

Cognia Diagnostic Review Report

Results for: Cordia School

January 21-24, 2020

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	3
Building-Level Administrators	1
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	3
Certified Staff	10
Noncertified Staff	9
Students	8
Parents	6
Total	40

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.	Insufficient
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Insufficient
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.	Insufficient
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Insufficient

Learning Capacity Domain

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

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

Resource Capacity Domain

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

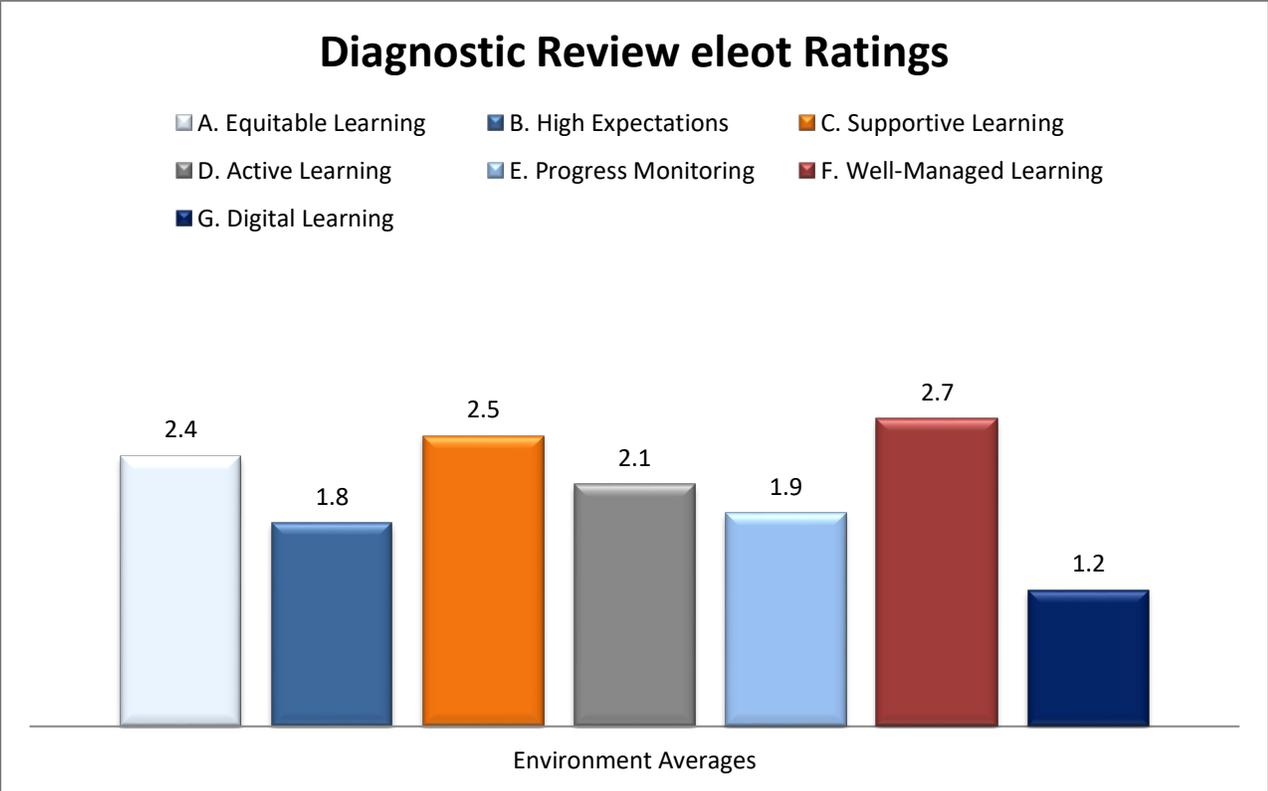
Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Initiating
3.2	The institution's professional learning structure and expectations promote collaboration 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.	Insufficient
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.	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 seven 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	1.7	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	43%	43%	14%	0%
A2	3.1	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	14%	57%	29%
A3	3.0	Learners are treated in a fair, clear, and consistent manner.	0%	29%	43%	29%
A4	1.6	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.	71%	0%	29%	0%
Overall rating on a 4 point scale:			2.4			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.4	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	57%	43%	0%	0%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	29%	43%	29%	0%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	57%	43%	0%	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).	29%	43%	29%	0%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	29%	43%	29%	0%
Overall rating on a 4 point scale:			1.8			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.1	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	29%	29%	43%	0%
C2	2.4	Learners take risks in learning (without fear of negative feedback).	14%	29%	57%	0%
C3	2.7	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	29%	71%	0%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	29%	57%	14%
Overall rating on a 4 point scale:			2.5			

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.	14%	43%	43%	0%
D2	1.4	Learners make connections from content to real-life experiences.	57%	43%	0%	0%
D3	2.3	Learners are actively engaged in the learning activities.	0%	71%	29%	0%
D4	2.4	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	29%	14%	43%	14%
Overall rating on a 4 point scale:			2.1			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.4	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	57%	43%	0%	0%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	14%	43%	43%	0%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	29%	43%	29%	0%
E4	1.7	Learners understand and/or are able to explain how their work is assessed.	57%	14%	29%	0%
Overall rating on a 4 point scale:			1.9			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.1	Learners speak and interact respectfully with teacher(s) and each other.	0%	14%	57%	29%
F2	2.9	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	29%	57%	14%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	14%	43%	43%	0%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	14%	29%	57%	0%
Overall rating on a 4 point scale:			2.7			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.6	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	57%	29%	14%	0%
G2	1.0	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	100%	0%	0%	0%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
Overall rating on a 4 point scale:		1.2				

eleot Narrative

The Diagnostic Review Team collected data in seven core content classroom settings. The environment with the highest overall rating was the Well-Managed Learning Environment with a 2.7 on a four-point scale. The highest-rated items were in the Supportive and Well-Managed Learning Environments. In 86 percent of classrooms, it was evident/very evident that students “have equal access to classroom discussions, activities, resources, technology, and support” (A2). Students who “demonstrate a congenial and supportive relationship with their teacher” (C4) were evident/very evident in 71 percent of classrooms and students who “speak and interact respectfully with teacher(s) and each other” (F1) were evident/very evident in 86 percent of classrooms. The team found that students had equal access, were treated fairly, and were supported by staff in numerous observed settings.

Conversely, the classroom observation data showed that most instruction was whole-group or center-based with some organized movement within the classroom setting. It was evident/very evident in 29 percent of classrooms that students “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). Observation data revealed that students who “demonstrate and/or are able to describe high quality work” (B3) and who “make connections from content to real-life experiences” (D2) were evident/very evident in zero percent of classrooms. In addition, it was evident/very evident in 43 percent of classrooms that students “transition smoothly and efficiently from one activity to another” (F3). Collectively, these findings illustrated the need to establish high academic expectations, implement instruction that allows for student orderly transitions, and make connections to real-world experiences.

The Digital Learning Environment received the lowest overall rating of the seven learning environments with a 1.2 on the four-point scale. Students who use digital tools/technology to “communicate and work collaboratively for learning” (G3) and “conduct research, solve problems, and/or create original works for learning” (G2) were evident/very evident in zero percent of classrooms. Additionally, observation data disclosed that in 14 percent of classrooms, it was evident/very evident that students “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1). The Diagnostic Review Team observed students using technology individually and in groups with little depth, differentiation, or rigor. Low ratings for items within this learning environment provide an opportunity for the school to systemically increase students’ use of technology to conduct research, solve problems, and create original work, with a level of collaboration that is enhanced by these tools.



The Diagnostic Review Team suggests that the school engage in a careful examination of all items 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

Systematically implement and monitor an evidence-based curriculum across all grades and content areas. Collect and analyze all available data and use findings to adjust and align instruction with learning expectations, improve instructional practices, and ensure the implementation of a rigorous, aligned curriculum for all students. Evaluate instructional practices and ensure they are aligned, rigorous, and based on high expectations that prepare learners for the next level. (Standard 2.5)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated the school did not implement a curriculum or effective instructional practices that met the needs of all students. The Kentucky Performance Rating for Educational Progress (K-PREP) results for Cordia School students revealed that the percentages of students scoring Proficient/Distinguished were significantly below the state average in all assessed areas in 2018-2019. Additionally, the percentages of students scoring Proficient/Distinguished in sixth-, seventh-, and eighth-grade math in 2018-2019 were significantly below state averages, and the seventh- and eighth-grade percentages were lower than 2017-2018 performance data. Sixth-, seventh-, and eighth-grade reading, seventh-grade science, and eighth-grade social studies scores were lower than the state averages. The 2018-2019 high school data revealed that the percentages of students scoring Proficient/Distinguished were significantly below the state average in all assessed areas for 2018-2019 and that performance in reading, math, and science decreased from 2017-2018 to 2018-2019. The 2018-2019 student performance data also showed that the student growth index in middle-school reading was 39.7 compared to the state index of 56.1, math was 43.6 compared to the state index of 48.8, and the Growth Indicator was 41.7 compared to the state index of 52.5. Additionally, the percentage of high school students who met the ACT benchmarks in reading and math was lower than the state percentage in 2018-2019.

Classroom Observation Data:

The classroom observation data, as previously detailed, indicated that the school provided classroom discussions, activities, resources, technology, and staff support that met the needs of some students. However, implementation of differentiated instructional practices leading to a culture that promoted creativity, collaboration, and improvement was not consistent across grades and subject areas. It was evident/very evident in zero percent of classrooms that students “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1), “demonstrate and/or are able to describe high quality work” (B3), and “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). It was evident/very evident in 29 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), “engage in activities and learning that are challenging but attainable” (B2), and “take responsibility for and are self-directed in their learning” (B5). Students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 14 percent of classrooms. In 29 percent of classrooms, it was evident/very evident that students “demonstrate and/or verbalize understanding of the



lesson/content” (E3) and “understand and/or are able to explain how their work is assessed” (E4). Students who “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2) were evident/very evident in 43 percent of classrooms.

Stakeholder Interview Data:

Interview data showed little evidence that the learning culture promoted the use of an evidence-based curriculum. In addition, the team found no evidence of a formal description of processes and protocols to adopt, align, and evaluate a coherent curriculum aligned to the rigor of the Kentucky Academic Standards across all grades and content areas. The team found no discernible evidence-based curriculum and was unable to identify an adequate collective urgency that would lead to the implementation of core instructional content and subsequent development of specific and aligned instructional practices. Interview data revealed a lack of protocols and processes that ensured instruction was embedded, rigorous, and engaging.

Stakeholder Perception/Experience Data:

Survey data revealed that 78 percent of staff members agreed/strongly agreed that “All teachers in our school use a process to inform students of their learning expectations and standards of performance” (E5). In addition, 71 percent of staff members agreed/strongly agreed that “All teachers in our school provide students with specific and timely feedback about their learning” (E6) and “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7).

Additionally, survey data indicated that 100 percent of parents agreed/strongly agreed that “My child knows the expectations for learning in all classes” (E10) and 80 percent agreed/strongly agreed that “My child is given multiple assessments to measure his/her understanding of what was taught” (E12).

According to student survey data, 73 percent agreed/strongly agreed that “In my school, a high-quality education is offered” (C3). Also, 78 percent of students agreed/strongly agreed that “In my school, the principal and teachers have high expectations of me” (D3) and 69 percent agreed/strongly agreed that “My school provides me with challenging curriculum and learning experiences” (E2). Additionally, data indicated that 77 percent agreed/strongly agreed that “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed” (E8).

Although staff, parent, and student survey data revealed mostly consistent positive responses related to learning expectations, assessment of student work, challenging curriculum, and new learnings that will assist in future academic success, the Diagnostic Review Team did not find evidence to support the perceptions indicated by the survey.

Documents and Artifacts:

A review of documents and artifacts indicated that the school lacked systemic procedures, protocols, and monitoring supporting the implementation of a consistent evidence-based curriculum that is based on high expectations and prepares learners for the next level of academic achievement. The Diagnostic Review Team found little evidence of analyzed and monitored achievement data that provided for differentiated learner engagement in high-yield and standards aligned content. Although professional learning in the area of the instructional process and standards deconstruction was documented, the team found no evidence that training had progressed past the initial stages of early discovery and application.

Improvement Priority #2

Develop, implement, and monitor processes and protocols to adjust instruction to meet individual student needs. Ensure these processes and protocols produce high-quality instruction. Collect and analyze performance data and use findings to identify needed improvements in student learning and adjust instructional practices to meet student academic needs. (Standard 2.7)

Evidence:

Student Performance Data:

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

Classroom Observation Data:

The classroom observation data, as detailed previously in this report, suggested that the school did not intentionally monitor the implementation of instructional practices that ensured that the needs of all students were met. Classroom observation data revealed that all students were completing the same learning tasks or activities, with little individualization or differentiation. It was evident/very evident in 14 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). 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. Additionally, students who “engage in activities and learning that are challenging but attainable” (B2) and “understand and/or are able to explain how their work was assessed” (E4) were evident/very evident in 29 percent of classrooms.

Stakeholder Interview Data:

The stakeholder interview data revealed that the quality of instruction and classroom practices varied across the school. Interview data showed that teachers used some data to monitor student readiness and success at the next level. However, it could not be ascertained whether these data were analyzed and to what degree the results were monitored for individualized instructional value and trends. In addition, the team found no evidence to show that data were examined at a level to alter instructional strategies. Interview data suggested that vertical instructional planning and clear content alignment with articulation of rigorous learner expectations across grade levels was not occurring. It also revealed that feedback was provided to teachers following classroom observations; however, teachers did not consistently use the feedback to improve instruction. The data also showed that professional learning community (PLC) meetings focused on data and next steps. However, the team was unable to determine the level of consistency in which teachers incorporated data to adjust instructional practices that would result in targeted instruction that met the needs of individual students.

Stakeholder Perception/Experience Data:

Staff survey data revealed that 78 percent of staff members agreed/strongly agreed that “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice” (E1). The data also showed that 71 percent agreed/strongly agreed that “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2), “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7), and “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)” (E10).

Parent survey data indicated that 70 percent of parents agreed/strongly agreed that “All of my child's teachers use a variety of teaching strategies and learning activities” (E3) and “All of my child's teachers meet his/her learning needs by individualizing instruction” (E4).



Student survey data showed that 69 percent agreed/strongly agreed that “My school provides me with challenging curriculum and learning experiences” (E2) and 79 percent agreed that “My school provides learning services for me according to my needs” (E7). Additionally, 75 percent agreed that “All of my teachers change their teaching to meet my learning needs” (E9).

Although the staff, parent, and student data showed a high degree of consistency in their responses, the Diagnostic Review Team observed a disconnect between the survey data and the interview and classroom observation data related to using data driven instructional strategies that engage students in rigorous activities and higher-order thinking skills.

Documents and Artifacts:

The Diagnostic Review Team was concerned that while it was clear that data were discussed during the PLC meetings, evidence was lacking as to how data informed instructional decisions, promoted innovation, increased professional learning, and promoted higher student achievement. In addition, clear expectations for the implementation of instructional models were not evident. The team was unable to clarify how the school’s assessment system was formally documented and whether it included clear expectations about how data were to be collected, monitored (when and by whom), and used to modify instruction and support differentiated instructional practices.

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 Cordia 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 and social needs. District administrators, staff members, parents, and students all expressed confidence and support for the school leadership team, as well as optimism that the school was working to establish high expectations for all students. The team observed a well-maintained, clean, and inviting facility. Resources were made available to the school that allowed the leadership team to implement different programs and provided teachers with additional support to help them meet the unique needs of their students. Administrators, faculty, and staff members demonstrated advocacy for their students and families, including efforts to collaborate with outside agencies and foundations to meet the social and emotional needs of students. Staff members were committed to the fair and equitable treatment of all students, and they worked daily to meet the diverse and ever-changing needs of the students. They invested time, energy, and daily effort to create a learning environment that may well raise the level of success for students and the community. It was evident that students and teachers felt comfortable discussing ideas and reflections with the administration. The team noted that the administration took risks in learning with staff without fear of difference of opinions. The team observed evidence of leadership's commitment to the vision and mission of the school during the review.

Continuous Improvement Process:

Interview, stakeholder survey, and classroom observation data, as well as 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 practices directly related to student academic success and continuous school improvement. Additionally, the team found no evidence of a collective urgency regarding continuous school improvement that included processes and protocols that would lead to student academic improvement. Although school leadership was committed to a school vision and mission, no evidence could be found that the process had progressed beyond the initiation phase. The team suggests that evidence-based continuous improvement processes and protocols be implemented as a crucial step in embedding the school vision and mission within the school community. While many positive initiatives were being considered, a focus on priorities with consistent monitoring and data analysis to inform instructional change will support effectiveness and the desired student success. The team noted that some components of Multi-Tiered Systems of Support (MTSS) were implemented. However, evidence showed that additional monitoring, adjusting, and training may be needed to assist in the fidelity of implementation. The team did not find evidence that a guaranteed and viable curriculum



based on high expectations for students that prepared them for next-level successes was implemented across content areas and grade levels. In addition, the team did not find evidence or formal descriptions of a process to identify, adopt, align, and evaluate an evidence-based curriculum that would provide for the use of embedded resources and high-yield and differentiated instructional strategies. The team suggests that the school implement a consistent evidence-based curriculum across all grades and content areas with specific instructional strategies that address the diverse student social, emotional and academic needs. Although the team found evidence of a PLC, staff commitment to and engagement in the processes and activities could be more closely monitored and training adjusted to meet the needs of staff transitioning into new and advanced systems and protocols. Evidence suggested that data were used to inform instruction; however, the team found little evidence that data were being evaluated, analyzed and used to inform instruction in a consistent and timely approach. The team found limited evidence that staff members understood standards-based instruction that included content and resource alignment. The team did not find evidence of a systemic approach by staff within and across content areas that consistently used rigorous instructional standards, strategies, and aligned resources. The team suggests a review of grade-level content and resources in all subjects for alignment and instructional rigor. The team also suggests that the fidelity of implementation for the previously mentioned recommendations be aligned with or exceed the level of rigor in the 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
Dan Long	<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>
Sam Watkins	<p>Sam has had a positive impact on students, schools, and districts he has led in the state of Kentucky. During his 34 years as an educator, he has served students in the capacity of teacher, coach, athletic director, assistant principal, principal, director of districtwide programs, and Education Recovery Leader. Recognized as a leader across the state of Kentucky, he successfully led two high schools and has helped numerous districts in Kentucky increase student achievement.</p>
Billy Harris	<p>Billy currently serves as an Education Recovery Leader for the Kentucky Department of Education through the office of Continuous Improvement and Support. He has over 27 years of experience as a teacher, instructional coach, and administrator. Billy began his career as a middle school math teacher, where he served for 10 years. He also served as an elementary math teacher for four years. He then moved into the position of instructional coach, where he monitored instruction and mentored teachers on effective instructional strategies to use in the classroom. From there, Billy moved into the position of assistant principal at the high school level. He served in this capacity for six years and then became a principal for two years at the middle school level. During his time as principal and assistant principal, Billy served on numerous school level and district committees. Billy also coached football and basketball for 20+ years while he was a teacher and assistant principal.</p>

<p>Dr. Karen Hammons</p>	<p>Dr. Karen Hammons has over 21 years in the education profession as both a teacher and as an administrator. Dr. Hammons currently serves as the instructional supervisor and district assessment coordinator for Bath County Schools. In that position, she coordinates the curriculum implementation process and the assessment activities for two elementary schools, one middle school, one high school, and one alternative school in the district. In addition to these roles, she works with federal programs, local educator assignment data (LEAD), gifted and talented, certification, professional development, and various other programs and initiatives. Dr. Hammons also has experience teaching exceptional students and kindergarten through fourth grade students (general education), working as a curriculum coach, and serving as the assistant principal of Bath County Middle School. She has presented at the local, state, and national levels and served on various committees.</p>
<p>Jessica Yonker</p>	<p>Jessica is an improvement specialist at Cognia. She taught science for six years, instructing all secondary science preps and high school grade levels. During this time, she also developed middle school and high school science curricula, constructed high school science assessments, and coordinated her school's science benchmarks. After leaving the classroom, she worked in assessment development at the district, state, and national levels on elementary, middle, high school, and post-graduate certification exams. Among her current responsibilities are coordinating and presenting workshops that focus on school improvement, reviewing existing assessments for clients, and developing custom assessment tools for districts throughout the United States.</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	35.3	52.3		52.7
	4	50.0	53.7		53.0
	5	58.3	57.8	50.0	57.9
Math	3	23.5	47.3		47.4
	4	35.7	47.2		46.7
	5	33.3	52.0	30.0	51.7
Science	4	35.7	30.8		31.7
Social Studies	5	33.3	53.0	40.0	53.0
Writing	5	50.0	40.5	50.0	46.6

Plus

- The percentage of students scoring Proficient/Distinguished in social studies increased from 33.3 percent in 2017-2018 to 40.0 percent in 2018-2019.

Delta

- The percentage of students scoring Proficient/Distinguished in fifth-grade reading decreased from 58.3 percent in 2017-2018 to 50.0 percent in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in fifth-grade math decreased from 33.3 percent in 2017-2018 to 30.0 percent in 2018-2019.
- The percentage of students scoring Proficient/Distinguished lagged behind the state average in all accountable content areas with the exception of writing.

Middle 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	6	75.0	59.7	36.4	59.0
	7	50.0	57.4	22.2	57.4
	8	72.7	62.9	42.9	62.6
Math	6	30.0	47.5	36.4	46.7
	7	14.3	47.4	5.6	47.1
	8	36.4	46.1	0.0	45.3



Content Area	Grade	%P/D School (17-18)	%P/D State (17-18)	%P/D School (18-19)	%P/D State (18-19)
Science	7	21.4	25.9	0.0	26.0
Social Studies	8	45.5	60.2	21.4	58.8
Writing	8	0.0	44.3	14.3	31.9

Plus

- The percentage of students scoring Proficient/Distinguished in sixth-grade math increased from 30.0 percent in 2017-2018 to 36.4 percent in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in sixth-grade writing increased from zero percent in 2017-2018 to 14.3 percent in 2018-2019.

Delta

- The percentage of students scoring Proficient/Distinguished in reading decreased for all grades from 2017-2018 to 2018-2019.
- The percentage of students scoring Proficient/Distinguished in math decreased for seventh and eighth grades from 2017-2018 to 2018-2019.
- The percent of students scoring Proficient/Distinguished in math in eighth grade and in science in seventh grade was zero.
- The percentage of students scoring Proficient/Distinguished lagged behind state averages in all content areas for 2018-2019.

High school performance results

Content Area	%P/D School (17-18)	%P/D State (17-18)	%P/D School (18-19)	%P/D State (18-19)
Reading	46.7	45.4	15.8	44.5
Math	46.2	37.5	5.3	35.3
Science	30.8	29.6	16.7	29.9
Writing	7.7	51.8	16.7	50.3

Plus

- The percentage of students who scored Proficient/Distinguished in writing rose from 7.7 percent in 2017-2018 to 16.7 in 2018-2019.

Delta

- The percentage of students who scored Proficient/Distinguished lagged behind state averages in all content areas in 2018-2019.
- The percentage of students who scored Proficient/Distinguished in reading dropped from 46.7 in 2017-2018 to 15.8 in 2018-2019.
- The percentage of students who scored Proficient/Distinguished in math dropped from 46.2 in 2017-2018 to 5.3 in 2018-2019.



Growth Index elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	24.0	19.7	58.3	57.8
Math	17.0	14.5	72.2	57.6
English Learner		18.8		70.5
Growth Indicator	20.5	17.1	65.3	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

- Data not reviewed based on designation.

Delta

- Data not reviewed based on designation.

Growth Index middle

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	18.0	16.1	39.7	56.1
Math	3.5	8.0	43.6	48.8
English Learner		5.4		56.3
Growth Indicator	10.8	12.1	41.7	52.5

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

Plus

- The growth index for reading increased from 18 in 2017-2018 to 39.7 in 2018-2019.
- The growth index for math increased from 3.5 in 2017-2018 to 43.6 in 2018-2019.
- The overall growth index grew from 10.8 in 2017-2018 to 41.7 in 2018-2019.

Delta

- The 2018-2019 growth index for reading, math and the overall growth indicator lagged behind state averages.

Percentage of students meeting benchmarks on ACT

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
English	38.5	50.7	5.3	48.7
Reading	46.2	46.7	51.8	45.7



Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Math	46.2	38.5	5.3	36.2

Plus

- The percentage of students who met the reading benchmark on the ACT increased from 46.2 percent in 2017-2018 to 51.8 percent in 2018-2019.
- The percentage of students who met the reading benchmark on the ACT was 6.1 points above the state average.

Delta

- The percentage of students who met the English benchmark on the ACT declined from 38.5 percent in 2017-2018 to 5.3 percent in 2018-2019.

Graduation rate

Year	School 4 Year	State 4 Year	School 5 Year	State 5 Year
2017-18	96.9	90.3	100.0	91.3
2018-19	92.9	90.6	96.9	91.6

Plus

- Both the four- and five-year graduation rates were above state averages for 2017-2018 and 2018-2019.

Delta

- The four-year graduation rate decreased from 96.9 in 2017-2018 to 92.9 in 2018-2019.
- The five-year graduation rate decreased from 100.0 in 2017-2018 to 96.9 in 2018-2019.

Transition readiness

Year	School	State	School w/ Bonus	State w/ Bonus
2017-18	35.5	60.3	36.3	61.5
2018-19	35.7	64.8	35.7	66.8

Plus

- The school transition readiness index increased 0.2 points from 2017-2018 to 2018-2019.

Delta

- The transition readiness with bonus decreased from 36.3 in 2017-2018 to 35.7 in 2018-2019.
- Both the transition readiness index and the transition readiness index with bonus lagged significantly in comparison to state averages over the past two years.

2018-19 percent Proficient/Distinguished elementary

Group	Reading	Math	Science	Social Studies	Writing
African American					
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	54.5	45.5			
Disabilities (IEP)	60.0	50.0			
Disabilities Regular Assessment					
Disabilities with Acc.					
Economically Disadvantaged				40.0	50.0
English Learners					
English Learners Monitored					
Female					
Foster					
Gifted and Talented					
Hispanic					
Homeless	63.6	45.5			
Male	52.6	36.8			
Migrant					
Military					
No Disabilities	47.1	17.6			
Non-Economically Disadvantaged					
Non-English Learners	51.9	29.6		40.0	50.0
Non-Migrant	51.9	29.6		40.0	50.0
Not Consolidated Student Group	50.0	18.8			
Not English Learners Monitored	51.9	29.6		40.0	50.0
Not Gifted and Talented	51.9	29.6		40.0	50.0
Not Homeless	43.8	18.8			
Pacific Islander					
Total Students Tested	51.9	29.6		40.0	50.0
Two or More					
White				40.0	50.0

Plus

- Data not reviewed based on designation.

Delta

- Data not reviewed based on designation.

2019-20 percent Proficient/Distinguished middle

Group	Reading	Math	Science	Social Studies	Writing
African American					
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	18.2	18.2			
Disabilities (IEP)	18.2	18.2			
Disabilities Regular Assessment	18.2	18.2			
Disabilities with Acc.	18.2	18.2			
Economically Disadvantaged	32.4	10.8			
English Learners					
English Learners Monitored					
Female	34.8	17.4			
Foster					
Gifted and Talented					
Hispanic					
Homeless					
Male	30.0	5.0			
Migrant					
Military					
No Disabilities	37.5	9.4	0.0		
Non-Economically Disadvantaged					
Non-English Learners	32.6	11.6	0.0	21.4	14.3
Non-Migrant	32.6	11.6	0.0	21.4	14.3
Not Consolidated Student Group	37.5	9.4	0.0		
Not English Learners Monitored	32.6	11.6	0.0	21.4	14.3
Not Gifted and Talented	32.6	11.6	0.0	21.4	14.3
Not Homeless	38.2	14.7	0.0		

Group	Reading	Math	Science	Social Studies	Writing
Pacific Islander					
Total Students Tested	32.6	11.6	0.0	21.4	14.3
Two or More					
White				21.4	14.3

Plus

- No pluses noted in this section.

Delta

- Five percent of males scored Proficient/Distinguished in math during 2018-2019.
- Female students consistently outscored their male counterparts in all content areas.
- In math, 9.4 percent of students with no disabilities scored Proficient/Distinguished.

2019-20 percent Proficient/Distinguished high

Group	Reading	Math	Science	Social Studies	Writing
African American					
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group					20.0
Disabilities (IEP)					
Disabilities Regular Assessment					
Disabilities with Acc.					
Economically Disadvantaged					7.1
English Learners					
English Learners Monitored					
Female					
Foster					
Gifted and Talented					
Hispanic					
Homeless					
Male					
Migrant					
Military					

Group	Reading	Math	Science	Social Studies	Writing
No Disabilities					
Non-Economically Disadvantaged					
Non-English Learners	15.8	5.3	16.7		16.7
Non-Migrant	15.8	5.3	16.7		16.7
Not Consolidated Student Group					
Not English Learners Monitored	15.8	5.3	16.7		16.7
Not Gifted and Talented	15.8	5.3	16.7		16.7
Not Homeless					
Pacific Islander					
Total Students Tested	15.8	5.3	16.7		16.7
Two or More					
White		9.1			10.0

Plus

- No pluses noted in this section.

Delta

- The percentage of white students who scored Proficient/Distinguished in math was 9.1 percent.
- The percentage of non-English learners who scored Proficient/Distinguished in math was 5.3 percent.
- The percentage of economically disadvantaged students who scored Proficient/Distinguished in writing was 7.1 percent.

Schedule

Tuesday, January 21, 2020

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

Wednesday, January 22, 2020

Time	Event	Where	Who
7:00 a.m.	Team arrives at Cordia School	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

Thursday, January 23, 2020

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

Friday, January 24, 2020

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



School Diagnostic Review Summary Report

Cordia School

Knott County Schools

January 21-24, 2020

The members of the Cordia School 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 Cordia School.

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: _____
Interim Commissioner, Kentucky Department of Education

I have received the Diagnostic Review for Cordia School.

_____ Date: _____
Principal, Cordia School

_____ Date: _____
Superintendent, Knott County Schools