Team Member Name	Brief Biography
Dr. Maria P. de Armas	Dr. Maria P. de Armas serves as a consultant working with schools, educational entities, and Cognia (Lead Evaluator for Diagnostic Reviews). During her 40-year career as a K-12 educator, administrator, and consultant, she was a classroom teacher (grades 1-8), a bilingual teacher, and an English as a Second Language teacher in urban settings in New Jersey and Florida. Her administrative experiences include supervising the implementation of curriculum at the district and region levels, overseeing the operations of schools and principals within feeder patterns, creating professional development programs for teachers and administrators, writing and supervising federal grants targeting special populations, facilitating the development and implementation of school improvement plans, supporting schools designated as in need of improvement by the district, and building teacher capacity in the identification of underrepresented students for gifted and advanced academic programs. She was administrative Director of Advanced Academics and Gifted Programs, Region Administrative Director, Assistant Superintendent for Academic Support, and Assistant Superintendent for Academics.
Ben Fritz	Ben Fritz has served in the education profession for fifteen years. After receiving his initial teaching certification, he taught business and marketing at East Carter High School in Grayson, Kentucky, from 2006 to 2012. Following his tenure as teacher at East Carter High School, he served as an assistant principal during the school turnaround process there from 2012 to 2016. Mr. Fritz also completed the National Institute of School Leadership development program. He currently serves as the Education Recovery Leader of Fairview Elementary in Ashland, Kentucky.
Jill Angelucci	Jill Angelucci has 15 years of experience as a teacher and administrator. She has taught seventh- through twelfth-grade math in the Chicago area and in central Kentucky in both private and public settings. She served as the curriculum coach at George Rogers Clark High School in Winchester, Kentucky, before taking on her current role of assistant principal at the school. In her current role, she oversees all curriculum, evaluates all math and English teachers, coordinates the new teacher mentoring program, monitors common assessments, helps to organize schoolwide assessments, analyzes multiple forms of data to plan next steps, and leads the school's continuous improvement planning process.
Kathy House	Kathy House is the chief academic officer and personnel director for the Trimble County School District in Bedford, Kentucky. In that position, she coordinates the curriculum implementation process, instructional materials/practices/pedagogy, professional development activities, certified evaluation, and assessment and data analytics. She also coordinates all personnel actions from hiring through staff development and support for two elementary schools and one junior/senior high school in the district. Mrs. House has experience as a teacher, instructional coach, and administrator in K-12 education as an elementary and middle school teacher and middle school principal. She has served previously on Cognia Engagement Review teams.
Jennifer Wilt	Jennifer Wilt currently serves as an Education Recovery Leader in the Office of Continuous Improvement and Support with the Kentucky Department of Education. Mrs. Wilt has over 25 years of experience in education and has served as an associate principal, a principal, a member of the Kentucky Department of Education Highly Skilled Educators cadre, an instructional coach, and as a teacher of English, Spanish, and reading at the high school level.

Addenda

Student Performance Data

Elementary school performance results

Content Area	Grade	%P/D School (17-18)	%P/D State (17-18)	%P/D School (18-19)	%P/D State (18-19)
Reading	3	22.0	52.3	26.3	52.7
	4	37.7	53.7	15.2	53.0
	5	57.1	57.8	28.6	57.9
Math	3	19.5	47.3	13.8	47.4
	4	24.7	47.2	5.1	46.7
	5	27.0	52.0	20.8	51.7
Science	4	23.4	30.8	8.9	31.7
Social Studies	5	44.4	53.0	35.1	53.0
Writing	5	57.1	40.5	33.8	46.6

Plus

- The percentage of third-grade students who scored Proficient/Distinguished in reading on the Kentucky Performance Rating for Educational Progress (K-PREP) assessment increased from 22.0 percent during the 2017-2018 school year to 26.3 percent during the 2018-2019 school year.
- During the 2017-2018 school year, the percentage of fifth-grade students scoring at the Proficient/Distinguished levels in reading and writing on the K-PREP was 57.1 percent.
- During the 2017-2018 school year, the percentage of fifth-grade students scoring Proficient/Distinguished on the K-PREP was 57.1 percent in writing and was above the state average of 40.5.

Delta

- Breckinridge-Franklin Elementary was below the state average for the percentage of students scoring Proficient/Distinguished in reading, math, and science at all tested grade levels (3rd, 4th, and 5th grades) for the 2017-2018 school year.
- Breckinridge-Franklin Elementary was below the state average for the percentage of students scoring Proficient/Distinguished in all tested areas (reading, math, science, social studies, and writing) and grade levels (grades 3-5) for the 2018-2019 school year.
- The percentage of fourth-grade students scoring Proficient/Distinguished in reading on the K-PREP decreased from 37.7 percent during the 2017-2018 school year to 15.2 percent during the 2018-2019 school year.
- The percentage of fifth-grade students scoring Proficient/Distinguished in reading on the K-PREP decreased from 57.1 percent during the 2017-2018 school year to 28.6 percent during the 2018-2019 school year.
- The percentage of third-grade students scoring Proficient/Distinguished in math on the K-PREP decreased from 19.5 percent during the 2017-2018 school year to 13.8 percent during the 2018-2019 school year.

- The percentage of fourth-grade students scoring Proficient/Distinguished in math on the K-PREP decreased from 24.7 percent during the 2017-2018 school year to 5.1 percent during the 2018-2019 school year.
- The percentage of fifth-grade students scoring Proficient/Distinguished in math on the K-PREP decreased from 27.0 percent during the 2017-2018 school year to 20.8 percent during the 2018-2019 school year.

Growth index elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	19.9	19.7	48.6	57.8
Math	16.4	14.5	38.1	57.6
English Learner		18.8		70.5
Growth Indicator	18.2	17.1	43.4	57.7

Note: The formula for calculating growth changed between 18-19 and 19-20. Comparisons should only be made between school and state ratings.

Plus

- During the 2017-2018 school year, reading had the highest growth calculation of 19.9.
- During the 2018-2019 school year, reading had the highest growth calculation of 48.6.
- All growth calculations for the 2017-2018 school year were above the state averages for reading, math, and growth indicator.

Delta

- During the 2017-2018 school year, math showed the smallest growth calculation of 16.4.
- During the 2018-2019 school year, math showed the smallest growth calculation of 38.1.
- All growth calculations during the 2018-2019 school year were below the state averages for reading, math, and growth indicator.

2018-19 percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	13.7	5.0	3.7	21.4	21.4
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	17.0	8.8	7.8	27.3	29.1
Disabilities (IEP)	8.0	2.0	6.3	0.0	8.3
Disabilities Regular Assessment	8.0	2.0	6.3	0.0	8.3
Disabilities with Acc.	3.4	0.0	10.0		
Economically Disadvantaged	20.5	10.0	8.8	33.9	32.3
English Learners					
English Learners Monitored					

Group	Reading	Math	Science	Social Studies	Writing
Female	32.1	9.8	12.5	36.1	44.4
Foster					
Gifted and Talented					
Hispanic	21.4	28.6			
Homeless	23.5	5.9			
Male	15.3	16.1	5.1	34.1	24.4
Migrant					
Military					
No Disabilities	27.4	16.1	9.5	41.5	38.5
Non-Economically Disadvantaged	34.8	26.1	9.1	40.0	40.0
Non-English Learners				35.1	33.8
Non-Migrant	23.3	13.1	8.9	35.1	33.8
Not Consolidated Student Group	44.4	27.8	13.3	54.5	45.5
Not English Learners Monitored					
Not Gifted and Talented	23.3		8.9	35.1	33.8
Not Homeless	23.3	13.7	9.5	35.2	33.8
Pacific Islander					
Total Students Tested	23.3	13.1	8.9	35.1	33.8
Two or More	69.2	38.5			
White	33.8	21.5	12.5	44.0	36.0

Plus

- For the 2018-2019 school year, students in the Two or More Group had the highest percentage of students scoring at the Proficient/Distinguished levels in reading, at 69.2 percent, and in math, at 38.5 percent.
- For the 2018-2019 school year, students in the Not Consolidated Student Group had the highest percentage of students scoring at the Proficient/Distinguished levels in science at 13.3 percent, in social studies at 54.5 percent, and in writing at 45.5 percent.
- The following student groups scored above the Total Student Tested group in terms of percentage of students scoring at the Proficient/Distinguished levels on the K-PREP reading assessment: Female, Homeless, No Disabilities, Non-Economically Disadvantaged, Not Consolidated Student Group, Two or More, and White.
- The following student groups scored above the All Students Tested group in terms of percentage of students scoring at the Proficient/Distinguished levels on the K-PREP math assessment: Hispanic, Male, No Disabilities, Non-Economically Disadvantaged, Not Consolidated Student Group, Not Homeless, Two or More, and White.
- The following student groups scored above the All Students Tested group in terms of percentage of students scoring at the Proficient/Distinguished levels on the K-PREP science assessment: Disabilities with Accommodations, Female, No Disabilities, Non-Economically Disadvantaged, Not Consolidated Student Group, Not Homeless, and White.

- The following student groups scored above the All Students Tested group in terms of percentage of students scoring at the Proficient/Distinguished levels on the K-PREP social studies assessment: Female, No Disabilities, Non-Economically Disadvantaged, Not Consolidated Student Group, Not Homeless, and White.
- The following student groups scored above the All Students Tested group in terms of percentage of students scoring at the Proficient/Distinguished levels on the K-PREP writing assessment: Female, No Disabilities, Non-Economically Disadvantaged, Not Consolidated Student Group, and White.

Delta

- For the 2018-2019 school year, students in the Disabilities with Accommodations group had the lowest percentage of students scoring at the Proficient/Distinguished levels on the K-PREP reading assessment at 3.4 percent and on the K-PREP math assessment 0.0 percent.
- Students in the African American group had the lowest percentage of students scoring at the Proficient/Distinguished levels on the K-PREP science assessment for the 2018-2019 school year at 3.7 percent.
- For the 2018-2019 school year, students in the Disabilities (IEP) and Disabilities Regular Assessment groups had the lowest percentage of students scoring at the Proficient/Distinguished levels on the K-PREP social studies assessment at 0.0 percent and on the K-PREP writing assessment at 8.3 percent.
- The following student groups scored below the All Students Tested group in terms of percentage of students scoring at the Proficient/Distinguished levels on the K-PREP reading assessment: African American, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Disabilities with Accommodations, Economically Disadvantaged, Hispanic, and Male.
- The following student groups scored below the All Students Tested group in terms of percentage of students scoring at the Proficient/Distinguished levels on the K-PREP math assessment: African American, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Disabilities with Accommodations, Economically Disadvantaged, Female, and Homeless.
- The following student groups scored below the All Students Tested group in terms of percentage of students scoring at the Proficient/Distinguished levels on the K-PREP science assessment: African American, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Disabilities with Accommodations, Economically Disadvantaged, and Male.
- The following student groups scored below the All Students Tested group in terms of percentage of students scoring at the Proficient/Distinguished levels on the K-PREP social studies assessment: African American, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Economically Disadvantaged, and Male.
- The following student groups scored below the All Students Tested group in terms of percentage of students scoring at the Proficient/Distinguished levels on the K-PREP writing assessment: African American, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Economically Disadvantaged, and Male.

Schedule

Monday, January 13, 2020

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. - 5:15 p.m.	Principal Presentation	Hotel Conference Room	Diagnostic Review Team Members and Principal
5:15 p.m. - 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 14, 2020

Time	Event	Where	Who
7:15 a.m.	Team arrives at school	School	Diagnostic Review Team Members
7:40 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 15, 2020

Time	Event	Where	Who
7:30 a.m.	Team arrives at school	School	Diagnostic Review Team Members
7:45 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. - 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 16, 2020

Time	Event	Where	Who
8:00 a.m. - 1:00 p.m.	Final Team Work Session	Hotel a.m.; School a.m.; Hotel p.m.	Diagnostic Review Team Members



School Diagnostic Review Summary Report
Breckinridge-Franklin Elementary

Jefferson County Public Schools

January 13-16, 2020

The members of the Breckinridge-Franklin Elementary Diagnostic Review Team are grateful to the district and school leadership, staff, students, families, and community for the cooperation and hospitality extended during the assessment process.

Following its review of extensive evidence and in consideration of the factors outlined in 703 KAR 5:280, Section 4, the Diagnostic Review Team submitted the following assessment regarding the **principal's capacity** to function or develop as a turnaround specialist, including if the principal should be reassigned, to the Commissioner of Education:

The principal does have the capacity to function or to develop as a turnaround specialist and, accordingly, should continue as principal of Breckinridge-Franklin Elementary.

The Commissioner of Education has reviewed the Diagnostic Review and recommends, pursuant to KRS 160.346(6), the Superintendent adopt the assessment of principal capacity submitted by the Diagnostic Review Team.

_____ Date: _____
Associate Commissioner, Kentucky Department of Education

I have received the Diagnostic Review for Breckinridge-Franklin Elementary.

_____ Date: _____
Principal, Breckinridge-Franklin Elementary

_____ Date: _____
Superintendent, Jefferson County Public Schools