

Cognia Diagnostic Review Report

Results for: Byck Elementary School

November 18-21, 2019

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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	3
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	11
Certified Staff	17
Noncertified Staff	7
Students	7
Parents	7
Total	54

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.	Improving
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.	Improving
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Improving
1.8	Leaders engage stakeholders to support the achievement of the institution’s purpose and direction.	Initiating
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Initiating
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.	Initiating
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.	Initiating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Initiating
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.	Initiating
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.	Improving

Resource Capacity Domain

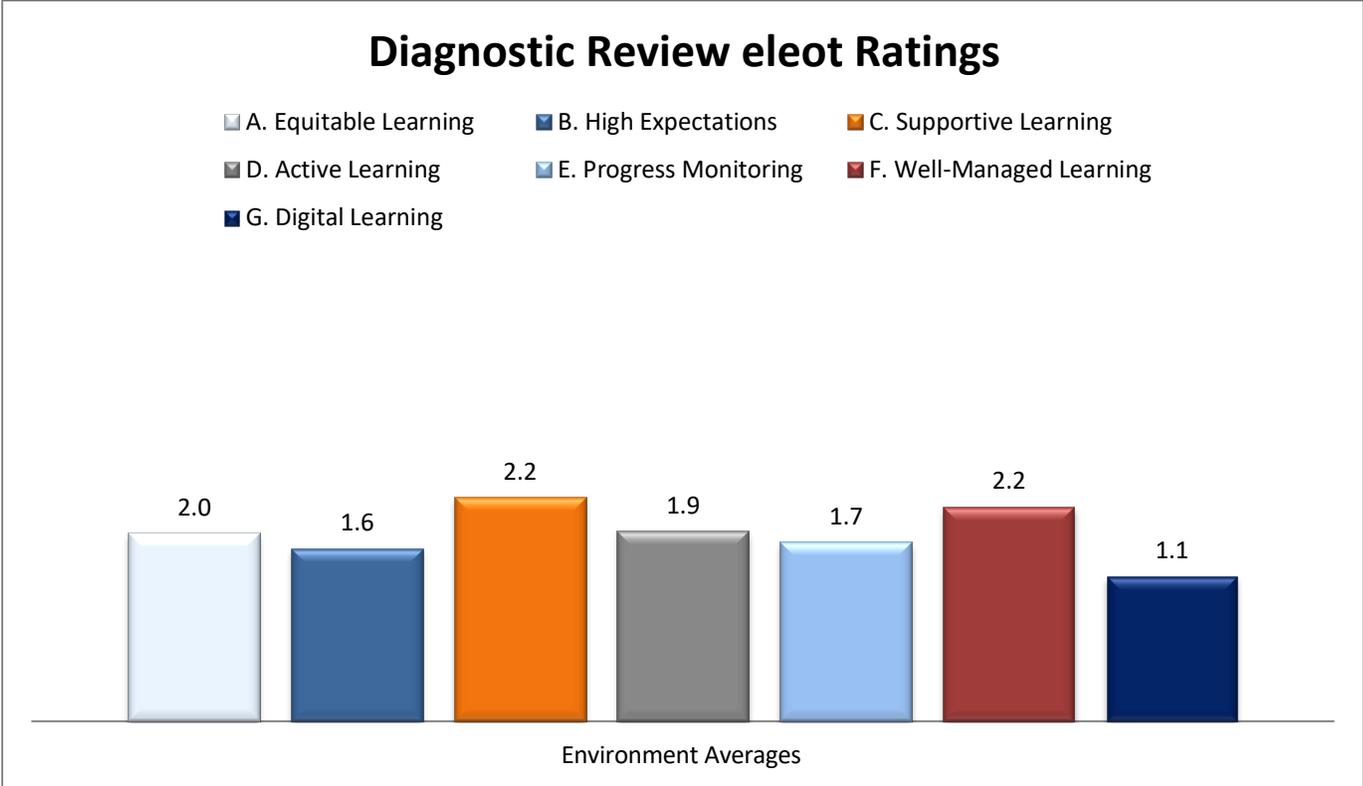
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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.	Improving
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Improving
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.	Improving
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.	Improving

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 16 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.9	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	38%	38%	25%	0%
A2	2.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	6%	56%	38%	0%
A3	2.4	Learners are treated in a fair, clear, and consistent manner.	0%	56%	44%	0%
A4	1.4	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.	56%	44%	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	1.6	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	44%	56%	0%	0%
B2	1.8	Learners engage in activities and learning that are challenging but attainable.	31%	56%	13%	0%
B3	1.2	Learners demonstrate and/or are able to describe high quality work.	81%	19%	0%	0%
B4	1.6	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	50%	44%	6%	0%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	31%	63%	6%	0%
Overall rating on a 4 point scale:			1.6			



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.	6%	69%	25%	0%
C2	1.9	Learners take risks in learning (without fear of negative feedback).	25%	56%	19%	0%
C3	2.3	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	75%	25%	0%
C4	2.3	Learners demonstrate a congenial and supportive relationship with their teacher.	13%	50%	38%	0%
Overall rating on a 4 point scale:			2.2			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.3	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	6%	56%	38%	0%
D2	1.7	Learners make connections from content to real-life experiences.	38%	56%	6%	0%
D3	2.1	Learners are actively engaged in the learning activities.	0%	94%	6%	0%
D4	1.7	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	44%	44%	13%	0%
Overall rating on a 4 point scale:			1.9			



E. Progress Monitoring & Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.3	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	75%	19%	6%	0%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	19%	69%	13%	0%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	13%	69%	19%	0%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	63%	31%	0%	6%
Overall rating on a 4 point scale:			1.7			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.3	Learners speak and interact respectfully with teacher(s) and each other.	0%	69%	31%	0%
F2	2.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	75%	25%	0%
F3	2.1	Learners transition smoothly and efficiently from one activity to another.	19%	56%	25%	0%
F4	2.1	Learners use class time purposefully with minimal wasted time or disruptions.	6%	75%	19%	0%
Overall rating on a 4 point scale:			2.2			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.1	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	100%	0%	0%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	94%	6%	0%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	81%	19%	0%	0%
Overall rating on a 4 point scale:		1.1				

eleot Narrative

The Diagnostic Review Team collected data in 16 core content classroom settings. Data from classroom observations revealed the highest percentage of evident/very evident in the following areas. First, students generally were treated fairly and consistently in all observed settings. For example, in 44 percent of classrooms, it was evident/very evident that “Learners are treated in a fair, clear, and consistent manner” (A3). It was evident/very evident in 38 percent of classrooms that “learners demonstrate a congenial and supportive relationship with their teacher” (C4). In addition, instances of students who “speak and interact respectfully with teacher(s) and each other” (F1) were evident/very evident in 31 percent of classrooms.

Conversely, the classroom observation data also showed most instruction was whole group or center based. It was evident/very evident in 25 percent of classrooms, for instance, that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). The team did not observe high academic expectations in classrooms, as it was evident/very evident in zero percent of classrooms that students “demonstrate and/or are able to describe high quality work” (B3). Observation data further revealed it was evident/very evident in six percent of classrooms that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). It was evident/very evident in zero percent of classrooms that students “strive to meet or able to articulate the high expectations established by themselves and/or the teacher” (B1). In addition, it was evident/very evident in 13 percent of classrooms that students “engage in activities and learning that were challenging but attainable” (B2) and students “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4). Collectively, these findings illustrated the need to establish high academic expectations and implement instruction that embeds the appropriate level of rigor.

Likewise, observers noted it was evident/very evident in six percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). In addition, the team noted that students rarely used rubrics or examples of high-quality work to guide their learning and help them understand the attributes of proficiency. Instances of students who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in six percent of classrooms.



The overall rating for the Digital Learning Environment was 1.1 on the four-point scale, which made it the lowest-rated of the seven learning environments. Students who use digital tools/technology “to communicate and work collaboratively for learning” (G3), “to conduct research, solve problems, and/or create original works for learning” (G2), and “to gather, evaluate, and/or use information for learning” (G1) were evident/very evident in zero percent of classrooms. The Diagnostic Review Team observed students using technology individually and in groups with little depth, differentiation, and rigor. Low ratings for items within this learning environment provide an opportunity for the school to systemically increase the depth and breadth of student use of technology to conduct research, solve problems, and create original work with a level of rigor that is enhanced by these tools.

A careful examination of all items is warranted to identify additional areas that can be leveraged to increase instructional capacity and improve student learning. In addition, the improvement priorities outlined within this report can help prioritize areas of focus.

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

Engage in consistent and deliberate planning that establishes and embeds equitable learning opportunities in all classrooms (e.g., learning targets, use of exemplars, active learning, differentiation, higher-order thinking skills, rigorous and challenging tasks, personalized learning, self-reflection, collaboration, and development of critical thinking skills). (Standard 2.1)

Evidence:

Student Performance Data:

The student performance data indicated the school had not implemented effective instructional practices that met the needs of all students. The Kentucky Performance Rating for Educational Progress (K-PREP) results for Byck Elementary School students, as detailed in an addendum of this report, revealed the percentage of students who scored Proficient/Distinguished was significantly below the state average in all assessed areas for 2017-2018 and 2018-2019. Additionally, third-grade reading and math scores were significantly below state averages and lower than the previous 2017-2018 performance data. Fourth-grade reading and fifth-grade social studies were significantly below state averages and lower than the previous 2017-2018 performance data. The 2018-2019 student performance data showed the student growth index in reading was 55.7 compared to the state index of 57.8, math was 35.5 compared to the state index of 57.6, English Learners was 73.8 compared to the state index of 70.5, and the Growth Indicator was 45.6 compared to the state index of 57.7.

Additionally, the percentage of students scoring Proficient/Distinguished in fifth-grade writing was below the state average (21.2 compared to 46.6). However, writing scores in grade five increased from 5.5 in 2017-2018 to 21.2 in 2018-2019.

Classroom Observation Data:

Classroom observation data, as previously discussed, revealed that implementation of diverse and individualized instructional practices within classrooms had not reached a level of consistency within and across grades and subject areas. The data revealed students were completing the same learning tasks or activities with little personalization or differentiation. It was evident/very evident in 25 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). It was evident/very evident that “Learners have equal access to classroom discussions, activities, resources, technology, and support” (A2) in 38 percent of classrooms. Additionally, it was evident/very evident in 44 percent of classrooms that “Learners are treated in a fair, clear, and consistent manner” (A3). Instances of students who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) were evident/very evident in zero percent of classrooms. In 13 percent of classrooms, “Learners engage in activities and learning that are challenging but attainable” (B2). Additionally, it was evident/very evident that students “demonstrate and/or are able to describe high quality work” (B3) in zero percent of classrooms. Also, it was evident/very evident in six percent of classrooms that students “demonstrated and/or are engage in rigorous coursework, discussions,



and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). Few students were observed who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1), as this practice was evident/very evident in six percent of classrooms.

Stakeholder Interview Data:

The stakeholder interview data revealed that although systems existed for all teachers to create and calibrate their instruction, the quality of instruction and classroom practices varied across the school. Interview data showed that teachers used data to monitor student readiness and success at the next level. However, the team did not find evidence that data were analyzed with any depth to demonstrate the degree to which results were monitored for individualized instructional value and trends. In addition, the team found no evidence that showed data were examined to provide personalized or individualized instructional strategies. Also, teacher interview data suggested that team planning existed, but often did not provide for implementation of rigorous learner expectations. Interview data revealed that classroom observations occurred and feedback was provided to teachers on a regular and recurring basis. Teacher interview data showed that individual feedback was provided to teachers following informal observations; however, the team found no planning process or system check to monitor whether teachers used that feedback to adjust their instructional practices. Interview data revealed that professional learning community (PLC) meetings focused on data and next steps for improved academic achievement. However, teachers shared the need for additional training and PLC experiences that could help them with instructional rigor and personalized instruction. Finally, teacher interview data clearly pointed to a caring, committed, and concerned administration, faculty, staff, and partners aligned to the many diverse needs of students.

Stakeholder Perception/Experience Data:

The survey data revealed that 84 percent of staff members agreed/strongly agreed with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice” (E1). Survey data showed that 78 percent of staff members agreed/strongly agreed with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2). Additionally, 84 percent of staff members agreed/strongly agreed that “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills” (E11). Ninety-two percent of staff members agreed/strongly agreed that “Our school uses data to monitor student readiness and success at the next level” (G5).

Parent survey data shared that 85 percent of stakeholders agreed/strongly agreed with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs” (E1). Also, 83 percent of stakeholders agreed/strongly agreed with the statement, “All of my child’s teachers give work that challenges my child” (E2). Seventy-seven percent of stakeholders agreed/strongly agreed with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction” (E4).

Survey data revealed that 85 percent of students agreed with the statement, “My teachers help me learn things I will need in the future” (E1). Also, 85 percent of students agreed that “My teachers use different activities to help me learn” (E2).

Survey perception and experience data indicated a moderate level of agreement among staff and stakeholders that “Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution” (Standard 2.1). The Diagnostic Review Team noted a disconnect between survey, interview, and classroom observation data related to equitable opportunities to develop skills and achieve the

content and learning priorities. Additionally, instructional strategies that engage students in rigorous activities and provide for collaboration, differentiation, and personalization were not readily evident.

Documents and Artifacts:

A review of documents and artifacts indicated that systemic procedures, protocols, and documentation existed that would support equitable learning. Evidence suggested that the school systemically planned and was in the initial implementation phase in its efforts to create equitable opportunities to develop skills for all students. The team found no evidence that the school was providing equitable opportunities with fidelity to prepare students for their next level of work using individualized and differentiated instructional strategies and curriculum based on high expectations.

Improvement Priority #2

Establish and fully commit to a culture that includes instructional actions that focus on student engagement and effectively guides and promotes creativity, innovation, collaborative problem-solving, and aligned action steps. Establish expectations and monitor the use of instructional strategies that promote 21st century skills (e.g., project based, active learning, higher-order thinking skills, collaboration, critical thinking skills, real-world problem-solving). (Standard 2.2)

Evidence:

Student Performance Data:

The student performance results from the 2017-2018 and 2018-2019 K-PREP assessments, as detailed in an addendum to this report, revealed that Byck Elementary School performed below the state average in every content area for the last two years. A detailed analysis of student performance data was addressed in Improvement Priority #1 and these data were among those data considered when developing Improvement Priority #2.

Classroom Observation Data:

The classroom observation data, as detailed previously in this report, suggested the school had intentionally monitored instructional practices to meet the needs of all students. However, implementation of personalized/individualized instructional practices leading to a culture that promotes creativity, collaboration, and innovation had not reached a level of consistency within and across grades and subject areas. It was evident/very evident in zero percent of classrooms that “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” (A4). It was evident/very evident in six 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). In 25 percent of classrooms, it was evident/very evident that “Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful” (C1). Also, it was evident/very evident in 19 percent of classrooms that “Learners take risks in learning (without fear of negative feedback)” (C2). In 25 percent 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). In 38 percent of classrooms, it was evident/very evident that student “discussions/dialogues/exchanges with each other and teacher predominate” (D1). It was evident/very evident in six percent of classrooms that “Learners make connections from content to real-life experiences” (D2) and “are actively engaged in the learning activities” (D3). Additionally, it was evident/very evident in 13 percent of classrooms that “Learners students “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4).

Stakeholder Interview Data:

The stakeholder interview data showed little evidence that the learning culture promoted creativity, innovation, and collaborative problem-solving. Interview data did not provide evidence of systemic engagement in projects and inquiry-based activities or in instructional activities that ensured learner development of creative, innovative, and real-world problem-solving skills. Based on interview data, the team found that there had not been enough time to develop specific instructional practices as there was previously no curriculum in place. Interview data revealed a lack of processes and protocols that when fully implemented would provide specific actions and instructional activities. The team suggests that the school develop specific instructional strategies that promote



creativity, innovation, and inquiry-based learning tasks to meet or exceed the stated goals and objectives of professional learning communities and thereby enhance overall student social, emotional, and academic needs.

Stakeholder Perception/Experience Data:

The survey data revealed that 78 percent of staff members agreed/strongly agreed with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2). Eighty percent of staff members agreed/strongly agreed with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills” (E3). Also, eighty-four percent of staff members agreed/strongly agreed that “All teachers in our school use a variety of technologies as instructional resources” (E4).

Parent survey data indicated that 89 percent of stakeholders agreed/strongly agreed with the statement, “All of my child's teachers use a variety of teaching strategies and learning activities” (E3). Seventy-seven percent of parents agreed/strongly agreed that “All of my child's teachers meet his/her learning needs by individualizing instruction” (E4). Additionally, parent survey data revealed that 79 percent of stakeholders agreed/strongly agreed with the statement, “My child has up-to-date computers and other technology to learn” (E13).

Student survey data revealed that 85 percent agreed with the statement, “My teachers use different activities to help me learn” (E2). Also, sixty five percent of students agreed with the statement, “My teachers listen to me” (E3). Student survey data shared that 90 percent agreed that “My school has computers to help me learn” (F3). Although staff member, parent, and student survey data revealed mostly consistent responses related to teaching strategies, the Diagnostic Review Team did not find evidence to support this perception or stated degree of agreement.

Documents and Artifacts:

A review of documents and artifacts indicated the school had systemic procedures and protocols that could support a culture that promotes creativity, innovation, and collaborative problem solving. However, the Diagnostic Review Team found no evidence or artifacts of documented, measured, and analyzed learner engagement in inquiry-based activities. Although professional learning in this area was documented, the team found no evidence that indicated training to develop creativity, innovation, and problem-solving of learners had progressed past the initial stages of implementation.

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:

Parents, teachers, support staff, and the administrative team at Byck Elementary School demonstrated a sense of pride for their school and community. Staff members were committed to and deeply cared about their students. A positive school culture was noted, including a collegial professional atmosphere among staff members. The principal focused on creating a positive and supportive school culture, which included supports for students' emotional, social, and academic needs. District administrators, staff members, parents, and students all expressed confidence and support for the school leadership team and were optimistic that the school was working to establish high expectations for all students. The Diagnostic Review Team observed a supportive and caring learning environment and a well-maintained, clean, and inviting facility. Many resources were available at the school, which allowed the leadership team to implement different programs and provided teachers with additional support to help them meet the unique needs of their individual students. Administrators, faculty, and staff members demonstrated advocacy for their students and families, including efforts to collaborate with outside agencies to meet the social and emotional needs of students. The Diagnostic Review Team observed and found evidence of some exemplary teaching practices and observed teachers and school leaders who were committed to making improvements necessary to achieve the academic success of all students. Staff members were committed to the fair and equitable treatment of all students, and they daily work to meet the diverse and ever-changing needs. The administrative, certified, and classified staff members were committed to the emotional, physical, and academic needs of all students as evidenced by their investment of time, energy, and daily effort to create a learning environment that will raise the level of success for students and the community. It was evident, for example, that staff members consistently implemented a schoolwide system of supports that recognized the needs of each student. It was evident that teachers felt comfortable discussing ideas and reflections with the administration. The team noted that the administration takes risks in learning with staff without fear of feedback or difference of opinions. The team observed a strong commitment to the vision and mission of the school and saw evidence of this commitment during the review.

Continuous Improvement Process:

Interview, stakeholder survey, and classroom observation data and a review of documents and artifacts indicated that school leaders and teachers had not institutionalized a system of quality implementation, monitoring, and continuous evaluation of programs and practices directly related to equitable learning opportunities and a culture that promotes creativity, innovation, and collaborative problem-solving. A review of documents and artifacts and



interview data revealed a need to implement schoolwide instructional activities and strategies that lead to personalized learning and improved academic performance. Diverse, individualized, creative, innovative, and personalized learning activities appeared to be in early stages of implementation. Many of the strategies and activities, while well-conceived and beneficial to increasing student achievement, lacked fidelity of implementation. While staff members and school leaders embraced their core belief that academic and social excellence is attainable for all students when they are met where they are, the Diagnostic Review Team saw little evidence of a consistent implementation of curriculum and instructional strategies that would provide for systemic improvement in student achievement. Also, to provide the level of instruction necessary to meet the individual needs of students and the learning expectations of the school, the Diagnostic Review Team recommends continued systemic implementation of a learning culture that promotes creativity, innovation, and collaborative problem-solving. The Diagnostic Review Team recommends the school employ continued systemic implementation efforts to use embedded instructional strategies (e.g., learning targets, use of exemplars, active learning, differentiation, higher order thinking skills, student-centered technology, rigorous and challenging tasks, personalized learning) that establish equitable learning opportunities through student collaboration, self-reflection, and development of critical thinking skills to address individual learners' needs and interests. The team suggests that the fidelity of implementation for the previously mentioned recommendations be targeted at or to exceed the rigor of Kentucky Academic Standards and current research regarding the effectiveness of instructional practices and student learning needs.

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
<p>Dan A. Long</p>	<p>Dan currently serves as an educational consultant providing contracted services to states, local educational agencies, and schools. Dan currently provides services related to assessment and accountability systems, teacher and leader evaluation, curriculum standards and assessment alignment, principal mentoring, growth modeling, and eLearning. He has been an educator for over 30 years, serving as a high school teacher, high school assistant principal, K-12 principal, district secondary supervisor of instruction, district assessment supervisor, district career technical supervisor, district IT supervisor, district assistant superintendent, and Tennessee Deputy and Executive Director for Assessment. Dan was a writer and implementer for Tennessee’s Race to the Top successful proposal. Additionally, he served as an advisor to the Southern Region Education Board technology committee on eLearning. He also has served as the chairperson for the South Central Supervisor’s Study Council, Executive Committee for the Tennessee Supervisor’s Association, and Council of Chief State School Officers (CCSSO) Assessment Committee. Dan has served as a CCSSO State Department of Education Coach for Connecticut, Maine, Michigan, Nevada, Utah, Vermont, Virgin Islands, and Washington. He has provided direct assessment and accountability assistance to the states of Delaware, Idaho, Illinois, Mississippi, and Nevada.</p>
<p>Susan Greer</p>	<p>Susan currently serves as Education Recovery Director and Novice Reduction Coordinator for the Kentucky Department of Education. These positions entail a variety of responsibilities, including providing support services and monitoring turnaround work in schools across the state with an emphasis on targeting groups of students who are not performing as well as their peers. Ms. Greer is also a certified Jim Shipley Trainer and National Institute for School Leadership Trainer. She has been an educator for over 30 years, serving as a middle school teacher, high school teacher, and high school assistant principal. Ms. Greer began her tenure at the Kentucky Department of Education (KDE) as a Highly Skilled Educator and then as an Education Recovery Leader. Following this work, she became an Education Recovery Director (her current position). Ms. Greer has served on diagnostic reviews and audit teams for the past 11 years as a team member and co-lead.</p>

<p>Melissa Evans</p>	<p>Melissa is currently serving as an Education Recovery Leader with the Kentucky Department of Education, assisting schools with turnaround efforts. Her prior experiences include 18 years in the Corbin Independent School District. While there, she taught at the middle and high school levels, authored numerous grants, and served as director of the summer science program. Her administrative experiences include five years serving the Knox County School District working at the central office as director of district-wide programs. Her major duties included district assessment coordinator, curriculum, assessment, and instruction director, external grant director, and Career Technology Education Director.</p>
<p>Lorretta Cruse</p>	<p>Lorretta currently serves as an educational consultant with Cognia, where she provides services related to student engagement, instructional activities, assessments, differentiation, growth mindset, and leadership. Loretta has devoted her entire career in service to education in Kentucky; 21 years as a teacher in the classroom and 13 years as a principal. She began in education as an elementary/special education teacher and then spent the next 17 years as a secondary/special education teacher, as well as a teacher leader and coach. During her leadership as a school principal, she consolidated two schools, and six years later, she reconfigured two other schools, thus leading for a total of 13 years. While she is currently retired from her principal position, she continues to serve schools throughout the state in various capacities. She has served as a member of an Accreditation Engagement Review and continues to serve as a field consultant throughout many of the schools in Kentucky.</p>
<p>Joe Ganns</p>	<p>Joe Ganns has worked in special education for 17 years. For the past 14 years, Joe worked as a special education teacher at RA Jones Middle School. Prior to that, Joe taught in local inner-city schools. He has found that he can make the greatest impact on those who have the greatest struggles, in and out of school. Mr. Ganns has served as head of the special education department where he conducted regular meetings and was responsible for all analysis and distribution of all data. He spent time as behavior interventionist and also served on the Positive Behavioral Interventions and Supports committee. He has been a mentor to those students who needed extra guidance.</p>

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	15.0	52.3	11.4	52.7
	4	9.9	53.7	9.4	53.0
	5	17.8	57.8	18.2	57.9
Math	3	8.3	47.3	2.9	47.4
	4	4.2	47.2	6.3	46.7
	5	2.7	52.0	6.1	51.7
Science	4	2.8	30.8	3.1	31.7
Social Studies	5	5.5	53.0	3.0	53.0
Writing	5	5.5	40.5	21.2	46.6

Plus

- In 2018-2019, fifth-grade students scored 15.7 points higher in percent Proficient/Distinguished in writing than in 2017-2018.

Delta

- All student scores on percent Proficient/Distinguished in every content area fell well below the state average percent Proficient/Distinguished.
- Student scores in third- and fourth-grade reading percent Proficient/Distinguished show decreased from 2017-2018 to 2018-2019.
- Student scores in third-grade math percent Proficient/Distinguished dropped 5.4 points from 2017-2018 to 2018-2019.

Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	13.5	19.7	55.7	57.8
Math	20.1	14.5	35.5	57.6
English Learner	21.1	18.8	73.8	70.5
Growth Indicator	16.8	17.1	45.6	57.7

Note: The formula for calculating growth changed between 2018-2019 and 2019-2020. Comparisons should only be made between school and state ratings.

Plus

- English Learners exceeded the state average by 3.3 points in growth in 2018-2019.

Delta

- The overall growth index was below the state average in both 2017-2018 and 2018-2019.

Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	13.4	5.3			
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	12.8	5.1			
Disabilities (IEP)	6.8	0.0		0.0	5.3
Disabilities Regular Assessment					
Disabilities with Acc.					
Economically Disadvantaged	12.4	4.8		1.7	23.7
English Learners	5.9	5.9			
English Learners Monitored	11.1	5.6			
Female	14.3	2.9	3.0	0.0	26.5
Foster					
Gifted and Talented					
Hispanic					
Homeless	6.3	6.3			
Male	11.6	7.4	3.2	6.3	15.6
Migrant					
Military					
No Disabilities	14.7	6.4	1.8	4.3	27.7
Non-Economically Disadvantaged	21.4	7.1			
Non-English Learners	13.7	4.9	3.6		
Non-Migrant	13.0	5.0	3.1	3.0	21.2
Not Consolidated Student Group					
Not English Learners Monitored	13.2	4.9	3.6	3.2	
Not Gifted and Talented	13.0	5.0	3.1	3.0	21.2
Not Homeless	13.6	4.9		1.7	21.7

Group	Reading	Math	Science	Social Studies	Writing
Pacific Islander					
Total Students Tested	13.0	5.0	3.1	3.0	21.2
Two or More					
White					

Plus

- The highest percentage of students who scored at the Proficient/Distinguished levels was in writing.
- Students with no disabilities scored 27.7 percent and followed by female students at 26.5 percent.

Delta

- Students with disabilities IEP had zero percent who scored proficient and distinguished in math.
- Students with disabilities IEP had zero percent who scored proficient and distinguished in social studies.
- Female students in the area of social studies had zero percent who scored proficient and distinguished.

Schedule

November 18, 2019

Time	Event	Where	Who
4:00 p.m.- 5:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
5:00 p.m.– 5:45 p.m.	Principal/Superintendent Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:45 p.m.– 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

November 19, 2019

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution	Byck Elementary School Office	Diagnostic Review Team Members
7:40 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews/ Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel		
5:00 p.m. – 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

November 20, 2019

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution(s)	Byck Elementary 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		
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

November 21, 2019

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

School Diagnostic Review Summary Report
Byck Elementary

Jefferson County Public Schools
November 18-21, 2019

The members of the Byck 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 Byck 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 Byck Elementary.

_____ Date: _____
Principal, Byck Elementary

_____ Date: _____
Superintendent, Jefferson County Public Schools