

Cognia Diagnostic Review Report

Results for: Emmalena Elementary 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)	9
Certified Staff	13
Noncertified Staff	6
Students	66
Parents	13
Total	111

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.	Insufficient
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.	Insufficient
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Insufficient
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	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.

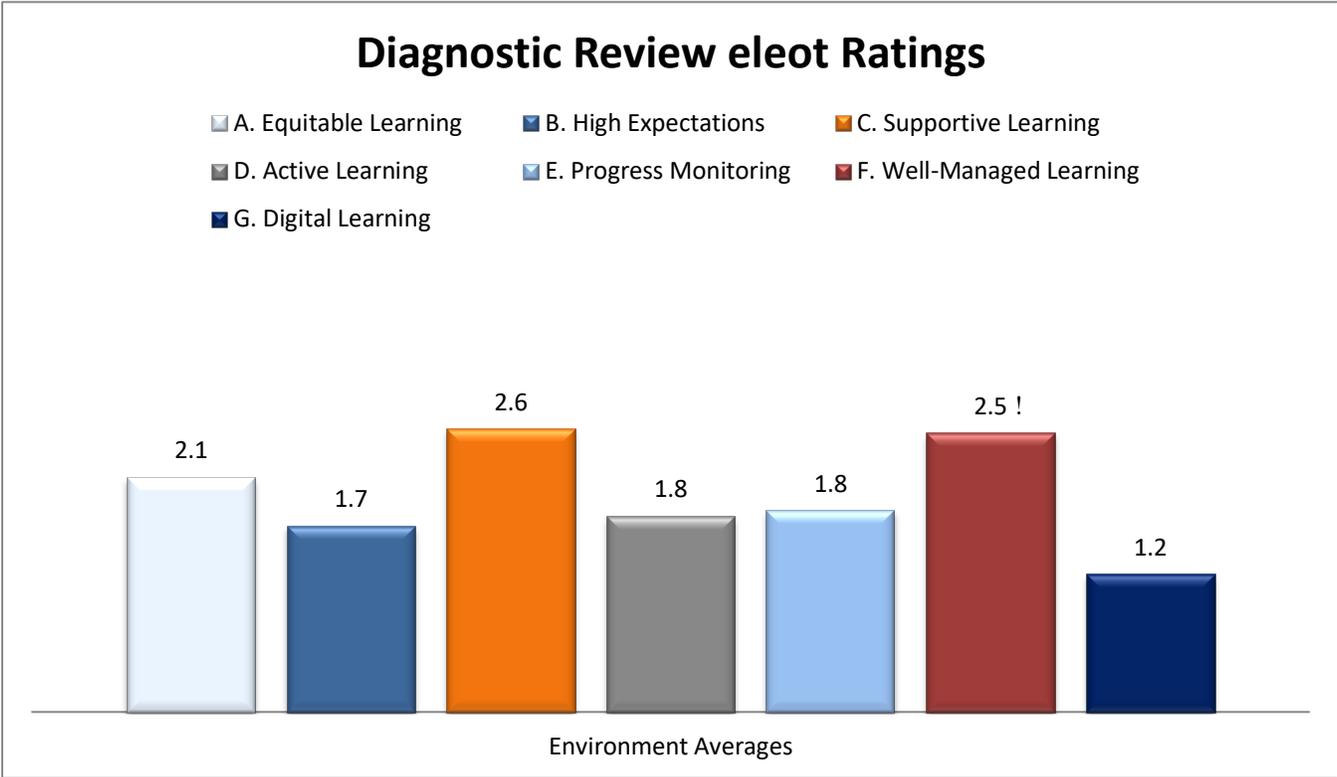
Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Insufficient
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	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.	Insufficient
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.	Insufficient



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 15 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.	73%	20%	0%	7%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	40%	53%	7%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	0%	20%	67%	13%
A4	1.5	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	67%	20%	13%	0%
Overall rating on a 4 point scale:		2.1				

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.6	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	53%	33%	13%	0%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	20%	67%	7%	7%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	60%	33%	7%	0%
B4	1.5	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	53%	47%	0%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	40%	33%	27%	0%
Overall rating on a 4 point scale:		1.7				



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.7	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	40%	53%	7%
C2	2.1	Learners take risks in learning (without fear of negative feedback).	20%	47%	33%	0%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	7%	47%	40%	7%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	13%	80%	7%
Overall rating on a 4 point scale:			2.6			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.7	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	40%	47%	13%	0%
D2	1.4	Learners make connections from content to real-life experiences.	73%	13%	13%	0%
D3	2.4	Learners are actively engaged in the learning activities.	0%	67%	27%	7%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	60%	27%	13%	0%
Overall rating on a 4 point scale:			1.8			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	60%	20%	20%	0%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	20%	47%	33%	0%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	20%	60%	20%	0%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	53%	40%	7%	0%
Overall rating on a 4 point scale:			1.8			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.9	Learners speak and interact respectfully with teacher(s) and each other.	0%	27%	60%	13%
F2	2.6	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	7%	40%	40%	13%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	20%	47%	20%	13%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	7%	67%	13%	13%
Overall rating on a 4 point scale:			2.5			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	73%	7%	20%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	87%	13%	0%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	87%	13%	0%	0%
Overall rating on a 4 point scale:		1.2				

eleot Narrative

The Diagnostic Review Team conducted 15 classroom observations in core content classes, which provided sufficient insight into instructional practices and student learning across the school. Of the seven learning environments, the Supportive and Well-Managed Learning Environments received the highest overall average ratings of 2.6 and 2.5, respectively, on a four-point scale. The Equitable Learning Environment was rated 2.1 on the four-point scale. The Digital Learning Environment had the lowest overall average rating of 1.2. The next lowest-rated learning environment was the High Expectations Learning Environment, with an overall average rating of 1.7. The Active Learning Environment and the Progress Monitoring and Feedback Learning Environment were each rated 1.8. Collectively, data suggested a need for school leaders to foster an environment of rigorous coursework with high expectations and carefully monitored instructional practices to ensure academic growth.

Classroom observation data revealed three items that emerged as strengths. First, it was evident/very evident in 87 percent of classrooms that students “demonstrate a congenial and supportive relationship with their teachers” (C4). Second, students who “are treated in a fair, clear, and consistent manner” (A3) were evident/very evident in 80 percent of classrooms. Third, students who “speak and interact respectfully with teacher(s) and each other” (F1) were evident/very evident in 73 percent of classrooms.

While the Diagnostic Review Team identified items needing improvement in all seven of the learning environments, the lowest-rated items emerged in the Digital and High Expectations Learning Environments. It was evident/very evident in zero percent of classrooms that students “use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2), “use digital tools/technology to communicate and work collaboratively for learning” (G3), and “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). Additionally, it was evident/very evident in 20 percent of classrooms that students “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1). The team observed limited digital learning opportunities and a lack of rigorous coursework, discussion, and tasks that further developed the use of higher order thinking skills in problem-solving, research, and/or the creation of original works for learning.

Although the Supportive and Well-Managed Learning Environments were the highest-scoring environments, a number of low-scoring items were within these two learning environments. Students who “use class time



purposefully with minimal wasted time or disruptions” (F4) were evident/very evident in 26 percent of classrooms. Additionally, it was evident/very evident in 33 percent of classrooms that students “transition smoothly and efficiently from one activity to another” (F3) and “take risks in learning (without fear of negative feedback)” (C2). Students who “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3) were evident/very evident in 47 percent of classrooms. It was evident/very evident in 53 percent of classrooms that students “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2). Finally, students who “demonstrate a sense of community that is positive, cohesive, engaged, and purposeful” (C1) were evident/very evident in 60 percent of classrooms. The Diagnostic Review Team believed these items could also serve as leverage points for school improvement.

The Equitable Learning Environment received an overall average rating of 2.1 and was identified by the Diagnostic Review Team as another learning environment with several items receiving a low rating. The team members observed few instances of instruction being altered to meet the individual needs of students. It was evident/very evident in seven percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). It was evident/very evident in 13 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). Students who “have equal access to classroom discussions, activities, resources, technology, and support” (A2) were evident/very evident in 60 percent of classrooms.

Other items that could serve as areas to leverage for increased student achievement emerged in the High Expectations Learning Environment. For example, it was evident/very evident that students “demonstrate and/or describe high quality work” (B3) in seven percent of classrooms. In addition, 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 13 percent of classrooms, while students who “engage in activities and learning that are challenging but attainable” (B2) were evident/very evident in 14 percent of classrooms. It was also evident/very evident in 27 percent of classrooms that students “take responsibility for and are self-directed in their learning” (B5).

The Active and Progress Monitoring and Feedback Learning Environments had several items receiving low ratings that could serve as areas to leverage for increased student achievement. For example, it was evident/very evident in 13 percent of classrooms that students’ “discussions/dialogues/exchanges with each other and teacher predominate” (D1), as well as that students “make connections from content to real-life experiences” (D2) and “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4). Instances where students “are actively engaged in the learning activities” (D3) were evident/very evident in 34 percent of classrooms. The Diagnostic Review Team also found that in seven percent of classrooms, it was evident/very evident that students “understand and/or are able to explain how their work is assessed” (E4). It was evident/very evident in 20 percent of classrooms that students “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) and “demonstrate and/or verbalize understanding of the lesson/content” (E3). Observation data further revealed that instances where students “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2) were evident/very evident in 33 percent of classrooms.

The Diagnostic Review Team noted inconsistent and infrequent use of high-yield instructional practices during classroom observations. By closely examining items from each learning environment, school leaders and staff members can identify multiple areas to strengthen to improve instructional capacity and student learning.

Findings

Improvement Priorities

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

Improvement Priority #1

Develop and implement a formal instructional process that includes differentiation using rigorous evidence-based high-yield strategies. Monitor and adjust this instructional process using multiple sources of data to meet the needs of all learners. (Standard 2.7)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, showed the percentages of students at Emmalena Elementary School who scored Proficient/Distinguished on the 2017-2018 and 2018-2019 Kentucky Performance Rating for Educational Progress (K-PREP) assessments were below the state average in all content areas. Third-grade students experienced a decrease of 31.2 percentage points (from 52.9 percent to 21.7 percent) in the percentage of students scoring Proficient/Distinguished in reading between the 2017-2018 to the 2018-2019 school years. Additionally, the percentage of third-grade students scoring Proficient/Distinguished in math from the 2017-2018 to the 2018-2019 school year decreased 20.7 percentage points (from 29.4 percent to 8.7 percent). Student performance trend data for fourth-grade students in reading showed neither an increase nor a decrease from the 2017-2018 to the 2018-2019 school year; however, the percentage of fourth-grade students scoring Proficient/Distinguished in math dropped 2.7 percentage points (from 31.3 percent to 28.6 percent) from the 2017-2018 to the 2018-2019 school year. The percentage of fifth-grade students scoring Proficient/Distinguished in reading decreased 28.8 percentage points (from 62.1 percent to 33.3 percent) from the 2017-2018 to the 2018-2019 school year, and the percentage scoring Proficient/Distinguished in math decreased 33.7 percentage points (from 44.8 to 11.1) in that time.

The percentage of students scoring Proficient/Distinguished on the 2018-2019 social studies assessment decreased by 31.6 percentage points (from 48.3 percent to 16.7 percent) compared to the 2017-2018 school year. The school's percentages of students scoring Proficient/Distinguished on the 2017-2018 and 2018-2019 social studies assessment were significantly below the state's average of 53 percent.

The student performance data indicated the absence of a formal process to ensure that student performance data were used to adjust instruction in order to meet individual learner needs.

Classroom Observation Data:

There was limited monitoring of the implementation of high-yield instructional practices and/or strategies, such as exemplars, differentiation, higher-order thinking skills, and student-centered technology, throughout the school. It was evident/very evident in seven percent of classrooms that students "engage in differentiated learning opportunities and/or activities that meet their needs" (A1).

In the High Expectations Learning Environment, it was evident/very evident in 14 percent of classrooms that students "engage in activities and learning that are challenging but attainable" (B2). During observations, team members observed that students were not given the opportunity to work on rigorous assignments in the majority of classrooms. Generally, the questions addressed to students were at a lower level of thinking.



The Progress Monitoring and Feedback Learning Environment received an overall rating of 1.8 on the four-point scale. Students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) and “demonstrate and/or verbalize understanding of the lesson/content (E3) were evident/very evident in 20 percent of classrooms. Although the team found evidence that the school administered common formative assessments, little evidence was found to confirm there was a process to monitor and adjust instruction based on data use. During observations, learners who “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2) were evident/very evident in 33 percent of classrooms. It was evident/very evident that students “understand and/or are able to explain how their work is assessed” (E4) in seven percent of classrooms. The Diagnostic Review Team saw many instances where students were neither participating in active learning activities nor exposed to consistent feedback and progress monitoring to improve learning. The team suggests the school use these findings as levers to improve professional practices and student learning. Students need direction and feedback to fully understand the monitoring process.

Stakeholder Interview Data:

The principal’s overview revealed the implementation of a professional learning community (PLC) process. This was a goal he set for the school year, which was intended to ensure all students were successful. Stakeholder interviews and observations of PLC meetings did not reveal a consistent, meaningful use of data. Teacher interviews revealed PLC time was predominantly used to collaborate with grade-level and/or content-area peers in lesson planning and the development of common formative assessments. Furthermore, it was shared that student performance data, such as Measures of Academic Progress (MAP) scores and Renaissance Star 360 and Early STAR scores, were being used to group students for intervention time only. During PLC dialogue related to the school’s Response to Intervention (RtI) process, there was limited use of data. In addition, teacher stakeholder interviews revealed a lack of consistent monitoring or evaluation, beyond STAR and MAP assessment scores, of the impact of instruction on learners. Use of common formative and summative assessments across grade levels was limited. School leaders and many staff members expressed that the PLC process is in the preliminary stages of development.

Instructional staff described data sources for reading (MAP, STAR, Early STAR, limited running records, PAST and phonics, and limited references to student work), but discussion was limited as to the research-based resources/materials used for data-driven instruction for reading, math, or writing.

The Diagnostic Review Team was concerned to learn that RtI services for students in Tier 2 were being provided for some during Tier 1 core instruction. Additionally, RtI services were limited for students in the third through fifth grades. Some teachers in kindergarten through second grade reported that they used running records during their RtI instruction; however, no teachers reported using running records during core instruction. One teacher reported, “If most students seem like they are getting it, we move on. If not, we do it again. You know, like reteach.”

Many teachers reported that they did not have a specific core instructional process in math or reading and would like to see a districtwide system in place. Teachers reported that they utilized the small-group instruction reading program by Beverly Tyler (K-2) as a supplement to their core instruction; however, according to interviews and observations, most teachers are using this program as guided reading during their core instruction block. In grades three through five, the RtI teachers use the STAR report in the fall to determine a baseline, and then periodically throughout the year to track student achievement and dismiss students from RtI.

Stakeholder Perception/Experience Data:

The analysis of stakeholder survey data raised a concern for the Diagnostic Review Team about the lack of a process to identify sources of data that could be used to drive instructional decisions to meet the needs of each student. Survey data showed that 88 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). During interviews, however, many staff members could not confirm



that this practice consistently occurred. The team was concerned that classroom observations and interview feedback provided insufficient and inconsistent evidence that teachers were effective managers of data in order to augment instruction. Many staff members shared that their data elements were given to them and they were discussed in a large group meeting. This was also evidenced in the low scores on the K-PREP assessment. According to staff survey data, 89 percent of staff agreed/strongly agreed that “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2) and “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7). However, during classroom observations, team members saw little or no evidence of monitoring or adjusting instruction to meet individual student needs. Survey data also showed that 78 percent of staff agreed/strongly agreed that “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). The team believed these results were not entirely consistent across the school. Revised approaches and strategies leading to more systematic implementation would be a possible leverage point for improvement.

Documents and Artifacts:

A review of documents and artifacts showed that the school had not developed and instituted a model of instructional design that was curriculum-based and inclusive of differentiation, rigor, and high expectations for all students. According to the School Improvement Plan, several of the activities will be progress-monitored through the PLC process; however, PLCs were still in the implementation stage. The team reviewed the Emmalena Plus/Delta/eleot/November 4, 2019 document, which listed the deltas as lack of formative assessment, lack of differentiation, lack of instructional strategies, lack of classroom discussion, lack of rubrics, lack of exemplars, and lack of co-teaching. Additionally, the team reviewed the Emmalena eleot spreadsheet dated November 4, 2019. The data from district-led eleot walkthroughs identified the lowest learning environments as the Digital, Progress Monitoring and Feedback, Active, and High Expectations Learning Environments.

A review of documents and artifacts revealed a document titled Emmalena PLC Protocol. The protocol communicated a set of expectations for the PLC process and a PLC agenda template outlining the four critical questions intended to guide these collaborative conversations; however, informal observations of PLC time revealed varied levels of implementation specific to the quality and fidelity of the established process. A review of evidence and artifacts revealed an emphasis on the PLC process; however, there was little to no evidence cited to support the quality and fidelity of implementation of this process to improve teaching and learning. The team did not see that there was a review of lesson plans tied to data-driven decision-making. The school provided teachers with training on Understanding by Design (UbD); however, during interviews, few teachers shared information referencing UbD lesson planning. Additionally, there was a lack of examples of differentiated learning activities based on an analysis of student performance data. Furthermore, there was limited evidence to suggest that common formative and summative student performance results were being used to revise curriculum, instruction, and assessment to meet the needs of individual learners as part of the PLC process. During an observation of a PLC meeting, various forms of formative assessments were being discussed by grades kindergarten through third. The Educational Recovery staff, as well as district support staff assigned to the school, were leading the meeting and guiding teachers in the use of formative assessments to inform instruction. The teachers were participating and sharing ideas. During eleot observations, few formative assessments were occurring in the classrooms.

Additionally, the 2019-2020 Emmalena Elementary Comprehensive School Improvement Plan (CSIP) includes strategies in support of designing and delivering instruction. In particular, rigor, collaboration, and PLC protocol were documented activities to be deployed to enhance student learning.

The 2019-2020 Emmalena Elementary CSIP included strategies in support of designing and delivering assessment literacy by leadership. These strategies included the creation and monitoring of a balanced assessment system that includes common formative assessments, common formative assessment check points, interim data, and summative unit assessments to inform curricular and instructional adjustments.



Improvement Priority #2

Create a school culture that coordinates programs, services, and resources to address the needs of all students, inclusive of students with disabilities. Consistently monitor and evaluate these processes to leverage the effectiveness of all programs, services, and resources. (Standard 2.9)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated the absence of a formal process to consistently make instructional decisions and to implement and adjust teaching practices that ensured the specialized social, emotional, developmental, and academic needs of all students, inclusive of students with disabilities.

In 2017-2018, the reading Growth Index for Emmalena Elementary School was 20.8, above the state's 19.7 score. The Growth Index for math in the same school year was below the state's index, 13.9 and 14.5 respectively. The Growth Index for the school in 2018-2019 for reading was below the state's, 46.6 and 57.8 respectively. The math Growth Index for 2018-2019 for the school was 37.9, below the state's 57.6 score. In 2017-2018, the overall Growth Indicator for the school was 17.4, which was above the state's average of 17.1. Conversely, in 2018-2019, the school dropped below the state's overall Growth Indicator average of 57.7 to 42.3, suggesting a lack of systematic instructional processes and on-grade-level curriculum implementation.

As reported in the Kentucky Department of Education's School Report Card Suite, Emmalena Elementary School's 2018-2019 School Report Card shows that there were 54 total students with disabilities (with IEP) in grades P-5 that year. The school's total enrollment was documented at 117 students in grades P-5 and the percentage of students with disabilities (with IEP) was 46.15 percent, while the average percentage of students with disabilities (with IEP) in the Knott County school district is 27.45 percent. In the state of Kentucky, the average percentage of students with disabilities (with IEP) is 14.88 percent.

Conversely, on the 2018-2019 Emmalena Elementary School Report Card, there were three total students (all female) identified for Gifted and Talented services within the school's total enrollment in grades 3 through 8 of 125 students. Therefore, the percentage of students receiving Gifted and Talented services is 2.40 percent at Emmalena Elementary School. The average percentage of students receiving Gifted and Talented services in the Knott County school district is reported as 28.69 percent.

Classroom Observation Data:

It was evident/very evident in seven percent of classrooms that students "engage in differentiated learning opportunities and/or activities that meet their needs" (A1). During staff member observations, many teachers reported they consistently pulled resources from a variety of sources to assist with teaching, including the Teachers Pay Teachers website, ReadWorks, A to Z, K-5 Learning, worksheets for math, and old textbooks. The team noted that many of the resources used were not evidence-based and were possibly outdated. Teachers demonstrated a reliance on worksheets, and a lack of differentiation was evident in classrooms. Additionally, some students stated that they would like to see more group projects.

In an interview, a staff member, when asked the ways in which differentiation was implemented, responded, "I give them all reading, writing, and math because they all need it, may not be on the IEP but I still give it to them." Further, instances where 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) were evident/very evident in 13 percent of classrooms.

Observation data, as previously discussed, showed that it was evident/very evident in 47 percent of classrooms that students "are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks" (C3); however, team members noticed students who worked on the same assignment without teacher support. Observation data revealed it was evident/very evident in 33 percent of classrooms that students



“receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). The leadership and staff members indicated that most instruction was teacher-led last year, but that they were beginning to work on more student-led learning.

Stakeholder Interview Data:

Interview data indicated a lack of effective plans, processes, and protocols to identify and address the social, emotional, developmental, and academic needs of students. Some teacher stakeholders shared that there was a lack of resources and programs for the social and emotional needs of students. Interviews, observation data, and a review of documents showed that Emmalena Elementary did not have a schoolwide system of positive behavior reinforcement for students. The school used the Knott County Schools Code for Acceptable Behavior and Discipline 2019-2020. The team found no evidence of current staff training or retraining (e.g., modeling of protocols and procedures) on the use of the Knott County Schools Code for Acceptable Behavior and Discipline 2019-2020, which likely was the cause of inconsistent student behaviors in different classroom environments. Teacher stakeholders shared that sometimes unacceptable student behavior created a disrespectful climate that was less than ideal for effective teaching and learning.

Although the school had programs and practices to support students, multiple stakeholder interviews revealed a lack of implementation, consistency, and sustainability. School leaders and support staff indicated these systems were in the preliminary stage of implementation at the school. School leaders and instructional staff expressed a need for a formalized documented system to monitor implementation of instructional systems and processes initiated this school year. School leaders indicated these systems were also in the preliminary stage of implementation at the school. Most stakeholders, during interviews, also expressed the need for writing across the curriculum, with explicit writing instruction across all grade levels, kindergarten through grade five.

During interviews, some parents shared apprehension over staffing changes, including staff teaching outside of their field of expertise and/or licensing and the lack of consistency. Some expressed that communication from the school was poor at times and they had to ask questions to find things out. Parents expressed they could not rely on social media posts for communication from the school. The leadership stated that the school’s Comprehensive Support and Improvement (CSI) status was shared through social media, as parents came into the school and some calls were made to inform parents.

Students shared during interviews that “sometimes we do group projects, not much earlier, more now.” This revealed to the team that group projects were a recent occurrence. The students also expressed an interest in more current and interesting resources and materials.

Stakeholder Perception/Experience Data:

Stakeholder survey results indicated that 66 percent of staff members agreed/strongly agreed that “In our school, related learning support services are provided for all students based on their needs” (E14), indicating an absence of agreement. This result means that a significant number of stakeholders could not confirm the existence of favorable conditions, practice, or policy and/or its widespread and consistent application. The absence of stakeholder agreement indicated to the Diagnostic Review Team members that this is a leverage point for improvement.

Additionally, survey results indicated that 72 percent of staff members agreed/strongly agreed that “Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)” (F8), indicating limited agreement and clearly signaling a leverage point for the school to use in continuous improvement. During staff member interviews, staff members discussed the need for a schoolwide positive behavior improvement system and the limited availability of options for students in areas such as music, arts, and world languages. During interviews, the students expressed the desire to see more language, art, and music programs.

Documents and Artifacts:



As part of the Diagnostic Review process, the team reviewed evidence and artifacts, such as minutes from Emmalena Elementary PLC meetings for November 15, 2019, the Emmalena Rtl Plan, Rtl folders, IEP Snapshot, MAP benchmark data, STAR benchmark analysis assessment 1 and 2 data analysis, eleot feedback, CSIP 2019-2020, Key Core Work Process (KCWP) 1 Design and Deploy Standards, and KCWP 2 Design and Deliver Instruction. A review of these documents and artifacts showed that the school had initiated some instructional programs, services, and resources for all students, inclusive of students with disabilities; however, the team did not find evidence that these processes were being consistently monitored and evaluated.

The Diagnostic Review Team also reviewed minutes from PLC meetings, Rtl folders, and eleot feedback; however, the team found no artifacts or documents to substantiate the meaningful coordination and/or implementation of programs, services, and resources. Additionally, during interviews, it was shared that the IEP Snapshot was created for enhancing conversations with general education staff but did not exist prior to the school's identification of CSI status. The Kentucky Department of Education's (KDE) Educational Recovery staff developed the form to encourage communication among general education teachers.

The team reviewed the 2019-2020 Emmalena Elementary Comprehensive School Improvement Plan (CSIP), which includes strategies for designing and delivering instruction. Specifically, the development of a clearly defined Multi-Tiered System of Supports (MTSS), the Rtl, is listed as a documented activity to begin to deploy this process.



Insights from the Review

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

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

Strengths:

The Diagnostic Review Team observed a neat, clean, and orderly facility. Throughout the school building, student pictures were posted in classrooms and hallways. Student-created work was prominently displayed. It was evident that staff members and students cared about the school.

Teachers at Emmalena Elementary School engaged with and cared about their students. Staff members spoke respectfully to the students and provided words of encouragement to redirect off-task behavior. Leadership from the school stated during the principal overview, "Teachers and staff truly love the kids." This was evident in observed interactions in the hallways and classrooms. Data from the eleot observation tool indicated that it was evident/very evident in 87 percent of classrooms that students demonstrated a "congenial and supportive relationship" with their teachers (C4). This was also evidenced in a wordle activity done with the Emmalena Elementary staff that was shared by the leadership during the Principal Overview Presentation. The words listed indicated one major overlying theme, family. In interviews, many staff members sincerely expressed a nurturing and caring attitude toward the students and adults. There was a sense of community that was positive and genuine.

The school leadership and staff members took ownership of the current student performance trends. During the Principal Overview, leadership shared, "We recognize where we are at and moving ahead. We have 100 percent staff buy-in. It started as a negative, but now we are redefining ourselves." During staff member interviews, most teachers shared that they were committed to doing better and were very happy to have the support of the KDE Educational Recovery staff in their school.

Continuous Improvement Process:

Data from interviews, stakeholder surveys, classroom observations and a review of documents and artifacts indicated that school leaders and teachers had not institutionalized a collaborative continuous improvement process that increased student learning, enriched professional practice, and enhanced organizational effectiveness, which would include consistent analysis of reliable data leading to careful adjustments in instruction. The team noted that leadership did not anticipate the school would be placed into CSI status based upon the data the school was using to monitor performance. The principal appeared to rely too heavily on one data source. Leadership did acknowledge that data elements were not used effectively in the past to guide continuous improvement.

The team found no evidence of a system for implementing, monitoring, and continuously evaluating programs and practices directly related to student academic success and continuous school improvement. School leadership



seemed reluctant to have crucial conversations with staff who were not currently meeting performance expectations.

The school is in the initial stages of developing collaborative school vision and mission statements. The principal had not reviewed or revised the vision and mission of the school since his first year at the school. The school had a faculty work session on January 7, 2020, to begin the process of maintaining and communicating the visionary purpose for the school and all of its stakeholders.

The team found some evidence of a behavioral management handbook used by Knott County Public Schools. A review of documents and artifacts uncovered no evidence of a systemic collaboratively developed, implemented, and monitored plan that identified and addressed the various social, emotional, developmental, and academic needs of all students, inclusive of students with disabilities at the school level. During staff member interviews, many teachers expressed a belief that a schoolwide discipline plan would be beneficial.

The team did not find evidence of a consistent, viable curriculum based on high expectations for students that would provide differentiation and be rigorous and standard-based. During staff member interviews, many stakeholders stated the need for a core content area curriculum so that students would be monitored and followed throughout school preparing them for the next grade level. It was noted by the team that the Educational Recovery staff has initiated many systems and processes designed to increase student achievement. In addition, the team suggests that the school implement a consistent evidence-based curriculum across all grades and content areas with specific instructional strategies that promote and enhance the social, emotional, and academic needs of all students.

The school leaders need to improve upon the RtI model to address areas of academic deficiency so that the curriculum prepares students for the next level. School leadership needs to lead a system for data collection and data analysis that incorporates a triangulation of student achievement data, leading to verifiable monitoring of student progress towards grade level mastery and high expectations for all students.

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. Raquel Perez	<p>Dr. Raquel Perez is currently a retired Intern Principal from Broward County Public Schools in Florida. She has taught at all levels, from kindergarten through college, and has worked as an administrator, a reading specialist, an ESOL Coordinator/Specialist, and as a Lead Evaluator serving on Diagnostic Reviews. Dr. Perez has more than 35 years of educational expertise serving as a teacher and administrator in school districts in several regions of the United States. In addition, she has served as a consultant for the Wright Group, as well as being an educational consultant to other districts and universities both in the United States and in other countries. This work has ranged from the training of fellow practitioners in aspects of instruction and assessment for low performing schools. Additionally, she has been a certified Marzano evaluator for Broward County Public Schools. She has assisted in the design of tools and procedures for data collection and reviews at various educational institutions. Her administrative experiences include supervising the implementation of curriculum at the school and district levels, overseeing the operations of schools, creating professional development programs for teachers and administrators, writing and supervising federal grants targeting special populations, facilitating the development and implementation of school improvement plans, and building teacher capacity in the identification of underrepresented students for English Language Learner Programs.</p>
Jim Hamm	<p>Jim Hamm has more than 35 years' experience as a teacher and administrator. He is currently serving the Kentucky Department of Education as Co-Lead for Diagnostic Reviews and providing support for TSI schools. He has served as both an elementary and high school principal. He has also held central office positions. The last nine years of his career were spent on a MOA with the Kentucky Department of Education. He served as a Professional Growth and Effectiveness Lead, Education Recovery Leader, State Assistance Monitor, and State Manager during this time. His last assignment was as State Manager of the Breathitt County School District.</p>
Kristen Thomas	<p>Kristen Thomas currently serves as an Education Recovery Specialist with the Kentucky Department of Education. Her prior experience includes teacher and instructional coach, both in Jefferson County Public Schools.</p>
Lorretta Cruse	<p>Lorretta Cruse currently serves as an educational consultant with Cognia, where she provides services on student engagement, instructional activities, assessments, differentiation, growth mindset, and leadership. Lorretta has devoted her entire career in service to education in Kentucky; 21 years as a teacher in the classroom and 13 years as a principal. She began in education as an elementary/special education teacher and then spent the next 17 years as a secondary/special education teacher, as well as a teacher leader and coach. During her leadership as a school principal, she consolidated two schools and then six years later reconfigured two other schools, thus leading for a total of 13 years. While she is currently retired from her principal position, she continues to serve schools throughout the state in various capacities. She has served as a member of an Accreditation Engagement and Diagnostic Reviews and continues to serve as a field consultant throughout many of the schools in Kentucky.</p>

Bill Bradford	<p>Bill Bradford serves as the Assistant Superintendent for Teaching and Learning in Fort Thomas Independent Schools in Northern Kentucky. In this role, he supports curriculum, instruction, assessment, professional development, evaluation, leadership, federal funds, and special programs. He also oversees the technology and information departments. Prior to working at Fort Thomas Independent Schools, he held several other leadership positions, including Principal at Sixth District Elementary School and Assistant Superintendent for Curriculum and Instruction in Covington Independent Schools, as well as Principal at River Ridge Elementary School in the Kenton County School District. Mr. Bradford began his career in education as a teacher at Lafayette High School and K-12 Instructional Support Specialist in Fayette County Schools in Lexington, KY. He is also an adjunct professor at a local university.</p>
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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	52.9	52.3	21.7	52.7
	4	50.0	53.7	50.0	53.0
	5	62.1	57.8	33.3	57.9
Math	3	29.4	47.3	8.7	47.4
	4	31.3	47.2	28.6	46.7
	5	44.8	52.0	11.1	51.7
Science	4	25.0	30.8	35.7	31.7
Social Studies	5	48.3	53.0	16.7	53.0
Writing	5	6.9	40.5	5.6	46.6

Plus

- Student performance in 2017-2018 was above state average in third- and fifth-grade reading.
- The percentage of students scoring Proficient/Distinguished in science improved from 2017-2018 to 2018-2019.
- The percentage of students scoring Proficient/Distinguished in fourth-grade reading remained the same from the 2017-2018 to 2018-2019 school years.

Delta

- According to 2018-19 student performance data, no tested areas were above state average.
- The percentages of students scoring Proficient/Distinguished in third- and fifth-grade reading, third- and fifth-grade math, and social studies all declined significantly from the 2017-2018 to 2018-2019 school years.

Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	20.8	19.7	46.6	57.8
Math	13.9	14.5	37.9	57.6
English Learner		18.8		70.5
Growth Indicator	17.4	17.1	42.3	57.7

Plus

- According to 2017-18 assessment data, the Reading Growth Index and the Growth Indicator were above state average.

Delta

- According to 2018-19 Growth Data, no tested areas were above state average.

2018-19 Percent Proficient/Distinguished Elementary

Group	Reading	Math	Science	Social Studies	Writing
African American					
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	47.4	36.8			
Disabilities (IEP)	44.4	38.9			
Disabilities Regular Assessment					
Disabilities with Acc.					
Economically Disadvantaged	34.0	14.9			
English Learners					
English Learners Monitored					
Female	28.6	14.3			
Foster					
Gifted and Talented					
Hispanic					
Homeless					
Male	35.3	14.7			10.0
Migrant					
Military					
No Disabilities	27.0	2.7	30.0	16.7	0.0
Non-Economically Disadvantaged					
Non-English Learners	32.7	14.5	35.7	16.7	5.6
Non-Migrant	32.7	14.5	35.7	16.7	5.6
Not Consolidated Student Group	25.0	2.8	30.0	9.1	0.0
Not English Learners Monitored	32.7	14.5	35.7	16.7	5.6
Not Gifted and Talented	32.7	14.5	35.7	16.7	5.6
Not Homeless	32.0	14.0			
Pacific Islander					

Group	Reading	Math	Science	Social Studies	Writing
Total Students Tested	32.7	14.5	35.7	16.7	5.6
Two or More					
White			35.7		

Plus

- Students with IEPs had a higher percentage of Proficient/Distinguished scores than any other student group in Math.
- Male students had a higher percentage of Proficient/Distinguished scores than Female students in both reading and math.

Delta

- There is a significant gap between students with IEPs (38.9 percent Proficient/Distinguished) and students without IEPs (2.7 percent Proficient/Distinguished) in Math.
- Male students had a significantly higher percentage of Proficient/Distinguished scores in reading (35.3 percent) than female students (28.6 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
7:15 a.m.	Team arrives at institution	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	Hotel	Diagnostic Review Team Members
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 institution(s)	School Office	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	Hampton Inn	Diagnostic Review Team Members
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. - 11:30 p.m.	Final Team Work Session	School	Diagnostic Review Team Members
12:00 p.m. - 2:00 p.m.	Team Work Session #4	Hotel Conference Room	Diagnostic Review Team Members



School Diagnostic Review Summary Report

Emmalena Elementary

Knott County Schools

January 21-24, 2020

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

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

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

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

_____ Date: _____
Interim Commissioner, Kentucky Department of Education

I have received the Diagnostic Review for Emmalena Elementary.

_____ Date: _____
Principal, Emmalena Elementary

_____ Date: _____
Superintendent, Knott County Schools