Cognia Diagnostic Review Report

Results for: Coleridge-Taylor Montessori Elementary

January 13-16, 2020

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Table of Contents

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)	7
Certified Staff	26
Noncertified Staff	19
Students	46
Parents	8
Total	110

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.	Insufficient
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.	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.	Initiating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Improving
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.	Initiating

Resource Capacity Domain

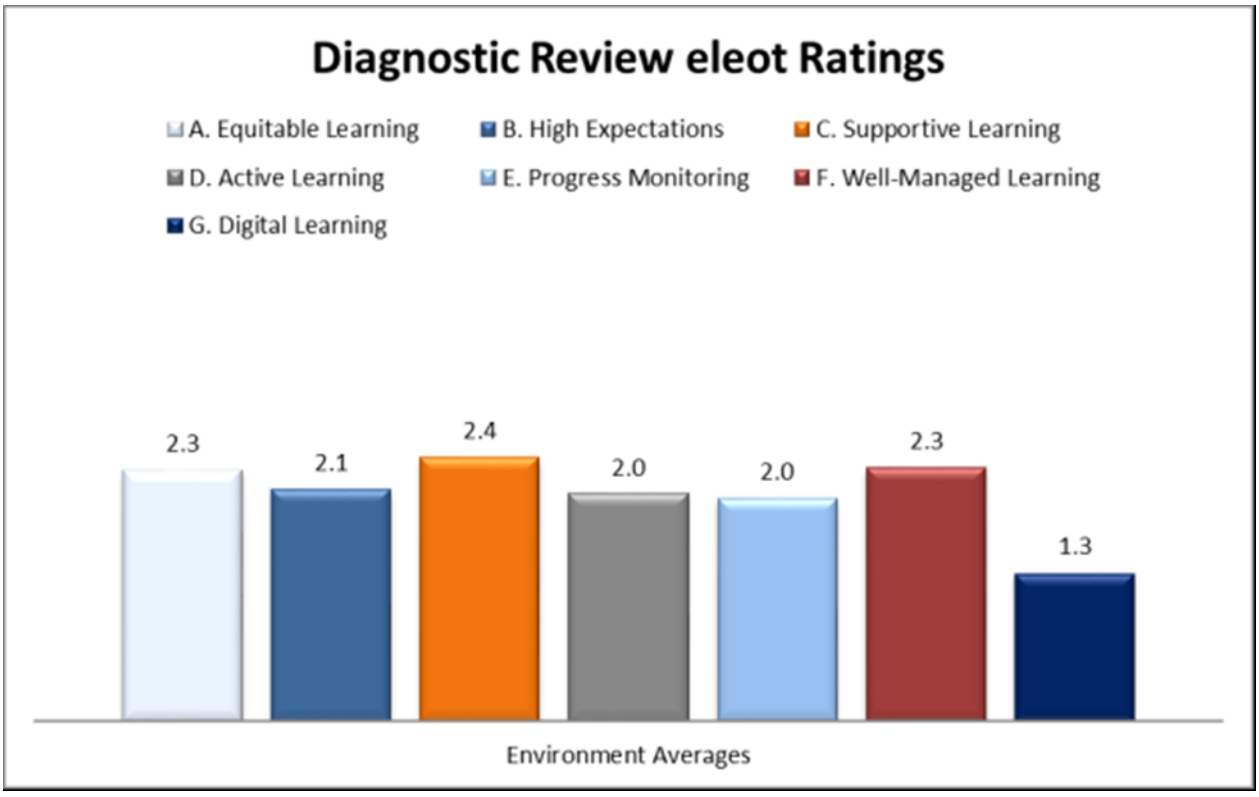
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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.	Insufficient
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 35 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	2.2	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	20%	46%	31%	3%
A2	2.6	Learners have equal access to classroom discussions, activities, resources, technology, and support.	6%	29%	66%	0%
A3	2.7	Learners are treated in a fair, clear, and consistent manner.	9%	20%	66%	6%
A4	1.5	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.	63%	23%	11%	3%
Overall rating on a 4 point scale:		**2.3**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	2.2	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	20%	40%	37%	3%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	20%	43%	37%	0%
B3	1.9	Learners demonstrate and/or are able to describe high quality work.	29%	57%	14%	0%
B4	2.0	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	23%	57%	20%	0%
B5	2.1	Learners take responsibility for and are self-directed in their learning.	14%	57%	29%	0%
Overall rating on a 4 point scale:		**2.1**				

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.	23%	37%	37%	3%
C2	2.3	Learners take risks in learning (without fear of negative feedback).	17%	40%	43%	0%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	3%	40%	51%	6%
C4	2.4	Learners demonstrate a congenial and supportive relationship with their teacher.	17%	31%	46%	6%
Overall rating on a 4 point scale:		**2.4**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.2	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	17%	46%	37%	0%
D2	1.8	Learners make connections from content to real-life experiences.	46%	26%	29%	0%
D3	2.1	Learners are actively engaged in the learning activities.	17%	54%	26%	3%
D4	2.0	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	37%	29%	34%	0%
Overall rating on a 4 point scale:		**2.0**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.7	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	40%	49%	11%	0%
E2	2.2	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	14%	54%	31%	0%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	11%	46%	43%	0%
E4	1.8	Learners understand and/or are able to explain how their work is assessed.	40%	43%	17%	0%
Overall rating on a 4 point scale:		**2.0**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	2.5	Learners speak and interact respectfully with teacher(s) and each other.	23%	17%	46%	14%
F2	2.4	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	20%	34%	34%	11%
F3	2.1	Learners transition smoothly and efficiently from one activity to another.	26%	40%	29%	6%
F4	2.1	Learners use class time purposefully with minimal wasted time or disruptions.	26%	46%	26%	3%
Overall rating on a 4 point scale:		**2.3**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.8	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	46%	34%	17%	3%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	91%	0%	6%	3%
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:		**1.3**				

eleot Narrative

The Diagnostic Review Team conducted 35 classroom observations, which provided ample opportunities for instructional practices and learning environments to be observed across the school. Of the seven learning environments, the Supportive Learning Environment earned the highest overall average rating of 2.4 on a four-point scale. The Well-Managed Learning Environment and Equitable Learning Environment received the second highest overall average rating of 2.3. The Digital Learning Environment had the lowest overall average rating at 1.3.

Classroom observation data revealed few strengths within the seven learning environments. The highest-rated item was found in the Equitable Learning Environment. Instances in which “Learners are treated in a fair, clear, and consistent manner” (A3) were evident/very evident in 72 percent of classrooms. The second highest-rated item was also found in the Equitable Learning Environment: it was evident/very evident in 66 percent of classrooms that “Learners have equal access to classroom discussions, activities, resources, technology, and support” (A2).

The Diagnostic Review Team found several important practices absent or inconsistently implemented across all seven learning environments. In the Equitable Learning Environment, for instance, learners who “engage in differentiated learning opportunities and/or activities” (A1) were evident/very evident in 34 percent of classrooms. Also, the Diagnostic Review Team primarily observed teacher-directed instruction with few opportunities for student collaboration. This observation was confirmed by findings that revealed that students who “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4) were evident/very evident in 34 percent of classrooms.

Classroom observation data revealed low academic expectations in many classrooms, with instruction frequently failing to engage students in rigorous and challenging learning experiences. To illustrate, it was evident/very evident in 40 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1). In addition, instances of learners who “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4) were evident/very evident in 20 percent of classrooms. These findings provide the school with an opportunity to increase the complexity and rigor in instructional practices, integrate high

expectations into teaching and learning, and clearly communicate these to students as a way to improve their achievement.

Another area that emerged as a concern related to the lack of learning opportunities that students had to demonstrate and/or practice cultural competency. Learners 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 14 percent of classrooms. Furthermore, classroom observation data revealed a loss of instructional time in several classrooms with learners using “class time purposefully with minimal wasted time or disruptions” (F4) evident/very evident in 29 percent of classrooms.

Most students were unable to articulate the attributes of high-quality work. The Diagnostic Review Team observed few students using exemplars or rubrics to guide them in reaching proficiency, as shown by the fact that instances of students who “demonstrate and/or are able to describe high quality work” (B3) were evident/very evident in 14 percent of classrooms. Moreover, students seldom received or used teacher feedback to guide their learning as it was evident/very evident in 31 percent of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). Learners who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in 17 percent of classrooms.

Finally, student use of digital tools was identified by the Diagnostic Review Team as an area that the school could leverage to improve motivation and student achievement. All items in the Digital Learning Environment were rated low. For example, learners who “use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2) were evident/very evident in nine percent of classrooms and learners who “use digital tools/technology to communicate and work collaboratively for learning” (G3) were evident/very evident in zero percent of classrooms. Although the team observed technology in the hands of students, classroom observation data showed few students used technology effectively.

By carefully examining data from classroom observations for all items within the seven learning environments, the school staff and leaders will be able to identify additional areas to leverage that could improve instructional capacity and increase student learning. In addition, the Improvement Priorities outlined within this report will guide the school in prioritizing 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

Review, revise, and commit to a mission, vision, and set of shared values and beliefs about instructional pedagogy, high expectations, and rigor that will ensure all students receive equitable, challenging, and engaging learning experiences. Embed these principles into all schoolwide systems and processes, including continuous improvement, instruction, and professional development plans to promote a positive learning culture and engage all stakeholders. (Standard 1.8)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, suggested that a mission, vision, and set of shared values and beliefs about instructional pedagogy, high expectations, and rigor had not been embedded into the school's continuous improvement and instructional practices to support student learning and promote a positive learning culture. Although the percentage of students at Coleridge-Taylor Montessori Elementary who scored Proficient/Distinguished in math at the third-grade level on the Kentucky Performance Rating for Educational Progress (K-PREP) assessment increased from 17.8 percent in 2017-2018 to 18.9 percent in 2018-2019, this percentage was below that of their peers at the state level. Moreover, all other reading, math, science, social studies, and writing scores fell from 2017-2018 to 2018-2019. According to K-PREP student performance data, students who scored Proficient/Distinguished in fourth-grade reading dropped from 33.7 percent in 2017-2018 to 23.2 percent in 2018-2019. The state average of students who scored Proficient/Distinguished in this same year was 53 percent. In addition, the percentage of fifth-grade students who scored Proficient/Distinguished in math declined from 33.3 percent in 2017-2018 to 18.6 percent in 2018-2019. Fifth-grade writing scores also fell well below the state average, with 12.9 percent of students scoring Proficient/Distinguished in 2018-2019 as compared to 46.6 percent at the state level. The percentages of students scoring Proficient/Distinguished in fourth-grade math (6.1 percent) and science (6.1 percent) emerged as the lowest in 2018-2019.

In reviewing gap group data for Coleridge-Taylor Montessori Elementary, the team found that the highest percentage of students who scored Proficient/Distinguished in any content gap area was 74.3 percent, with the Not Consolidated Student Group scoring the highest among all subgroups in all content areas. Student performance data revealed 68.3 percent of White students scored Proficient/Distinguished in reading in 2018-2019 compared to 15 percent of African American students. Female students outperformed their male peers in reading, math, social studies, and writing, with 20 percent of females compared to 5.7 percent of males scoring Proficient/Distinguished in writing. With the exception of math in 2017-2018, student growth indices in reading, math, English learners, and growth indicators for Coleridge-Taylor Montessori Elementary all lagged behind the state index in 2017-2018 and 2018-2019.

Classroom Observation Data:

Classroom observation data, as previously detailed, revealed inconsistent implementation of shared values and beliefs about instructional pedagogy, practices, and procedures designed to hold students to high academic expectations. Classroom observation data revealed teaching methodology was varied across the school, with

some teachers implementing the Montessori method of instruction and others using more traditional approaches to teaching. A combination of Montessori teaching strategies and evidence-based instructional frameworks, such as guided reading and math workshop, was also observed in some classrooms. Although there were instances of rigorous instruction and the implementation of high-yield teaching strategies, a pervasive focus on a common schoolwide instructional framework that embedded high expectations and rigor for all students was not apparent.

Stakeholder Interview Data:

Stakeholder interview data revealed a lack of collective efficacy and commitment to the school's vision, mission, and shared values and beliefs about teaching and learning. Stakeholder interview data indicated there were competing interests between unifying district-level initiatives and school-level turnaround efforts. In addition, many stakeholders reported that the school was experiencing conflict between the implementation of Montessori pedagogy and more traditional approaches to instruction, such as guided reading and math workshop. In interviews, stakeholders used the word "limbo" multiple times to describe the purpose and direction of the school. Several stakeholders indicated that they were uncertain of the vision and mission of Coleridge-Taylor Montessori Elementary. Moreover, stakeholder interview data revealed confusion among staff members about the school's identified priorities for improved student performance and professional practice. Several stakeholders reported that a disconnect exists between the perceived vision of the school specific to students receiving a Montessori education and the actual learning experiences and opportunities students are afforded. While efforts to review and revise the school's mission and vision were in progress, the team suggests that the school actively engage all stakeholders in this process and clearly identify the school's purpose and direction around instructional pedagogy and high expectations in an effort to promote a positive learning culture for all staff and students.

Stakeholder Perception/Experience Data:

Stakeholder survey data suggested the school had not committed to and communicated a mission, vision, and set of shared values and beliefs about instructional pedagogy, high expectations, and rigor to promote a positive learning culture and engage stakeholders throughout the school. Although 78 percent of staff members agreed/strongly agreed with the statement "Our school's purpose statement is clearly focused on student success" (C1), 65 percent of parents agreed/strongly agreed with this same statement. In addition, 64 percent of staff members agreed/strongly agreed with the statement "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders" (C2). Fifty-four percent of parents agreed/strongly agreed with the statement "Our school has established goals and a plan for improving student learning (C3), suggesting that many parents were either unaware of the school's continuous improvement process and/or were not directly engaged in efforts to improve student learning and professional practice. Furthermore, 53 percent of parents agreed/strongly agreed that "Our school shares responsibility for student learning with its stakeholders" (D4) and 55 percent agreed/strongly agreed that "Our school provides opportunities for stakeholders to be involved in the school" (D6). While current efforts were taking place to review and revise the school's mission and vision, 64 percent of staff members agreed/strongly agreed that "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction" (D9). Collectively, these data suggest the need to review, revise, and commit to a shared vision and mission for the school and actively engage stakeholders to support the achievement of the school's purpose and direction.

Documents and Artifacts:

A review of the school's vision and mission demonstrated an emphasis on providing all children with authentic hands-on educational opportunities based on the scientific research of Dr. Maria Montessori. However, interview and observation data did not show that the mission and/or values were embedded in all schoolwide systems and processes and served as the lens by which decisions were made to improve student achievement and professional practice. While the principal outlined a vision and mission development process that actively sought to engage staff, parents, and students in the review and revision of the school's current vision and mission statements, only preliminary data were shared with stakeholder groups involved in this work. Interview data indicated that the principal used "design thinking" to facilitate this process, with emphasis on the development and

implementation of the type of learning experiences needed to achieve the school's purpose and direction. Therefore, the team recommends that this process also offer students learning experiences based on the Montessori methodology of teaching and intentionally embed these principles in all schoolwide systems and practices.

Improvement Priority #2

Review, revise, implement, and monitor the school's behavior management system to ensure all students are held to high expectations by all school personnel, thereby promoting a safe learning environment and positive school culture for all staff and students. (Standard 2.1)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, suggested the school had not effectively implemented or monitored a schoolwide behavior management system that would promote a safe learning environment and positive school culture for all staff and students. All data presented in Improvement Priority #1 and an addendum to this report were considered as evidence relevant to Improvement Priority #2.

Classroom Observation Data:

Classroom observation data, as previously discussed, suggested the school had not established a student behavior management system that reflected a culture and climate of high expectations for all students. For example, students who "strive to meet or able to articulate the high expectations established by themselves and/or the teacher" (B1) were evident/very evident in 40 percent of classrooms. Furthermore, it was evident/very evident in 45 percent of classrooms that "Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others" (F2). Instances in which "Learners speak and interact respectfully with teacher(s) and each other" (F1) were evident/very evident in 60 percent of classrooms, and it was evident/very evident in 29 percent of classrooms that "Learners use class time purposefully with minimal wasted time or disruptions" (F4).

The Diagnostic Review Team observed isolated classrooms that were well-managed with actively engaged learners. However, the team found few classrooms in which students were held accountable to high behavioral and academic expectations. Throughout the review, the team observed inconsistencies in behavioral expectations among teachers and in their management of students within classrooms. The team observed some classrooms in which rules were not enforced equitably among all students and/or consequences for behavior were not imposed equally. In multiple observations, consequences for misbehaviors were ignored with no intervention or attempt to address and/or correct the behavior. Students were observed walking on desks and tables, throwing objects across the room and/or against walls, physically fighting, using profanity, bullying, walking out of the classroom without permission, yelling at staff members and/or peers, and attempting to harm the instructional staff in the classroom. Consequently, this lack of engagement by students during instructional time clearly demonstrates a need to review, revise, and consistently implement and monitor the school's behavior management system.

Stakeholder Interview Data:

Stakeholder interview data revealed that staff members perceived student behavior as an issue that prevented learning and greatly reduced the amount of time spent on instruction in the classroom. Staff members repeatedly communicated the need for more consistent behavior management in and out of the classrooms. They reported being injured by students with no apparent consequences for the inappropriate behavior and shared that students frequently use profane language directed toward each other and teachers. Furthermore, interview data indicated that many staff members were instructed to ignore and not address the inappropriate language of students. Staff members believed students had no consequences for grossly inappropriate behavior and that dealing with behavior was more reactive than proactive. "Chaotic" and "unstable" were words used by multiple staff members to describe the school. One student commented, "Our school is broken." Furthermore, interview data revealed a belief that instructional assistants who were trained to work with students on academics were no longer able to facilitate small-group instruction and instead were behaving as behavior monitors in the classroom. During interviews, stakeholders routinely identified student misbehavior as a barrier to learning and the need to proactively prioritize and immediately address this issue as the most significant change needed to improve the culture of the school.

Some staff members indicated a concern with their own lack of experience or training to establish an effective structure to manage student behavior in the classroom. Furthermore, interview data revealed that administrators dealt inconsistently with inappropriate and/or disrespectful student behavior. Some staff members reported a lack of consequences for students who failed to follow the school's rules. The team noted a pervasive perception among teachers that students were not held accountable for their actions. In fact, some teachers revealed they had stopped writing office referrals due to the lack of follow-through and/or communication and feedback they received from administration. Moreover, staff members shared that they were hesitant to address inappropriate student behavior due to processes implemented to support adults in the building who are struggling with challenging student behavior. If a teacher called for assistance five times in a week, they were required to attend a meeting to discuss behavioral strategies through a process called the Behavioral Fishbowl. Although some staff members shared that this process was intended to be helpful, many perceived it to be punitive and demeaning. Consequently, many teachers had stopped calling the office for support or assistance with student misbehavior.

While the school had a Positive Behavioral Interventions and Supports (PBIS) system in place, stakeholder interview data revealed this structure was not consistently implemented or monitored with quality or fidelity. Although some teachers reported successful use of the PATHS® program, an evidence-backed social-emotional learning curriculum, in building relationships and making connections with students, some voiced concern about the quality and fidelity of implementation throughout the school. During interviews, the team learned that staff members received professional development emphasizing trauma-informed strategies and/or restorative practices; however, staff members were unable to communicate a clear direction on the implementation and/or monitoring of these types of strategies in the classroom. While staff members reported that student behavior concerns often could be directly linked to students' socioeconomic status, impoverished home conditions, and/or social-emotional learning difficulties, interview data revealed many staff members lacked an understanding of their role in building and improving relationships with students in an effort to improve the culture and climate in support of teaching and learning.

Stakeholder Experience/Perception Data:

Stakeholder survey data related to high academic and behavioral standards substantiated the need for the administration of Coleridge-Taylor Montessori Elementary to revise and consistently implement behavior management processes and procedures to ensure organizational effectiveness in support of teaching and learning. Survey data revealed that 75 percent of staff members agreed/strongly agreed with the statement "Our school's leaders expect staff members to hold all students to high academic standards" (D4). While 78 percent of staff members agreed/strongly agreed with the statement "Our school's leaders hold all staff members accountable for student learning" (D6), 57 percent of staff members agreed/strongly agreed that "Our school's leaders hold themselves accountable for student learning" (D5). Survey results related to high expectations indicated that 54 percent of parents agreed/strongly agreed with the statement "Our school has high expectations for students in all classes" (D3) and 28 percent of students agreed that "In my school students treat adults with respect" (D2). Collectively, these survey results demonstrated the school lacked a culture and climate of high expectations for all staff and students.

Documents and Artifacts:

Data shared during the principal's overview presentation indicated that 74 percent of students at Coleridge-Taylor Montessori Elementary have no behavior events; however, stakeholder interview data revealed the possibility that this number was due to school policy not being enforced, teachers not writing referrals for inappropriate behavior, and/or staff members not calling the office for assistance with student misconduct due to the lack of follow-through and processes in place. Although the school had a PBIS system in place, there was no evidence provided to the team that indicated this structure was being implemented or monitored with any type of consistency, quality, or fidelity.

Improvement Priority #3

Create, implement, and evaluate a professional development plan by creating a calendar of purposeful professional learning aligned with the school's continuous improvement plan. Ensure professional learning results in documented improved learner achievement and professional practice. The calendar should include, but not be limited to, mentoring, coaching, and induction programs that support instructional improvement consistent with the school's values and beliefs about teaching and learning; the use and interpretation of data to support student achievement; and integrate culturally responsive pedagogy through high-yield instructional strategies and evidence-based assessment practices. (Standard 3.1)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, suggested the school had not effectively created and implemented a formal professional development plan to support improved learner achievement and professional practice. All data presented in Improvement Priority #1 and an addendum to this report were considered as evidence relevant to Improvement Priority #3.

Classroom Observation Data:

Although the Diagnostic Review Team observed some strengths within the seven learning environments, classroom observation data revealed that there were some important practices absent or inconsistently implemented across all seven learning environments. The team primarily observed teacher-directed instruction with few opportunities for student collaboration. Classroom observation data, as previously discussed, revealed that in 37 percent of classrooms it was evident/very evident that "Learners' discussions/dialogues/exchanges with each other and teacher predominate" (D1). In addition, the team observed low academic expectations in many classrooms. To illustrate, 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 40 percent of classrooms. Moreover, learners who "engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4) were evident/very evident in 20 percent of classrooms.

Another area that emerged as a concern related to the lack of instruction designed to meet the individual academic needs of students. It was evident/very evident in 34 percent of classrooms, for example, that "Learners engage in differentiated learning opportunities and/or activities that meet their needs" (A1). Most students were unable to articulate the attributes of high-quality work. Additionally, the Diagnostic Review Team saw few students using exemplars or rubrics to guide them in reaching proficiency, which was confirmed by the fact that students who "demonstrate and/or are able to describe high quality work" (B3) were evident/very evident in 14 percent of classrooms. Overall, these data demonstrated the need for a schoolwide professional development plan designed to improve professional practice, content and pedagogical knowledge, and student achievement and engagement.

Stakeholder Interview Data:

Although stakeholder interview data indicated that professional development was available to staff members on a variety of topics related to teaching and learning, a documented professional learning plan based on the identified needs of the school was not found. In addition, interview data revealed limited discussion of planned professional learning activities based on data-driven needs assessments and data aggregated from supervision and evaluation processes. Moreover, stakeholder interview and staff survey data revealed the school did not have a systemic, formal process to support new staff members to improve their professional practice. Stakeholder interview and staff survey data revealed that some staff members were not trained to evaluate, interpret, and use data to support student achievement. In addition, some staff members did not participate in training specific to the school's current mission of providing students with an education based on the research of Dr. Maria Montessori. Although teachers spoke of professional learning community (PLC) meetings, the deliberate use of data to guide these collaborative conversations was inconsistent. Staff survey data suggested some teachers gathered and

used formative and summative data to modify their instruction; however, stakeholder interview and classroom observation data revealed the ongoing and effective use of data to drive decision-making by leaders and teachers was not evident in practices and processes.

Stakeholder Experience/Perception Data:

Stakeholder survey data related to a formal professional development plan revealed the school did not intentionally plan and develop professional learning activities based on data-driven needs assessments and data aggregated from supervision and evaluation processes. Survey data revealed 67 percent of staff members agreed/strongly agreed with the statement “In our school, a professional learning program is designed to build capacity among all professional and support staff members” (E18), indicating that a significant portion of staff members were unable to identify or speak to the school’s overall purpose for professional development. In addition, 44 percent of staff members agreed/strongly agreed with the statement “In our school, a formal process is in place to support new staff members in their professional practice” (E16), suggesting the need to develop a professional development plan that is designed to meet the various needs of staff and students throughout the school. Survey data also revealed that 59 percent of staff members agreed/strongly agreed that “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data” (G4), and 72 percent of staff members agreed/strongly agreed that “In our school, all staff members participate in continuous professional learning based on identified needs of the school” (E17). Parent survey data revealed a lack of collaboration and teamwork to improve student learning, with 70 percent of parents indicating that they agreed/strongly agreed with the statement “All of my child’s teachers work as a team to help my child learn” (E5). Overall, these data substantiated a need for the school to create, implement, and evaluate a formal professional development plan aligned with the school’s continuous improvement plan that ensures documented improved learner achievement and professional practice.

Documents and Artifacts:

A review of documents and artifacts revealed little evidence of a comprehensive professional development plan aligned to or embedded in the school’s continuous improvement efforts. Furthermore, there was no evidence indicating analyzed needs assessment data or data aggregated from supervision and evaluation processes were used to identify professional learning activities. While the principal’s goals referenced professional learning designed to improve student learning and professional practice, purposeful planning of these activities was not evident. Consequently, the absence of a comprehensive, written plan increased the possibility of offering independent, fragmented training opportunities that may detract from the desired goals.

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:

Throughout the Diagnostic Review, some themes related to student success and organizational effectiveness emerged. The principal was actively engaging stakeholders (i.e., staff, students, parents) in the facilitation of a process to review and revise the school's vision and mission. Interview data indicated the principal was using a process of "design thinking" to facilitate this work with emphasis on the development and implementation of the type of learning experiences needed to achieve the school's purpose and direction. Therefore, it is crucial that this process also identifies the school's commitment to offering students learning experiences based upon the Montessori philosophy of teaching and intentionally embeds these principles throughout all schoolwide systems and processes.

The principal's overview and stakeholder interview and classroom observation data revealed that some improvement systems and/or instructional frameworks were established to support the teaching and learning process. These systems and frameworks have the potential to produce gains in student achievement. Coleridge-Taylor Montessori Elementary instituted time for teachers to collaborate using the PLC model emphasized in DuFour's research. Consequently, the school's master schedule was revised to support common planning time and embed PLC work. Stakeholder interview data indicated some staff members were trained on how to interpret Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) student performance data and how to use the Learning Continuum for effective differentiation and personalization of instruction. Moreover, stakeholder interview data revealed that some staff members had participated in a tremendous amount of professional development (i.e., Montessori method of teaching, Jan Richardson's research/literacy framework, and deconstructing standards) to support teaching and learning; however, their training and expertise was under-used for any type of train-the-trainer approach that could build instructional capacity within the school. The principal's overview presentation also indicated there had been collaborative work around the development of a common understanding of rigor based upon Webb's Depth of Knowledge (DOK) framework, and the staff had intentionally cross-walked the Montessori philosophy with learning frameworks for literacy and math. Lastly, the principal shared that the school was heavily engaged with the district's Multi-Tiered System of Support (MTSS) team as a way to support and coach teachers in high-yield instructional strategies. Through formalizing and monitoring the school's PLC structure to ensure all staff members use a broad range of data to group learners, differentiate instruction, and refine curriculum and assessments, the school has a significant opportunity to use a MTSS framework to incorporate interventions and enrichments to meet the unique needs of all students.

Information from the principal's overview presentation and stakeholder interview and classroom observation data indicated the use of components of research-based instructional frameworks throughout the school to help ensure the quality and fidelity of instructional practices to meet learners' needs. The school used NWEA as a universal

screener to determine students' current level of performance in reading, language arts, and math. Classroom observation data also revealed pockets of good instruction across the school. The school had hired an academic instructional coach to help teachers provide equitable learning opportunities for all learners, and Reading Recovery was being implemented to provide intervention strategies to the school's most struggling students in literacy. While these research-based practices and programs had the potential to improve student achievement and meet the unique needs of all students, the level of engagement and implementation was not consistent across the school. Therefore, it will be necessary for the school to formalize and monitor implementation and adjust as needed to ensure quality and fidelity of implementation.

Stakeholder interview data revealed that the principal effectively implemented policies and procedures to systematically address the school's organizational effectiveness, such as adjusting and allocating resources in an effort to support teaching and learning; however, stakeholder interview data also indicated concern about the effective use of instructional assistants within the classroom. Many interviewees suggested that the instructional assistants no longer had the primary goal of supporting teaching and learning through small-group instruction; rather, they had become monitors of student behavior in an effort to minimize lost instructional time due to student misconduct in the classroom. Regardless of their roles and responsibilities, stakeholders clearly identified the support of the instructional assistants as a strength. According to interview data, the instructional assistants were highly trained, caring, and dedicated to the students at Coleridge-Taylor Montessori Elementary.

Stakeholder interview data revealed the school was implementing a PBIS system, and some strategies were used to reward positive student behavior. In addition, the PATHS® program was used to build relationships and make connections with students; however, there was concern voiced by stakeholders about the quality and fidelity of implementation of these initiatives throughout the school. During interviews, it was shared that staff members received professional development emphasizing trauma-informed strategies and/or restorative practices; however, interview data also showed that staff members were unable to communicate a clear direction about the implementation and/or monitoring of these types of strategies in the classroom. Interview data suggested that staff members cared for students and wanted to change and improve student learning. Stakeholder interview data showed some staff members cited the diversity within the school as a strength; however, this feeling was not pervasive across the school. The Diagnostic Review Team noted students were respectful and pleasant during interviews and conversations with team members. While there was recognition among staff that student behavior concerns can be directly linked to students' socioeconomic status, impoverished home conditions, and/or social-emotional learning difficulties, interview data revealed that many staff members lacked an understanding of their role in building and improving relationships with students as a way to improve the school's atmosphere in support of teaching and learning.

Continuous Improvement Process:

Interview and survey data and a review of documents and artifacts indicated that school-level administration and teachers inconsistently engaged in continuous improvement and decision-making processes to build instructional and organizational capacity. The ongoing and effective use of data to drive decision-making by leaders and teachers was not evident in practices or processes. In addition, while staff members and school leaders embraced the vision that every student can be successful, the collective ownership of turnaround efforts was not present. Stakeholder interview data revealed a lack of collective efficacy and commitment to the school's vision, mission, and shared values and beliefs about teaching and learning. Stakeholder interview data indicated there were competing interests between unifying district-level initiatives and school-level turnaround efforts. In addition, the interview data revealed that the school was experiencing conflict between Montessori pedagogy and more traditional approaches to instruction.

Stakeholder interview data indicated the lack of a collaborative culture that included opportunities for shared leadership and emphasized the principal and assistant principal as clear instructional leaders. In fact, some stakeholders shared that they did not believe the culture was supportive of the instructional process. Interview data indicated some stakeholders reported that barriers to improving the school culture included unclear expectations, perceived favorites among staff members, inequity in resource allocation, and expected insufficient

support for student behavior issues and consequences. Furthermore, stakeholders voiced concern about staff members feeling undervalued and unappreciated.

Addressing curriculum, instruction, and assessment practices are areas of needed improvement for Coleridge-Taylor Montessori Elementary. Classroom observation data revealed a lack of consistently implemented rigorous instruction. Furthermore, high-quality work and meaningful feedback was seldom observed. Assessment practices indicated teachers sometimes used data in purposeful ways to inform instruction. Teachers participated in professional learning communities; however, the use of formative assessment data to determine student mastery of standards was unclear and routine conversations did not occur about how the examination of professional practice directly linked to curriculum, instruction, and assessment decisions. The team encourages school leadership to find ways to actively engage teachers in collaboration related to curriculum alignment, assessment development, use of data to assess student progress, and differentiated instruction to meet the individual needs of students. Additionally, the school is encouraged to engage all staff members in a collaborative process to implement and monitor instructional processes that are responsive to individual student needs, engage students in rigorous and challenging learning experiences, and clearly inform students of learning expectations and standards of performance. The team suggests teachers use instructional strategies that require student collaboration, self-reflection, and critical thinking skills. Also, the team recommends the use of differentiated instruction, frequent checks for understanding, opportunities for reteaching, and the effective integration of technology to support academic achievement.

Interview data revealed stakeholders were unable to articulate a schoolwide process for the review and adjustment of curriculum and instruction. Staff survey data suggested that some teachers monitored and adjusted curriculum and assessment based on student performance data; however, interview data revealed stakeholders were not consistently able to define or explain how curriculum, instruction, and assessment were monitored and adjusted systematically in response to multiple data points. Moreover, classroom observation data revealed that students had limited differentiated learning opportunities and activities to meet their unique learning needs and were rarely provided additional and/or alternative instruction and feedback at the appropriate level of challenge. Stakeholder interview data revealed that the use of multiage classrooms for instructional purposes posed challenges in appropriately addressing grade-level standards, particularly for teachers who had not received any professional development specific to the Montessori methodology of teaching. As a result, the team found limited breadth and depth of academic standards incorporated into instruction. Therefore, the team recommends the school develop a process to systematically review and adjust curriculum, instruction, and assessment based on multiple student performance data and an examination of professional practices.

Overall, effective results-driven continuous improvement planning processes with systems, programs, and practices were not established or used to monitor and communicate improvement results to stakeholders. Stakeholder interview data and a review of evidence and artifacts showed little evidence of the existence of a systematic data collection and analysis process to inform decision-making regarding curriculum, instruction, and assessment decisions for continued school improvement. Although data sources were included as evidence, the team found no analysis or triangulation of data to provide a picture of programming effectiveness. Therefore, the team suggests the school develop a quality assurance and program evaluation process to monitor program effectiveness, schoolwide initiatives, and verifiable growth in student learning. By having the ability to evaluate the impact and success of new or existing programs, the school will be able to make informed decisions with supporting evidence to identify programs that are working or need revising and programs that need to be discontinued.

Although information in the principal's overview presentation and stakeholder interview data referred to the implementation of a MTSS program to support the learning needs of all students, classroom observation, interview, and survey data suggested the school did not effectively identify a learning support system to address the unique learning needs of all students. While minimal pieces of student performance data were collected and analyzed, teacher interview data revealed a lack of research-based interventions available to support the specialized needs of learners, a documented process for determining the fidelity of delivery of identified

interventions, and a process to monitor these support services to determine successful outcomes. In addition, classroom observation data showed few differentiated learning opportunities that specifically supported and assisted students to understand content and accomplish tasks. While some of the social, emotional, developmental, and academic needs of students were being met through outreach and support organized by the Family Resource Youth Services Center (FRYSC) Coordinator and special education programs, interview data strongly suggested that the specialized needs of all students were not being met through the implementation of high-quality student support services. The team recommends that school personnel provide and coordinate learning support services to meet the specialized needs of learners.

Information from the principal's overview presentation and stakeholder interview data indicated that professional development was made available to staff members; however, a documented, formal plan of professional learning based on the identified needs of the school was not evident. Interview data revealed no discussion of planned professional learning activities based on data-driven needs assessments and data aggregated from supervision and evaluation processes. Moreover, stakeholder interview data did not reveal the existence of an intentional mentoring, coaching, and induction plan to support instructional improvement consistent with the school's values and beliefs about teaching and learning. Although teachers spoke of common planning time, the consistent, deliberate use of data to guide these collaborative conversations was inconsistent. Survey data suggested some staff members gathered and used formative and summative data to modify their instruction; however, stakeholder interview and classroom observation data revealed the ongoing and effective use of data to drive decision-making by leaders and teachers was not evident in practices and processes. The team recommends that the school create a professional development plan that incorporates the analysis of data and use of findings, aligns with the school's continuous improvement plan, and evaluates the process regularly to ensure it enhances opportunities for student learning.

The greatest priority Coleridge-Taylor Montessori Elementary must address to improve student learning is the implementation and monitoring of the school's behavior management system. Stakeholder interview, survey, and classroom observation data revealed the school was not effective in implementing and monitoring a student behavior management system that reflects a culture and climate of high expectations for all students. While the school had a PBIS system in place, stakeholder interview data revealed this structure was not being implemented or monitored with consistency, quality, or fidelity. The Diagnostic Review Team observed isolated classrooms that were well-managed, with actively engaged learners, and held all students accountable to high behavioral and academic expectations. However, these types of learning environments were not pervasive across the school. Throughout the review, the team observed inconsistencies in behavioral expectations among teachers and inconsistencies in their management of students within the classroom. In multiple observations, consequences for misbehavior were simply ignored with no intervention or attempt to address and/or correct the behavior. Students were observed walking on desks and tables, throwing objects across the room and/or against walls, physically fighting, using profanity, bullying, walking out of the classroom without permission, yelling at staff members and/or peers, and attempting to harm the instructional staff in the classroom. Consequently, this lack of engagement by students during instructional time clearly demonstrated a need to review, revise, and consistently implement and monitor the school's behavior management system.

Interview data suggested a willingness and desire among most stakeholders to improve the overall educational experience and learning opportunities for students who attend Coleridge-Taylor Montessori Elementary. Therefore, the Diagnostic Review Team encourages the school to use the results of this report and the Improvement Priorities identified as a part of this process to build a foundation of growth and improvement. This emphasis will ensure all students receive a challenging and equitable education and the school's mission and vision can be realized.

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. Lynn Simmers	Dr. Lynn Simmers serves as the assistant superintendent of Southwest Allen County Schools in Fort Wayne, Indiana. Her interests include literacy and math instruction; analyzing statistical trends to promote improved student achievement; and professional development related to instructional coaching, grading and assessment practices, and teacher induction programs. Simmers' professional career spans 26 years, including experiences as a teacher, assistant principal, curriculum coordinator, principal, and assistant superintendent. She has extensive experience as a Lead Evaluator of school and system accreditation visits and Diagnostic Reviews for Cognia.
Curtis Higgins	Curtis Higgins has over 30 years of education experience as a teacher and administrator. Curtis is currently an Education Recovery Leader (ERL) for the Kentucky Department of Education (KDE) and is assigned to the West Region. He is a retired educator working as a part-time ERL, supporting two Additional Targeted Support and Improvement schools in the state. He taught high school mathematics for 22 years, his last four at a priority school in Jefferson County. He was an assistant principal in Jefferson County at Myers Middle School for two years, another priority school, and a principal at Hopkinsville High School for three years. The last three years he has worked for KDE in school turnaround with low achieving schools across western Kentucky.
Dr. Phyllis Gilworth	Dr. Phyllis Gilworth is a seasoned educator with 37 years of experience as a teacher, counselor, and administrator. She has teaching experience at all levels, pre-k-16 in rural, suburban, and urban settings. Her counseling experience includes elementary school and at-risk students in the alternative school and adults in the community settings. Dr. Gilworth' s administrative experience includes assistant principal in charge of all discipline and curricular issues at a high-risk, urban middle school, assistant principal in charge of guidance, director of instructional programs and assessment, and assistant superintendent for curriculum and instruction at an affluent suburban district in Northwest Indiana. Dr. Gilworth has extensive experience facilitating school improvement and particularly enjoys issues relative to curriculum, teaching, and learning. She has participated on numerous accreditation teams, serving in multiple roles nationally and internationally. Dr. Gilworth is a certified Lead Evaluator and report editor for Cognia.
Wanetta Morrow	Wanetta Morrow joined the Kentucky Department of Education (KDE) in 2015 and has worked as a Novice Reduction Coach and an Education Recovery Specialist. In addition, she is also a Hub School representative for one of Kentucky's three Hub Schools. Ms. Morrow has presented at numerous workshops, conferences, and summits throughout the state. In addition, she has served on several diagnostic review teams and accreditation teams through her work with KDE. She has 25 years of experience in education. Ms. Morrow is a certified Jim Shipley trainer, has completed the National Institute for School Leadership (NISL) program and is certified by the Institute for Performance Improvement (IPI).

Brian Eerenberg	Brian Eerenberg has 14 years of experience as a teacher and administrator. He began his career teaching high school social studies and later served as assistant principal at a large high school in West Virginia. He is currently the principal at Ponderosa Elementary School in Boyd County, Kentucky. Last year, he was selected by the Kentucky Chamber of Commerce to complete the Leadership Institute for School Principals. Most recently, he served the state through the Kentucky Center for School Safety as an evaluation team member.

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	28.9	52.3	28.4	52.7
	4	33.7	53.7	23.2	53.0
	5	36.9	57.8	31.4	57.9
Math	3	17.8	47.3	18.9	47.4
	4	25.8	47.2	6.1	46.7
	5	33.3	52.0	18.6	51.7
Science	4	14.6	30.8	6.1	31.7
Social Studies	5	31.0	53.0	20.0	53.0
Writing	5	19.0	40.5	12.9	46.6

Plus

- The percentage of students scoring Proficient/Distinguished in third-grade math improved from 2017-2018 to 2018-2019.

Delta

- All K-PREP percentages in all grade levels were well below the state percentages of Proficient/Distinguished.
- The percentage of Proficient/Distinguished scores in math and reading decreased from 2017-2018 to 2018-2019 in almost all grades, except for third-grade math.
- All Separate Academic Indicator K-PREP scores (science, social studies, and writing) decreased in the percent Proficient/Distinguished from 2017-2018 to 2018-2019.

Growth index elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	16.5	19.7	39.0	57.8
Math	15.9	14.5	29.8	57.6
English Learner		18.8		70.5
Growth Indicator	16.2	17.1	34.4	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

- In 2017-2018, the math growth index exceeded the state average.

Delta

- In 2018-2019, reading and math growth indices was well below the state average.
- In 2018-2019, the overall Growth Index was well below state average.
- In 2017-2018, the growth index for reading and overall Growth Index was below the state average.

2018-19 percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	15.0	6.0	0.0	9.4	7.5
Alternative Assessment	16.7	8.3			
American Indian					
Asian					
Consolidated Student Group	18.8	7.9	1.4	13.3	10.0
Disabilities (IEP)	9.8	4.9	5.6	0.0	
Disabilities Regular Assessment	6.9	3.4		0.0	
Disabilities with Acc.					
Economically Disadvantaged	16.4	7.9	3.0	7.8	2.0
English Learners					
English Learners Monitored					
Female	30.0	14.5	5.6	25.7	20.0
Foster					
Gifted and Talented					
Hispanic					
Homeless		0.0			
Male	25.0	13.8	6.5	14.3	5.7
Migrant					
Military					
No Disabilities	31.4	16.2	6.3	24.6	
Non-Economically Disadvantaged	67.3	36.7	18.8	52.6	42.1
Non-English Learners			6.1	20.0	12.9
Non-Migrant	27.4	14.2	6.1	20.0	12.9
Not Consolidated Student Group	74.3	48.6	36.4	60.0	30.0
Not English Learners Monitored			6.1	20.0	12.9
Not Gifted and Talented	27.4	14.2	6.1	20.0	12.9
Not Homeless		14.8			

Group	Reading	Math	Science	Social Studies	Writing
Pacific Islander					
Total Students Tested	27.4	14.2	6.1	20.0	12.9
Two or More	40.0	20.0			
White	68.3	41.5		54.5	27.3

Plus

- Male and Female Proficient/Distinguished percentages were similar in reading, math, and science.

Delta

- The percentage of Male students scoring Proficient/Distinguished in social studies and writing was much lower than the percentage of Female students.

Schedule

Monday, January 13, 2020

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
5:00 p.m. - 5:45 p.m.	Principal Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:45 p.m. - 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 14, 2020

Time	Event	Where	Who
7:30 a.m.	Team arrives at school	School Office	Diagnostic Review Team Members
8:00 a.m. - 4:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:30 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 8:00 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
8:00 a.m. - 3:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
3:30 p.m. - 4:00 p.m.	Team returns to hotel		
4:00 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. - 11:00 a.m.	Final Team Work Session	School	Diagnostic Review Team Members

School Diagnostic Review Summary Report
Coleridge-Taylor Montessori Elementary

Jefferson County Public Schools

January 13-16, 2020

The members of the Coleridge-Taylor Montessori 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 Coleridge-Taylor Montessori 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 Coleridge-Taylor Montessori Elementary.

_____Date:_____

Principal, Coleridge-Taylor Montessori Elementary

_____Date:_____

Superintendent, Jefferson County Public Schools