Cognia Diagnostic Review Report

Results for: Engelhard Elementary

January 13-16, 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	4
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	3
Certified Staff	22
Noncertified Staff	12
Students	138
Parents	7
KDE Staff	2
Total	190

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.	Initiating
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Initiating
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Initiating
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Initiating
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Initiating
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Initiating

Learning Capacity Domain

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

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

Resource Capacity Domain

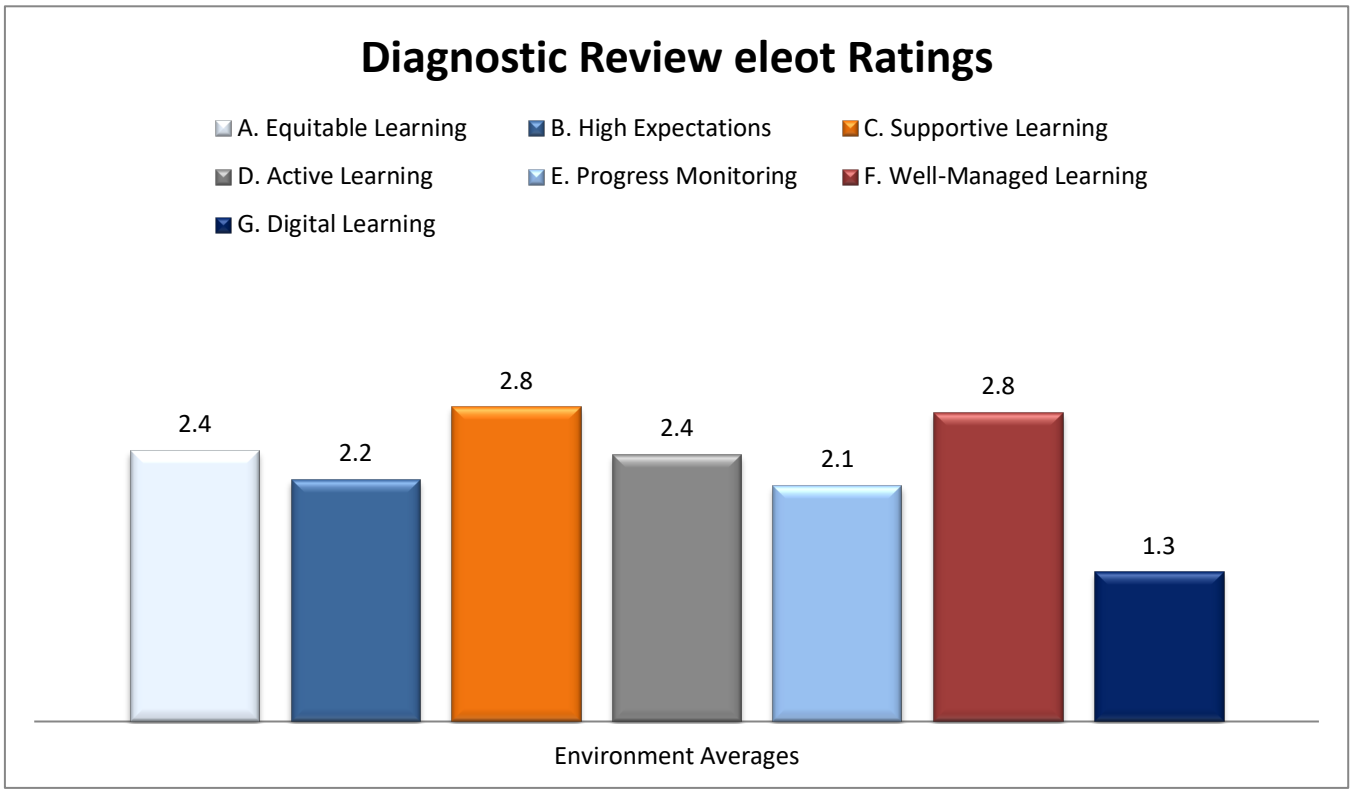
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning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

Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Initiating
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Insufficient
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	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.	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 16 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	2.3	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	38%	25%	13%	25%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	6%	13%	69%	13%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	13%	0%	56%	31%
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.	56%	38%	6%	0%
Overall rating on a 4 point scale:		**2.4**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	2.1	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	31%	31%	38%	0%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	13%	38%	44%	6%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	50%	38%	13%	0%
B4	2.3	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	25%	31%	38%	6%
B5	2.4	Learners take responsibility for and are self-directed in their learning.	19%	25%	50%	6%
Overall rating on a 4 point scale:		**2.2**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.8	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	13%	13%	56%	19%
C2	2.4	Learners take risks in learning (without fear of negative feedback).	31%	6%	56%	6%
C3	3.1	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	6%	13%	50%	31%
C4	3.0	Learners demonstrate a congenial and supportive relationship with their teacher.	13%	0%	63%	25%
Overall rating on a 4 point scale:		**2.8**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.7	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	6%	31%	50%	13%
D2	2.1	Learners make connections from content to real-life experiences.	38%	31%	19%	13%
D3	2.8	Learners are actively engaged in the learning activities.	13%	13%	56%	19%
D4	2.0	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	31%	38%	31%	0%
Overall rating on a 4 point scale:		**2.4**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	2.0	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	25%	50%	25%	0%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	13%	31%	56%	0%
E3	2.4	Learners demonstrate and/or verbalize understanding of the lesson/content.	13%	38%	44%	6%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	63%	19%	19%	0%
Overall rating on a 4 point scale:		**2.1**				

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.	6%	6%	75%	13%
F2	2.8	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	13%	13%	63%	13%
F3	2.6	Learners transition smoothly and efficiently from one activity to another.	13%	38%	25%	25%
F4	2.8	Learners use class time purposefully with minimal wasted time or disruptions.	13%	25%	38%	25%
Overall rating on a 4 point scale:		**2.8**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.4	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	69%	19%	13%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	75%	19%	6%	0%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	81%	13%	6%	0%
Overall rating on a 4 point scale:		**1.3**				

eleot Narrative

The Diagnostic Review Team conducted observations in 16 of 17 core classrooms. One core classroom was staffed by a long-term substitute teacher; therefore, it was not observed. Of the seven learning environments analyzed, the Supportive Learning Environment and the Well-Managed Learning Environment both earned the highest overall average rating of 2.8 on a four-point scale. The Digital Learning Environment had the lowest overall average rating of 1.3.

The team found students to be respectful in nature and well-supported by their teachers and other paraprofessionals assisting in the classroom. Specific to the Supportive Learning Environment, it was evident/very evident in 81 percent of classrooms that “learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3) and in 88 percent of classrooms that “learners demonstrate a congenial and supportive relationship with their teacher” (C4). In examining the Well-Managed Learning Environment, it was evident/very evident in 88 percent of classrooms that “learners speak and interact respectfully with teacher(s) and each other” (F1). Moreover, it was evident/very evident in 76 percent of classrooms that “learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2). While students were well-supported and classroom management was, for the most part, very good across grade levels, the team did observe dangerous and unacceptable student behavior in the second grade that included physical contact between students and an absence of effective classroom management. Through stakeholder interviews, the team discovered this has been an ongoing problem yet to be resolved.

In examining the Equitable Learning Environment and the Active Learning Environment, the team found classroom instruction lacked rigor and relied primarily on direct instruction. The team observed little evidence of differentiated teaching and learning. Both learning environments earned an average overall rating of 2.4. An examination of the Equitable Learning Environment revealed it was evident/very evident in 38 percent of classrooms that “learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). When looking at the nature of planned learning experiences, there was little evidence of active engagement. In the Active Learning Environment, it was evident/very evident in 31 percent of classrooms that “learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4). An

analysis of classroom observation data from these learning environments suggested that decisions regarding instructional practice and planned learning experiences are not informed by available student performance data.

Similarly, classroom observation data gathered about the High Expectations Learning Environment and the Progress Monitoring and Feedback Environment suggested more work is needed to improve rigor, quality, and the ability of students to monitor their own work. The High Expectations Learning Environment earned an overall average rating of 2.2. It was evident/very evident in 38 percent of classrooms that “learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1). Similarly, it was evident/very evident in 13 percent of classrooms that “learners demonstrate and/or are able to describe high quality work” (B3). The Progress Monitoring and Feedback Learning Environment earned an average rating of 2.1. Students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” were evident/very evident in 25 percent of classrooms (E1). Moreover, it was evident/very evident in 50 percent of classrooms that “learners demonstrate and/or verbalize understanding of the lesson/content” (E3) and in 19 percent of classrooms that “learners understand and/or are able to explain how their work is assessed” (E4).

An analysis of the Digital Learning Environment, with the lowest overall average rating of 1.3, suggested the school had yet to leverage technology to support student learning. Specifically, it was evident/very evident in 13 percent of classrooms that “learners use digital tools/technology to gather, evaluate, and/or use information for learning” (G1). Furthermore, it was evident/very evident in six percent of classrooms that “learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2) and that “learners use digital tools/technology to communicate and work collaboratively for learning” (G3). While the team noted the recent acquisition of digital programs such as Study Island, there was little evidence of technologies being maintained or equitably distributed among classrooms. The team concluded that the classroom observation data suggested technology had yet to be appropriately utilized as an effective teaching and learning tool.

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 standard operating procedures to implement, monitor, and adjust programs with consistency and fidelity in support of teaching and learning. (Standard 1.7)

Evidence:

Student Performance Data:

A review of Student Performance Data, included as an addendum to this report, revealed a pattern of decline among student performance within each content area analyzed. The Diagnostic Review Team noted Engelhard Elementary performed below state average for Proficient/Distinguished on the Kentucky Performance Rating for Educational Progress (K-PREP) test in every content area for two consecutive years, the 2017-2018 and 2018-2019 school years.

The team further analyzed longitudinal data by examining K-PREP scores for Engelhard Elementary using the Kentucky Department of Education School Report Cards. This analysis revealed that the percentage of tested students in grades 3, 4 and 5, scoring Proficient/Distinguished has been declining in the core areas of reading, writing and math for several years. Specifically:

In examining the combined, average percentage of P/D students in all tested grades for reading, the team observed the following results: 40 percent P/D in 2014-2015, 29 percent P/D in 2015-2016, and 28 percent P/D in 2016-2017.

In examining the combined, average percentage of P/D students in all tested grades for mathematics, the team observed the following results: 46 percent P/D in 2014-2015, 45 percent P/D in 2015-2016, and 33 percent P/D in 2016-2017.

In examining the combined, average percentage of P.D student in writing at the fifth grade, the team observed the following results: 31 percent P/D in 2014-2015, seven percent P/D in 2015-2016, and 36 percent P/D in 2016-2017.

The team observed that decreases in longitudinal K-PREP data and sharper declines in student performance from the last two consecutive school years (2017-2018 and 2018-2019) correlated with other evidence from classroom observation data, stakeholder interview data, and a review of documents and artifacts. Specifically, this evidence revealed a lack of consistency in the standardized implementation and monitoring of programs intended to improve student learning.

Classroom Observation Data:

An examination of classroom observation data gathered about the Progress Monitoring and Feedback Learning Environment indicated that, while some data collection occurred in classrooms, there was little evidence of progress monitoring. It was evident/very evident in 25 percent of observed classrooms that “learners monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). It was evident/very evident in 56 percent of classrooms that “learners receive/respond to feedback (from teachers/peers/other resources) to

improve understanding and/or revise work" (E2). And finally, it was evident/very evident in 19 percent of classrooms that "learners understand and/or are able to explain how their work is assessed" (E4).

The team was equally concerned by classroom observation data gathered about the High Expectations Learning Environment. It was evident/very evident in 50 percent of classrooms that "learners engage in activities and learning that are challenging but attainable" (B2). Students who "demonstrate and/or are able to describe high quality work" (B3) were evident/very evident in 13 percent of classrooms. Lastly, it was evident/very evident in 44 percent of classrooms that "learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4).

Stakeholder Interview Data:

Multiple stakeholders expressed concern regarding interventions used to address the specialized needs of learners. Stakeholders often described that known gaps were not addressed in programs and services intended to meet learners' behavioral and academic needs. Additionally, stakeholders were concerned that decisions regarding the implementation of specific academic and behavioral interventions were being completely disregarded by some staff with no risk of consequence from instructional leaders. Other stakeholders expressed concern that instructional leaders were not always communicating decisions and expectations associated with teaching and learning. Moreover, several stakeholders described a loss of accountability due to systems being largely ignored that were originally implemented to encourage collaboration around clear expectations. Interviews with staff further revealed there was little coaching on specific initiatives implemented during the current school year, while past initiatives had largely fallen by the wayside. Of greatest concern to the team were the number of teachers who expressed a pattern of Jefferson County Public Schools protocols for formal teacher evaluation not being followed and of informal classroom visits by the principal being substituted for a formal evaluation of classroom teaching.

Stakeholder Perception/Experience Data:

In examining stakeholder perception data, the team found an absence of agreement among staff related to Standard 1.7, "Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning." Specifically, 57 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). Sixty-five percent of staff agreed/strongly agreed that "Our school's leaders support an innovative and collaborative culture" (D3). Sixty-four percent agreed/strongly agreed that "Our school's leaders expect staff members to hold all students to high academic standards" (D4). Fifty-eight percent of staff agreed/strongly agreed that "Our school's leaders hold themselves accountable for student learning" (D5), and 54 percent of staff agreed/strongly agreed that "Our school's leaders hold all staff members accountable for student learning" (D6).

By contrast, 95 percent of parents agreed/strongly agreed with the statement "Our school has high expectations for students in all classes" (D3). Similarly, 94 percent of students agreed/strongly agreed that "In my school, my principal and teachers want every student to learn" (C1).

Documents and Artifacts:

In examining documentation and artifacts submitted by the school, the team found evidence of established procedures but found a lack of evidence that academic and behavior interventions were being consistently implemented or effectively monitored. For example, the school implemented Positive Behavioral Interventions and Supports (PBIS) to address student discipline concerns. The team reviewed artifacts labeled as "PBIS Implementation Report" and "Observation Findings." While these artifacts described core principles of the PBIS framework and listed observed student and teacher behaviors, there was minimal evidence of data being used to adjust program implementation in order to achieve the program's or intervention's main objectives. Similarly, the principal indicated that progress monitoring and student work were regularly analyzed on an eight-week cycle, but there was no evidence that the cycle caused changes to either the instructional process or actual practice. Additional reviewed artifacts included "Hot Spots Staff Identify Problem Areas," which included a map of the

school where hot spot discipline areas were identified. While informative, it had minimal evidence of how the discipline data was being used to diminish maladaptive student behaviors. Of greatest concern to the team, documentation such as the “2019-2020 Employee Handbook Engelhard” included a general information list and multiple staff processes for operational activities, but had minimal evidence of how such processes and activities were being monitored to ensure consistency and fidelity of implementation. Specifically, the team found minimal evidence of changes being made to improve academics or diminish maladaptive behaviors as a result of staff following established protocols.

Improvement Priority #2

Utilize a formalized process of analyzing data to monitor, evaluate, and revise programs to improve student learning and organizational conditions. (Standard 2.12)

Evidence:

Student Performance Data:

The Diagnostic Review Team was concerned by sharp decreases observed in every content area of student performance in the Kentucky Performance Rating for Educational Progress (K-PREP) test. The team observed that the school is significantly below the state average of students scoring as Proficient/Distinguished (P/D) in every grade level and in every content area.

Of greatest concern to the team was the observed drop in the percentage of P/D students compared to state averages (between the 2017-2018 and 2018-2019 school years).

The percentage of third grade students scoring P/D in reading was 30 points below the state average for 2017-2018 and dropped to 40 points below the state average in 2018-2019. In fourth grade reading, the percentage of students scoring P/D was 20 points below the state average in 2017-2018 and dropped to 30 points below the state average in 2018-2019. In fifth grade, the percentage of students scoring P/D in reading was almost 18 points below the state average in 2017-2018 and dropped to 33 points below the state average in 2018-2019.

The percentage of third grade students scoring P/D in math was 28 points below the state average for 2017-2018 and dropped to 40 points below the state average in 2018-2019. In fourth grade math, the percentage of students scoring P/D was 23 points below the state average in 2017-2018 and dropped to 28 points below the state average in 2018-2019. In fifth grade, the percentage of students scoring P/D in math was 20 points below the state average in 2017-2018 and dropped to almost 32 points below the state average in 2018-2019.

The percentage of fourth grade students scoring P/D in science was 20 points below the state average for 2017-2018 and dropped to 22 points below the state average in 2018-2019.

The percentage of fifth grade students scoring P/D in social studies was 24 points below the state average in 2017-2018 and dropped to 45 points below the state average in 2018-2019.

The percentage of fifth grade students scoring P/D in writing was 13 points below the state average in 2017-2018 and dropped to 28 points below the state average in 2018-2019.

Classroom Observation Data:

An examination of the Digital Learning Environment illustrated the need for the school to monitor, evaluate, and revise programs intended to improve student learning and organizational conditions. The team found a lack of evidence that the school maintained existing technologies or distributed technology (e.g., 1:1 devices such as Chromebooks) in an equitable manner. This resulted in missed opportunities to support student learning.

It was evident/very evident in 13 percent of observed classrooms that “learners use digital tools/technology to gather, evaluate, and/or use information for learning” (G1). Moreover, it was evident/very evident in 6 percent of observed classrooms that “learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2) and “learners use digital tools/technology to communicate and work collaboratively for learning” (G3). Although the school made an investment in the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment and recently purchased a subscription to Study Island (i.e., that fully integrates with the NWEA MAP to provide remediation through digital technologies), there is minimal evidence that the implementation of these initiatives was the outgrowth of a formalized program review process.

Similarly, the classroom observation data gathered from the Progress Monitoring and Feedback Learning Environment and the High Expectations Learning Environment (as previously discussed under Improvement

Priority #1) suggested that instructional programs are not being formally monitored, evaluated, and revised to improve student learning and organizational conditions.

Stakeholder Interview Data:

Stakeholder interviews with teaching faculty revealed a lack of grade-level team cohesion. Moreover, interview data suggested that grade-level professional learning communities (PLCs) lacked structure, direction, and focus. While PLCs met regularly, there was minimal evidence that the structure was used to collaboratively problem-solve and address known program deficiencies or to strategize on how to best address poor student performance. Additionally, stakeholder interviews confirmed a lack of formal program monitoring and evaluation. Specifically, interviewed stakeholders were unable to describe how programs were revised to improve student learning and organizational conditions. School leaders and teachers expressed that they collected data and discussed data in generalities, but very few stakeholders could provide an example of how data were used to support teaching and learning.

During interviews, it was often communicated that teachers were seeking more assistance in the deconstruction of standards, the ability to analyze formative and summative assessment data, and strategies for improving engagement with diverse students and families. Many teachers expressed frustration over the lack of a shared sense of urgency between administrators and teachers. Other teachers were frustrated that their time was not being valued. Parents were strongly supportive of the work of teachers and administrators. Likewise, students expressed a strong appreciation for their teachers and school but were most vocal in expressing concern regarding student bullying and a lack of consistency in how school rules were followed by other students.

Stakeholder Perception/Experience Data:

Stakeholder perception data aligned with responses gathered during stakeholder interviews. In examining the stakeholder perception data, agreement was absent among staff regarding survey statements correlated to Standard 2.12, “The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.” Specifically, 50 percent of staff agreed/strongly agreed with the statement “Our school employs consistent assessment measures across classrooms and courses” (G2). Fifty-nine percent of staff agreed/strongly agreed that “Our school has a systematic process for collecting, analyzing, and using data” (G3). Further, 46 percent of staff agreed/strongly agreed that “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data” (G4). Finally, 65 percent of staff agreed/strongly agreed that “Our school leaders monitor data related to student achievement” (G6).

Documents and Artifacts:

In examining all available documents and artifacts, the team found a lack of evidence that stakeholders regularly analyzed data to evaluate and improve programs. For example, the team examined a document entitled “New Study Island Intervention Program,” but the artifact was largely a meeting agenda that included the word “data” as a line item. Moreover, there were no notes or information about what was discussed or directives for stakeholder follow-up. Similarly, artifacts labeled “data walls” indicated that data walls were used to track student MAP progress, but submitted artifacts did not provide evidence of how data walls were used by teachers to make instructional decisions or revise instructional practice. One artifact labeled “Faculty Meeting Agenda Mission Vision” included a list of Engelhard systems (e.g., Response to Intervention, Lion Time, Instructional Leadership Team, and Daily Schedules) with a notation that there would be a review of systems and a discussion of the importance of each, but no evidence corroborated that this occurred. Similarly, an artifact labeled “Admin Team Meeting Minutes” included notes about the communication of Lion Time expectations and that expectations would be revised for Response to Intervention, Lion Time, Daily Schedules, and Instructional Leadership Team meetings during a faculty meeting scheduled for November 12, 2019; but again, no evidence corroborated this had occurred.

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:

Engelhard Elementary implemented the Jefferson County Public Schools' Three Pillars of Student Success and Six Essential Systems of a Strong Learning Environment to support teaching and learning. At present, these initiatives are in the very early stages of implementation. However, the Diagnostic Review Team did find evidence that these district-led systems were regularly discussed and being implemented across the school. In addition to implementing critical district systems, the school worked to align behavioral expectations in classrooms across grade levels, adopted restorative practices, and implemented a Positive Behavioral Interventions and Supports (PBIS) system. The school made improvements with respect to reducing the number of behavioral referrals and reduced the number of chronically absent students.

The school worked to improve building aesthetics and the climate of the school, as evidenced by newly painted walls and hallway bulletin boards that exhibit clear focal points and student learning. School leadership worked with all stakeholders to communicate their mission and vision through signs, posters, newsletters, emails, and daily announcements. Students were often reminded that they were loved and supported at school. The school created a welcoming environment that made it possible for stakeholders to engage in school-related conversations.

Grade-level teams worked to develop essential standards and common formative assessments in core content areas. The school implemented Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing and were discussing growth projection data. The school recently adopted Study Island and was currently working to provide training to staff on how Study Island could be integrated with NWEA MAP data to provide remediation and enrichment for students.

The school has leveraged fiscal and human resources to create a supportive learning environment for students. The school serves a transient student population, and staff have helped provide students with a strong sense of stability and belonging. Staff openly expressed a "calling" to work at the school and were genuinely caring and concerned about their students and looked after the welfare of all students.

Continuous Improvement Process:

The Diagnostic Review Team acknowledges that the school communicated its mission and vision, but due to significant staff turnover, the school needs to revisit and refine its mission and vision in order to align stakeholder expectations and align school improvement efforts—primarily those school improvement initiatives designed to improve teaching and learning. The school leadership team needs to adopt a governance and leadership style that conveys a strong sense of urgency with respect to student achievement. The team also needs to develop

accountability among staff with regard to the execution of school improvement strategies. The school needs to improve the maintenance, distribution, and in-class utilization of technology as a teaching and learning tool. Moreover, the school needs a formalized process for monitoring, evaluating, and revising academic and behavioral programs being implemented. Grade-level teams need to work collaboratively with the Instructional Leadership Team to ensure all teachers are following through on critical communication related to progress monitoring and differentiating instruction.

Professional development must include more hands-on coaching, particularly for teachers who require additional assistance with classroom management, deconstructing standards, and the process for differentiating classroom instruction. School leaders need to take immediate steps to ensure that the Jefferson County Public School (JCPS) protocols for formal teacher evaluation are followed with regard to pre-conferences and formal observations, and that timely feedback is provided to teachers both orally and in writing. School leaders also need to engage teachers and staff in critical conversations to align expectations with regard to teaching and learning. More effort is needed to ensure classified, certified, and professional staff are working collaboratively and in an equitable manner to meet the needs of all students.

School leaders must improve the timeliness of communication and quality of feedback they provide in order to improve the professional dispositions of staff. School leaders and veteran educators need to mentor less-experienced educators and teachers new to the school on how to best engage the diverse students and families served by Engelhard Elementary.

In closing, the school needs to create a culture of accountability and high expectations among all of its stakeholders. It is the hope of the Diagnostic Review Team that the school will foster an environment whereby faculty and students become collaborators and co-producers of learning.

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. Brad Oliver	Dr. Brad Oliver has been a professional educator for 27 years with prior service as a teacher, building principal, and district administrator. Dr. Oliver currently serves as Clinical Associate Professor of Educational Leadership at Purdue University Fort Wayne. He is a past member of both the Indiana Professional Standards Advisory Board and the Indiana State Board of Education. Dr. Oliver's scholarly interests include research and service in the areas of K-12 education policy, school improvement, culture, and instructional leadership. He has served as a Cognia Lead Evaluator since 2015.
Kim Cornett	Kim Cornett joined the Kentucky Department of Education (KDE) in 2013 and currently serves as an Education Recovery Leader. She has served on several diagnostic and internal review teams as a co-lead and as a member through her work with the Kentucky Department of Education. The experience of being a team member and a co-lead has enriched her knowledge and has allowed her to help organize and orchestrate the entire process from beginning to end. She has 25 years of experience in education and began her career teaching mathematics at the high school level.
Felicia Bond	Felicia Bond has served in the education profession for over 27 years. She taught mathematics at West Carter High School in Olive Hill, KY, and Montgomery County High School in Mt. Sterling, KY. She also served as a curriculum specialist and building assessment coordinator for the Montgomery County School District. Mrs. Bond has been an Education Recovery Specialist for the past six years and is currently working with Fairview Elementary and Fairview Middle School in Ashland, KY.
Liz Erwin	Liz Erwin currently serves as principal of Paint Lick Elementary, a National Blue Ribbon School, in Garrard County, Kentucky. Previously, she was assistant principal for Woodlawn Elementary in the Boyle County School District. Ms. Erwin developed her love for leading and supporting school improvement work during her five years as an education leader for the Kentucky Association of School Councils (KASC).
Sherri Heise	Sherri Heise is the Associate Director of Assessment Literacy with Fayette County Public Schools. She served as Chief Academic Officer (CAO) in Pike County Schools from 20012-2019, and as principal of Edythe J. Hayes Middle School in Fayette County from 2005-2012. Prior to being a principal, she was a Highly Skilled Educator with the Kentucky Department of Education (KDE), working with schools to improve academic performance and school climate in Jefferson and Pulaski Counties. Mrs. Heise has taught mathematics in Pike County, Christian County, and Fayette County.

Addenda

Student Performance Data

Elementary **s**chool **p**erformance **r**esults

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	22.0	52.3	12.9	52.7
	4	33.9	53.7	23.4	53.0
	5	40.3	57.8	25.0	57.9
Math	3	18.6	47.3	6.5	47.4
	4	24.2	47.2	18.8	46.7
	5	32.3	52.0	20.0	51.7
Science	4	11.3	30.8	9.4	31.7
Social Studies	5	29.0	53.0	8.3	53.0
Writing	5	27.4	40.5	18.3	46.6

Plus

- No positive scores found in data.

Delta

- Engelhard Elementary performed below the state average in every content area for two consecutive years (2017-2018 and 2018-2019) on the Kentucky Performance Rating for Educational Progress (K-PREP) assessment.
- Overall, performance declined from 2017-2018 to 2018-2019 in all content areas (reading, math, science, social studies, and writing) on the K-PREP assessment.

Growth index elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	19.8	19.7	56.6	57.8
Math	20.1	14.5	38.6	57.6
English Learner	20.4	18.8	68.4	70.5
Growth Indicator	20.0	17.1	47.6	57.7

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

Plus

- Engelhard Elementary performed above the state average in every category (reading, math, English learner and growth indicator) on the Student Growth Index chart for the 2017-2018 school year.

Delta

- Engelhard Elementary performed below the state average in every category (reading, math, English learner, and growth indicator) on the Student Growth Index chart for the 2018-2019 school year.

2018-19 percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	15.8	12.0	7.9	6.0	12.0
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	16.5	11.6	7.4	7.5	13.2
Disabilities (IEP)	7.1	0.0	0.0		
Disabilities Regular Assessment	7.1	0.0	0.0		
Disabilities with Acc.					
Economically Disadvantaged	19.5	14.0	8.9	8.2	18.4
English Learners	5.0	5.0			
English Learners Monitored	9.5	9.5			
Female	19.8	15.6	0.0	12.1	24.2
Foster					
Gifted and Talented					
Hispanic	27.3	18.2			
Homeless	22.2	22.2			
Male	21.1	14.4	17.6	3.7	11.1
Migrant					
Military					
No Disabilities	22.8	17.7	11.5		
Non-Economically Disadvantaged	27.3	22.7		9.1	18.2
Non-English Learners	22.3	16.3	10.7		
Non-Migrant	20.4	15.1	9.4	8.3	18.3
Not Consolidated Student Group	50.0	40.9	20.0		
Not English Learners Monitored	21.8	15.8	9.1		
Not Gifted and Talented	20.4		9.4	8.3	18.3
Not Homeless	20.2	14.3	5.2		19.6
Pacific Islander					
Total Students Tested	20.4	15.1	9.4	8.3	18.3
Two or More	16.7	8.3			

Group	Reading	Math	Science	Social Studies	Writing
White	40.0	28.0	16.7		

Plus

- No positive scores found in data.

Delta

- The following student groups scored below the "Total Students Tested" group in terms of percentage of students scoring at the proficient and distinguished (P/D) levels on the Kentucky Performance Rating for Educational Progress (K-PREP) reading assessment: African American, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Economically Disadvantaged, English Learners, English Learners Monitored, Female, Not Homeless and Two or More.
- The following student groups scored below the "Total Students Tested" group in terms of percentage of students scoring at P/D levels on the K-PREP math assessment: African American, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Economically Disadvantaged, English Learners, English Learners Monitored, Male, Not Homeless, and Two or More.
- The following student groups scored below the "Total Students Tested" group in terms of percentage of students scoring at P/D levels on the K-PREP science assessment: African American, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Economically Disadvantaged, Female, Not English Learners Monitored, and Not Homeless.
- The following student groups scored below the "Total Students Tested" group in terms of percentage of students scoring at P/D levels on the K-PREP social studies assessment: African American, Consolidated Student Group, Economically Disadvantaged, and Male.
- The following student groups scored below the "Total Students Tested" group in terms of percentage of students scoring at P/D levels on the K-PREP writing assessment: African American, Consolidated Student Group, Male, and Non-Economically Disadvantaged.

Schedule

Monday, January 13, 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. - 8:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 14, 2020

Time	Event	Where	Who
8:30 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
9:05 a.m. - 3:45 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m.	Team returns to hotel		
5:30 p.m. - 8:30 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 15, 2020

Time	Event	Where	Who
8:30 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
9:05 a.m. - 3:45 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m.	Team returns to hotel		
5:30 p.m. - 8:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 16, 2020

Time	Event	Where	Who
8:30 a.m. - 10:30 a.m.	Team Work Session	School	Diagnostic Review Team Members
11:00 a.m. - 12:00 p.m.	Final Team Work Session	Hotel Conference Room	Diagnostic Review Team Members

School Diagnostic Review Summary Report
Engelhard Elementary

Jefferson County Public Schools
January 13-16, 2020

The members of the Engelhard 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 not have the capacity to function or to develop as a turnaround specialist and, accordingly, should not continue as principal of Engelhard Elementary 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 Engelhard Elementary.

_____Date:_____
Principal, Engelhard Elementary

_____Date:_____
Superintendent, Jefferson County Public Schools