Cognia Diagnostic Review Report

Results for: Doss High

December 2-5, 2019

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	5
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	34
Noncertified Staff	10
Students	21
Parents	5
Total	46

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.	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.	Initiating
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.	Insufficient
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Insufficient

Resource Capacity Domain

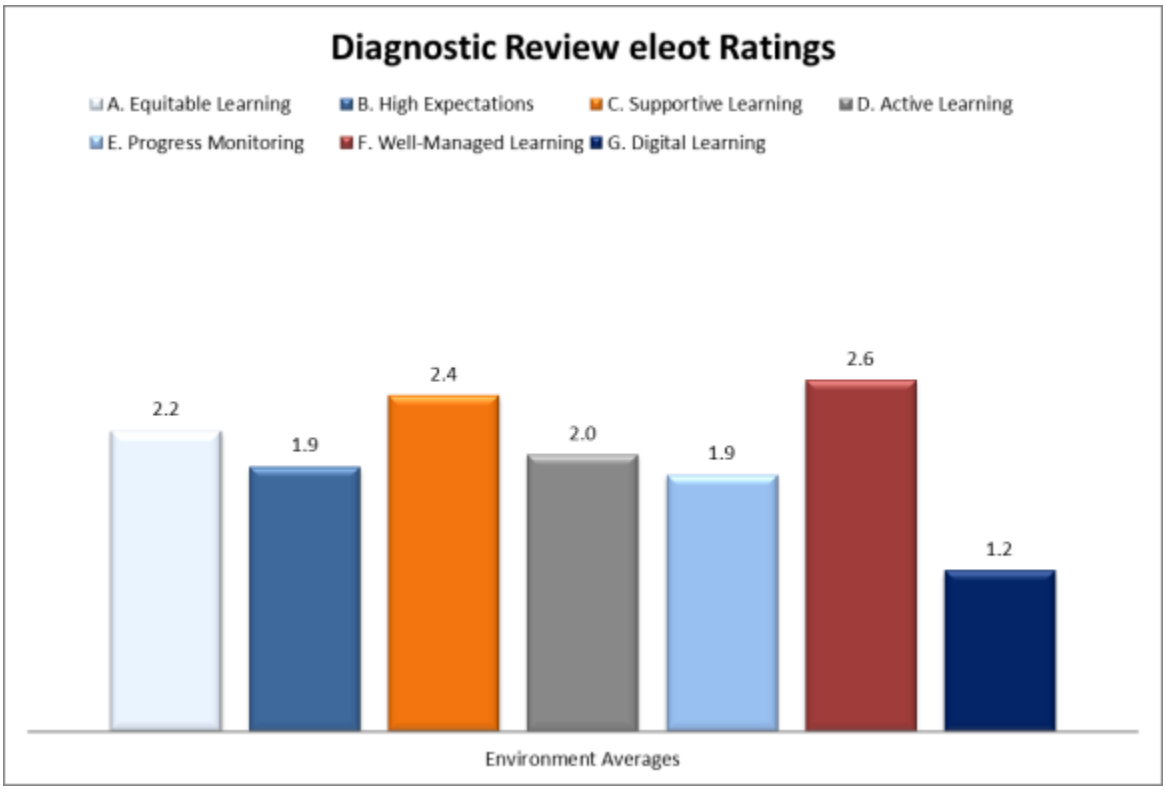
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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.	Improving
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	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 29 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	69%	24%	0%	7%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	7%	41%	45%	7%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	0%	24%	59%	17%
A4	1.9	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.	55%	14%	21%	10%
Overall rating on a 4 point scale:		**2.2**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	1.9	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	38%	34%	28%	0%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	24%	45%	28%	3%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	52%	31%	14%	3%
B4	2.1	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	24%	48%	24%	3%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	38%	45%	7%	10%
Overall rating on a 4 point scale:		**1.9**				

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.	28%	38%	24%	10%
C2	2.1	Learners take risks in learning (without fear of negative feedback).	24%	41%	31%	3%
C3	2.8	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	45%	34%	21%
C4	2.7	Learners demonstrate a congenial and supportive relationship with their teacher.	3%	38%	41%	17%
Overall rating on a 4 point scale:		**2.4**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	1.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	38%	45%	10%	7%
D2	2.3	Learners make connections from content to real-life experiences.	24%	28%	41%	7%
D3	2.2	Learners are actively engaged in the learning activities.	10%	59%	28%	3%
D4	1.7	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	62%	17%	14%	7%
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.	55%	24%	17%	3%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	17%	48%	24%	10%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	21%	59%	14%	7%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	66%	24%	10%	0%
Overall rating on a 4 point scale:		**1.9**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	2.8	Learners speak and interact respectfully with teacher(s) and each other.	7%	31%	38%	24%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	14%	21%	48%	17%
F3	2.1	Learners transition smoothly and efficiently from one activity to another.	38%	21%	31%	10%
F4	2.6	Learners use class time purposefully with minimal wasted time or disruptions.	17%	21%	45%	17%
Overall rating on a 4 point scale:		**2.6**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.3	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	76%	21%	3%	0%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	83%	10%	7%	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 conducted 29 eleot classroom observations in core content classrooms. Collectively, these observations yielded significant insight about the learning environments at Doss High. Ratings among all seven learning environments ranged from 1.2 on a four-point scale in the Digital Learning Environment to 2.6 in the Well-Managed Learning Environment. Overall, the Diagnostic Review Team observed teacher-directed instruction with few opportunities for higher-order thinking, use of technology, or student collaboration beyond sharing resources.

The Diagnostic Review Team found two areas with the highest ratings in the Supportive Learning Environment, which earned an overall rating of 2.4. First, students who “demonstrate a congenial and supportive relationship with their teacher” (C4) were evident/very evident in 58 percent of classrooms. Next, in 55 percent of classrooms, it was evident/very evident that students “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3).

Practices closely related to fair treatment of students emerged as relative strengths in the Well-Managed Learning Environment, which earned the highest overall average rating of the seven learning environments. In 65 percent of classrooms, it was evident/very evident that students “demonstrate knowledge of and/or follow classroom rules and behavior expectations and work well with others” (F2), illustrating that students generally obeyed rules and were compliant in their behaviors. Also, students who “speak and interact respectfully with teacher(s) and each other” (F1) were evident/very evident in 62 percent of classrooms. Lastly, in 62 percent of classrooms, it was evident/very evident that students “use class time purposefully with minimal wasted time or disruptions” (F4).

The Diagnostic Review Team also identified areas of concern. In the Equitable Learning Environment, the team found that teachers rarely provided instruction that met the individual needs of their students. Students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in seven percent of classrooms. Several low-rated indicators that emerged in the Active Learning Environment could provide a significant leverage point for the school to use in order to improve student learning. It was evident/very evident in 21 percent of classrooms that students “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4). Students were rarely observed having

discussions with one another or with their teacher; it was evident/very evident in 17 percent of classrooms that students' "discussions/dialogues/exchanges with each other and teacher predominate" (D1).

The low ratings in the Progress Monitoring and Feedback Learning Environment also emerged as an area of concern for the Diagnostic Review Team. The team observed few students monitoring their own progress or using rubrics and exemplars to guide their learning. In 21 percent of classrooms, it was evident/very evident that students "demonstrate and/or verbalize understanding of the lesson/content" (E3). Also, few students were observed to "monitor their own progress" (E1); this practice was evident/very evident in 20 percent of classrooms. Finally, students who "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2) were evident/very evident in 34 percent of classrooms.

The Diagnostic Review Team found two significant areas of concern in the High Expectations Learning Environment, which received an overall score of 1.9. In 17 percent of classrooms, it was evident/very evident that students "demonstrate and/or are able to describe high quality work" (B3) and "take responsibility for and are self-directed in their learning" (B5).

The Digital Learning Environment was the lowest rated with an overall rating of 1.2. All practices in this learning environment could be leveraged to increase student learning and motivation. Students who "use digital tools/technology to communicate and work collaboratively for learning" (G3) were evident/very evident in zero percent of classrooms. Students who "use digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2) were evident/very evident in seven percent of classrooms, and students who "use digital tools/technology to gather, evaluate, and/or use information for learning" were evident/very evident in three percent of classrooms (G1).

Findings

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Diagnostic Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1

Develop and implement a continuous improvement process that includes consistent use of operational procedures. Ensure the process includes measures to monitor instructional capacity and student learning, such as instructional expectations, data analysis with the use of protocols, a schoolwide professional learning plan, classroom walkthrough and feedback schedule, and defined roles/responsibilities. (Standard 1.3)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated that processes and procedures were not developed or implemented to support teaching and learning. The percentage of students at Doss High who scored Proficient/Distinguished in all content areas assessed on the Kentucky Performance Rating for Educational Progress (K-PREP) Assessment was consistently below state averages over the last two years.

Classroom Observation Data:

Classroom observation data revealed a lack of clear expectations, as well as little progress monitoring or feedback provided during classroom instruction. In 10 percent of classrooms, it was evident/very evident that students “understand and/or are able to explain how their work is assessed” (E4). Students who “demonstrate and/or verbalize understanding of the lesson/content” were evident/very evident in 21 percent of classrooms (E3). Students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” were evident/very evident in 20 percent of classrooms (E1).

Classroom observation data further revealed that the lack of clear expectations and progress monitoring and feedback led to an inability of students to produce high-quality work or articulate what constituted such work. In 17 percent of classrooms, it was evident/very evident that students “demonstrate and/or are able to describe high quality work” (B3) and “take responsibility for and are self-directed in their learning” (B5). Students who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” were evident/very evident in 28 percent of classrooms.

Stakeholder Interview Data:

Interview data revealed that the school did not implement operational processes and procedures with fidelity to ensure organizational effectiveness in support of teaching and learning. While the stakeholders could articulate some components of the school improvement plan, including professional learning community (PLC) meetings, embedded professional development, common formative assessment, Northwest Evaluation and Assessment (NWEA) Measures of Academic Progress (MAP) data, and Newsela, overall the team found a lack of consistency and focus regarding the plan. Interview data showed stakeholders inconsistently defined or could not substantively discuss the intent, purpose, and impact of each initiative. Stakeholder interview data also indicated that the initiatives often operated in isolation and with little to no follow-up. Most professional learning activities, according to interview data, did not meet the individual needs of teachers. In cases in which individuals sought professional learning opportunities within the district, they were approved; however, there was no protocol for

translating new learning or evaluating implementation of new or refined instructional processes. During interviews, the team found stakeholder groups lacked a clear understanding of the school improvement model. Administrators, faculty, and support staff members, for example, indicated they infrequently reviewed NWEA MAP data to determine whether students were performing at grade level. In addition, the interviews revealed that while specific protocols were used to review common formative assessment data during PLC meetings, there was no additional data analysis and progress monitoring.

Interview data also revealed formal and informal classroom observations as an area of concern. The team found a learning walk schedule and rotation. Interview data revealed that teachers received feedback from the learning walks, but there was no follow-up to monitor whether modifications had been implemented.

Stakeholder Perception/Experience Data:

Stakeholder survey data indicated a lack of consistency regarding perceptions of a continuous improvement plan and the level of stakeholder input. Ninety-one percent of staff agreed/strongly agreed with the statement, “Our school has a continuous improvement process based on data, goals, actions and measures of growth” (C5). Among parents, 64 percent agreed/strongly agreed that “Our school has established goals and a plan for improving student learning” (C3), while 56 percent agreed/strongly agreed that “Our school communicates effectively about the school’s goals and activities” (D5) and that “Our school ensures that all staff members monitor and report the achievement of school goals” (G1). Sixty percent of students agreed/strongly agreed, “In my school, the purpose and expectations are clearly explained to me and my family” (C2).

Documents and Artifacts:

A review of documents and artifacts revealed a lack of processes and procedures for monitoring curriculum implementation and instructional practices. In addition, documents showed no evidence of monitoring instructional feedback to teachers, analysis of data and use of findings for instructional decisions or program evaluation, or a formal and ongoing professional development plan in support of teaching and learning. A review of evidence did reveal a Comprehensive School Improvement Plan; however, much of the content was not current.

Improvement Priority #2

Research, develop, and consistently implement a curriculum that is aligned to the standards, is based on high expectations, and prepares learners for their next levels. (Standard 2.5)

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated that increases in student learning did not occur across all grade levels and content areas. State assessment results revealed that Doss High students performed below the state average on the Kentucky Performance Rating for Educational Progress (K-PREP) Assessment, in every content area, for two consecutive years (2017-2018 and 2018-2019). Further, negative trends existed for the percentage of students scoring Proficient/Distinguished from 2017-2018 to 2018-2019. In the 2018-19 school year, 6.8 percent of students scored Proficient/Distinguished, which was the same percentage that attained this level in 2017-2018. The percentage of students scoring Proficient/Distinguished in writing dropped 7.2 percentage points in 2018-2019, compared to scores in 2017-2018, from 33.3 percent to 26.1 percent.

Classroom Observation Data:

Classroom observation data revealed a lack of rigorous instruction and high expectations for student learning. It was evident/very evident in 28 percent of classrooms that students “strive to meet or articulate high expectations established by themselves and/or the teacher” (B1). Students who “engage in activities and learning that are challenging but attainable” (B2) were evident/very evident in 31 percent of classrooms. In 17 percent of classrooms, it was evident/very evident that students “demonstrate and/or are able to describe high quality work” (B3). It was evident/very evident in 27 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). In 17 percent of classrooms, it was evident/very evident that students “take responsibility for and are self-directed in their learning” (B5).

Classroom observation data also revealed a lack of progress monitoring and feedback during learning. Students appeared to be unaware of how they were being evaluated. It was evident/very evident in 10 percent of classrooms that students “understand and/or are able to explain how their work is assessed” (E4). Students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in 20 percent of classrooms. In 21 percent of classrooms, it was evident/very evident that students “demonstrate and/or verbalize understanding of the lesson/content” (E3). In 34 percent of classrooms, it was evident/very evident that students “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2).

Stakeholder Interview Data:

Interview data revealed a lack of consistent expectations and academic rigor in the classrooms. This was consistent with what the Diagnostic Review Team saw in classroom observations. Teacher interviews revealed that expectations for learners were not consistent across grade levels or academies and were not communicated explicitly to students. Some students reported in interviews that they were prepared for the next levels. Student and teacher interview data revealed that teacher and administrator expectations for student achievement could be higher. Parent interviews found that most did not feel their children were being prepared for the next levels, whether that be the next grade level or post-secondary education.

While some curriculum and assessment programs and tools were implemented to support teaching and learning, interview data revealed inconsistent use and understanding of them. Teacher interview data referenced inconsistent MAP data analysis and use of data to inform instruction. There was inconsistency between teachers and administrators as to whether a formal process was in place for the implementation of Newsela as a curriculum tool. However, there was consistent understanding among interviewees regarding the use of common formative assessments to gauge student learning of the standards.

Stakeholder Perception/Experience Data:

Survey data indicated a disconnect between stakeholder perceptions and the quality and rigor of the curriculum, leading to the preparedness of students at the next grade level. Ninety-one percent of staff agreed/strongly agreed that “Our school uses data to monitor student readiness and success at the next level” (G5). Fifty-eight percent of students agreed/strongly agreed that “In my school, a high-quality education is offered” (C3) and 59 percent of students 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). Sixty-two percent of students agreed/strongly agreed that “In my school, the principal and teachers have high expectations of me” (D3). Sixty-three percent of students agreed/strongly agreed that “My school provides me with challenging curriculum and learning experiences” (E2). Meanwhile, 51 percent of parents agreed/strongly agreed that “My child is given multiple assessments to measure his/her understanding of what was taught” (E12) and 52 percent of parents agreed/strongly agreed that “All of my child's teachers give work that challenges my child” (E2). Fifty-six percent of parents agreed/strongly agreed that “All of my child's teachers provide an equitable curriculum that meets his/her learning needs” (E1).

Documents and Artifacts:

A review of documents and artifacts yielded several items related to instructional guidelines and expectations. These included School Based Decision Making (SBDM) Council minutes showing policy for Instructional Practices, an agenda for a professional development session on deconstructing the standards, a professional development session on the new academic standards, and Mastery Prep results for eleventh-grade students. Despite the presence of this evidence of instructional guidelines and expectations, the Diagnostic Review Team found no evidence of implementation of these practices during classroom observations. The aforementioned professional development sessions were not discussed during interviews with faculty.

Improvement Priority #3

Develop and implement processes to gather, analyze, and use formative and summative assessment data that leads to demonstrable improvement of student learning. (Standard 2.11)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated that meaningful processes and procedures were not developed or implemented to support teaching and learning. The percentage of students at Doss High who earned a rating of Proficient/Distinguished on the Kentucky Performance Rating for Educational Progress (K-PREP) Assessment in Math, Reading, and Writing did not increase over the last two years, and in some content areas the scores declined.

Stakeholder Interview Data:

Stakeholder interview data revealed that professional learning community (PLC) meetings were held weekly but indicated a need for more training on highly effective PLCs. Teacher interviews indicated that some data were collected (MAP, Mastery Prep, and Common Formative Assessments) but the data were not deeply analyzed to guide instruction and inform about student achievement. Interview data revealed that each PLC completed a protocol indicating what was discussed and uploaded it to Google Drive for administrative review. Interview data further revealed that, while in some cases the PLC received feedback from administration on their PLC notes, there was no follow-up to ensure that feedback had been implemented or was reflected in classroom instruction, for improving teaching and learning. Interview data indicated a need for embedded professional development offerings to be differentiated to meet the needs of all teachers. While interview data revealed that bi-weekly embedded professional development (PD) sessions were held, the topics for these sessions (e.g., Best Practices for Working with English Language Learners, ECE documentation, Newsela, Common Formative Assessments, Peer Observations) were identified and selected by administration. Interview data showed that many of the embedded PD sessions were more appropriate for new teachers, as the topics were the same as in prior school years. In other cases, interviewees reported topics were not relevant to their content area. Finally, interview data revealed a need for more and deeper professional development on analyzing and using MAP data to improve instruction.

Stakeholder Perception/Experience Data:

Stakeholder survey data revealed a fragmented perception between parents and staff regarding the use of data to improve student learning. Ninety-three percent of staff agreed/strongly agreed that “Our school leaders monitor data related to student achievement” (G6) and 91 percent of staff agreed/strong agreed that “Our school uses data to monitor student readiness and success at the next level” (G5). In contrast, 51 percent of parents agreed/strongly agreed that “My child is given multiple assessments to measure his/her understanding of what was taught” (E12).

Documents and Artifacts:

A review of documents and artifacts yielded PLC protocol professional development agendas. The Diagnostic Review Team did not find a needs assessment to determine professional development topics or substantive feedback from professional learning sessions. While interview data revealed that teachers were allowed to attend conferences, workshops, and trainings, within the district there was no evidence of redelivery to other faculty or of a process setting expectations for implementation. The review of documents and artifacts also revealed completed PLC reflection documents and quarterly forms. The Diagnostic Review Team did not find any evidence of feedback or follow-up on these documents.

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:

Stakeholder interview data indicated strong relationships existed between students, staff, and parents. When asked, "What is the best thing about this school?" many stakeholders interviewed indicated that it was the people. Students indicated that teachers cared about them. Parents indicated they were proud to send their children to Doss. Many parents opted to send their children to Doss in lieu of other schools in the area. Interview data showed staff members wanted to be at Doss and will remain, despite offers to work at other schools, which was evidenced by the 20 percent increase in teacher retention over the last five years. Administration and support staff echoed this sentiment, stating that the teachers knew the students and were caring and hard-working. Teachers also noted that they liked the principal, that he cared about the school, and that he supported them. Strong relationships were seen in classroom observations, in which students were treated in a fair, clear, and consistent manner. The team also observed that learners demonstrated a congenial and supportive relationship with their teachers, resulting in a well-managed and safe learning environment.

The team noted that Doss High administrators and staff members provided for the physical, social, and emotional needs of the student population. The school employed four full-time school counselors, one full-time mental health counselor, and three full-time deans. Stakeholder interviews revealed that efforts were also made to collaborate with outside agencies to meet physical needs of the students, including providing items such as backpacks, coats, personal hygiene items, and holiday food baskets.

Efforts were also made to ensure all students had multiple opportunities to explore and experience post-secondary career options through the academy model for tenth-, eleventh-, and twelfth-grade students. The goal of this program was to ensure that students are transition ready. Students had the opportunity to select an academic pathway in Business and Finance, Science Technology Engineering & Math (STEM), or Technology and Design. Not only did this model provide students with focused coursework aligned with their pathway selection, it also provided opportunities for internships and future career opportunities with large corporations that have partnerships with Doss High. Some of the corporations partnering with Doss included General Electric (GE) Appliances, University of Louisville Hospital, Toshiba, and Norton Healthcare.

Continuous Improvement Process:

The administration, faculty, and staff implemented academic programs and processes in an attempt to raise student academic performance, including PLCs, embedded professional development, NWEA MAP, and Newsela. The Diagnostic Review Team noted that it was important for all stakeholders at Doss High to be knowledgeable of the current academic goals defined in the school improvement plan. Further, the team suggests that stakeholders need to be intentional and consistent in their implementation of processes, procedures, and

practices to ensure efforts are aligned with these academic goals. Developing and implementing procedures and processes to ensure fidelity of implementation was identified as a leverage area for improvement. The team also noted that consistent monitoring and evaluation of programs and processes to measure their impact was needed and would be critical for improving student outcomes. Finally, the team noted that consistent, ongoing, and embedded professional learning opportunities for teachers about specific academic programs, instructional design, and the use of data for instructional decisions to meet individual needs could be leveraged to build collective efficacy and improve teaching and learning.

As previously mentioned, one strength of the school was the implementation of a system of supports to meet the socio-emotional and physical needs of the students. Developing a system of supports that could be used to promote student learning (e.g., mandatory before- and afterschool academic support and extracurricular clubs focused on academic enrichment) should be a priority. At the time of the review, the school administered interventions via the A+ afterschool program; however, it was an optional opportunity for students not demonstrating mastery of standards. The team recommends that the school develop a more substantive program, to ensure that all students in need of academic interventions are consistently provided with support and that it is an embedded component of the academic program. Data yielded by participation in a structured and required academic intervention program could provide another point of analysis. The team noted that this practice could be leveraged to promote the same structures focused on instruction, academic student performance, and strategies for monitoring and evaluation as part of the school's continuous improvement process.

The team agreed that district level supports are needed as the school begins this continuous improvement work. Multiple stakeholder interviews revealed that there was a perception of a high turnover rate of administrators. While this turnover was attributed to assistant principals taking promotions within the district, school stakeholders expressed concern that this practice had negatively impacted academic performance, despite the stability in the executive school principal role. The team noted that the executive school principal had largely delegated his instructional leadership responsibilities to assistant principals and others; it will be necessary for him to function in this capacity in order to lead turnaround efforts. The team concluded that a collaborative and supportive relationship between the school and district office could result in an opportunity for successful turnaround. By providing intentional and consistent leadership coaching and support to the executive school principal, along with regular monitoring and feedback on his role as an instructional leader, Doss High can begin to see gains in student academic performance.

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. Staci Kimmons	Dr. Staci Kimmons has 20 years of experience as an educator. She most recently served as a Director of Curriculum and Instruction in Atlanta, Georgia. In this position she coordinated the selection of curriculum and supplemental programs and tools for elementary, middle and high school students. She was also responsible for maintaining institutional effectiveness, by conducting academic compliance audits and drafting academic policies for the district. Prior to this experience, she served as an administrator at the elementary, middle and high school levels. In addition to her work as an educational consultant, Dr. Kimmons serves as an adjunct professor for Concordia University, Grand Canyon University, and Eastern Washington University, where she has developed and taught online courses in Educational Leadership.
Sam Watkins	Sam Watkins 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 as 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.
Sabrina McElroy	Sabrina McElroy has over 27 years' experience as a teacher and administrator. She is currently an elementary school principal in the Breathitt County School District. In this role, she works with the staff with strategic thinking and planning, alignment of instructional systems, and professional learning and growth for schoolwide improvement. Mrs. McElroy served as a middle school teacher and head teacher of the alternative schools in the district prior to her role as principal.
Scott Flowers	Prior to accepting the position of chief of middle schools for Fayette County Public Schools, Mr. Flowers served as chief academic officer and executive director of Acceleration Academies, a dropout re-engagement program. Mr. Flowers has prior district-level leadership experience and served as chief academic officer for Allendale County Schools in South Carolina. His building leadership experience includes principal of Terry Parker High School in Jacksonville, Florida, and as principal of Christiana High School in Newark, Delaware. Scott has national, corporate educational experience and has served as executive director of secondary programs and vice president of education services for Edison Learning. In this role, he supported and mentored K-12 principals and supervised regional education teams supporting charter school models and urban district turnaround schools. Mr. Flowers also has experience as a team leader for high school accreditation visits in the state of Florida through the Southern Association of Colleges and Schools (SACS).
Serena Anderson	Serena Anderson currently serves as an Education Recovery Leader for the Kentucky Department of Education. She has teaching experience in most levels of K-12 in rural settings. Mrs. Anderson's administrative experience includes serving as assistant principal and district instructional supervisor to a K-12 school district. She has extensive experience with curriculum and instruction and providing individualized supports to teachers and administrators.
Robin Poynter	Robin Poynter has 28 years in education through combined positions as a teacher, curriculum specialist, assistant principal, building principal, and Kentucky Department of Education statewide leader. She is currently an Education Recovery Leader with the Kentucky Department of Education in the Western Region, where she has coached

	numerous teachers and administrators over the past 8 years in effective instructional leadership for continuous improvement at all levels (elementary, middle, and high school) and has facilitated National Institute for School Leadership sessions at Western Kentucky University for principals and superintendents across the Western Region. Also as an Education Recovery Leader, she facilitated a KY Hub School named as one of three high schools for its effective uses of Turnaround Systems for Continuous Improvement by Commissioner Dr. Holliday as they moved from the bottom five percent to the top three percent of high schools in KY.

Addenda

Student Performance Data

High School Performance Data

Content Area	%P/D School (17-18)	%P/D State (17-18)	%P/D School (18-19)	%P/D State (18-19)
Reading	15.0	45.4	12.2	44.5
Math	6.8	37.5	6.8	35.3
Science	5.8	29.6	7.3	29.9
Writing	33.3	51.8	26.1	50.3

Plus

- The percentage of students who scored proficient/distinguished in science increased from 5.8 in 2017-2018 to 7.3 in the 2018-2019.

Delta

- The percentage of students who scored proficient/distinguished in all content areas was below the overall state level in both 2017-2018 and 2018-2019.
- Math had the lowest percentage of students who scored proficient/distinguished in 2018-2019, with 6.8 percent of students reaching that level.
- The percentage of students who scored proficient/distinguished in writing dropped 7.2 percentage points in 2018-2019 as compared with 2017-2018.

Percentage of Students Meeting Benchmarks on ACT

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
English	14.2	50.7	12.7	48.7
Reading	14.2	46.7	12.3	45.7
Math	6.6	38.5	7.1	36.2

Plus

- The percentage of students who met the math benchmark on the ACT increased from 6.6 percent in 2017-2018 to 7.1 percent in 2018-2019.

Delta

- The percentage of students who met the English benchmark on the ACT declined from 14.2 percent in 2017-2018 to 12.7 percent in 2018-2019.

- The percentage of students who met the reading benchmark on the ACT declined from 14.2 percent in 2017-2018 school year to 12.3 percent in 2018-19.
- The percentage of students who met benchmarks in all content areas is significantly below the percentage of their peers across the state of Kentucky.

Graduation Rate

Year	School 4 Year	State 4 Year	School 5 Year	State 5 Year
2017-18	85.4	90.3	87.1	91.3
2018-19	83.7	90.6	87.3	91.6

Plus

- The five-year graduation rate at the school increased from 87.1 in 2017-2018 to 87.3 in 2018-2019.

Delta

- The four-year graduation rate at the school decreased from 85.4 in 2017-2018 to 83.7 in 2018-2019.
- Both the four-year and five-year graduation rates lagged behind state averages.

Transition Readiness

Year	School	State	School w/Bonus	State w/Bonus
2017-18	25.0	60.3	25.1	61.5
2018-19	30.2	64.8	30.3	66.8

Plus

- The transition index increased 5.2 points from 2017-2018 to 2018-2019.
- The transition index with bonus included increased 5.2 points from 2017-2018 to 2018-2019.

Delta

- Both the transition index and the transition index with bonus lag significantly in comparison to state averages over the past two school years.

2018-2019 Percent Proficient/Distinguished (By Sub-Group)

Group	Reading	Math	Science	Social Studies	Writing
African American	7.6	4.2	1.7		23.3
Alternative Assessment					

Group	Reading	Math	Science	Social Studies	Writing
American Indian					
Asian					
Consolidated Student Group	9.3	6.1	3.9		22.9
Disabilities (IEP)	13.3	3.7	7.4		14.8
Disabilities Regular Assessment			0.0		
Disabilities with Acc.					
Economically Disadvantaged	10.6	7.1	5.4		26.3
English Learners	4.7	9.5	0.0		7.1
English Learners Monitored	3.8	9.8	0.0		9.8
Female	6.9	3.0	2.9		24.5
Foster					
Gifted and Talented					
Hispanic	10.3	7.9	5.3		21.1
Homeless	0.0	0.0	0.0		7.1
Male	16.3	9.8	10.6		27.3
Migrant					
Military					
No Disabilities	12.1	7.2	7.2		27.5
Non-Economically Disadvantaged	18.4	6.0	14.6		25.0
Non-English Learners	13.9	6.3	8.9		30.2
Non-Migrant	12.2	6.8	7.3		26.1
Not Consolidated Student Group	21.8	9.1	18.2		36.4
Not English Learners Monitored	14.6	6.0	9.3		30.6
Not Gifted and Talented	12.2	6.8	7.3		26.1
Not Homeless	13.0	7.3	7.7		27.3
Pacific Islander					
Total Students Tested	12.2	6.8	7.3		26.1
Two or More					
White	22.7	11.1	19.0		33.3

Plus

- There is no significant achievement gap between economically disadvantaged students and non-economically disadvantaged students in the areas of math and writing.

- Disability/IEP students outperformed non-disabled students in the areas of reading (13.3 percent proficient/distinguished as compared to 12.1 percent) and science (7.4 percent proficient/distinguished as compared to 7.2 percent).

Delta

- Male students performed at a higher level than females in reading, math, science, and writing assessments.
- Significant achievement gaps exist in reading (15.1 percent difference between White and Black students), mathematics (6.9 percent difference between Black and White students), science (17.3 percent difference between Black and White students), and writing (12.2 percent difference between White and Hispanic students).
- Achievement gaps exist between economically disadvantaged students and non-economically disadvantaged students in the areas of Reading and Science.
- Disability/IEP students performed below non-disabled students in the areas of math (3.7 percent proficient/distinguished as compared to 7.2 percent) and writing (14.8 percent proficient/distinguished as compared to 27.5 percent).
- All student groups demonstrated significantly low performance in math.

Schedule

Monday, December 2, 2019

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

Tuesday, December 3, 2019

Time	Event	Where	Who
7:20 a.m.	Arrive at institution	School Office	Diagnostic Review Team Members
8:00 a.m. - 4:00 p.m.	Classroom Observations & Stakeholder Interviews	School	Diagnostic Review Team Members
4:00 p.m. - 6:00 p.m.	Team returns to hotel		
6:00 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 4, 2019

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution	School	Diagnostic Review Team Members
8:00 a.m. - 4:00 pm	Continue interviews and artifact review, conduct classroom observations	School	Diagnostic Review Team Members
4:00 p.m. - 6:00 p.m.	Team returns to hotel		
6:00 p.m. - 9:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 5, 2019

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution	School	Diagnostic Review Team Members
8:00 a.m. - 1:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members
1:00 pm- 3:00 pm	Leadership Determination	Hotel Conference Room	Diagnostic Review Team Members

School Diagnostic Review Summary Report
Doss High School

Jefferson County Public Schools
December 2-5, 2019

The members of the Doss High 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 not have the capacity to function or to develop as a turnaround specialist and, accordingly, should not continue as principal of Doss High School and should be reassigned to a comparable position in the school district.

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 Doss High School.

_____Date:_____
Principal, Doss High School

_____Date:_____
Superintendent, Jefferson County Public Schools