Cognia Diagnostic Review Report

Results for: Frayser Elementary

December 2-5, 2019

cognia™

Table of Contents

Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	2
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	23
Noncertified Staff	7
Students	52
Parents	5
Total	99

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.	Improving
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Improving
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Improving
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Improving
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.	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.	Insufficient
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.	Insufficient
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Initiating
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Insufficient

Resource Capacity Domain

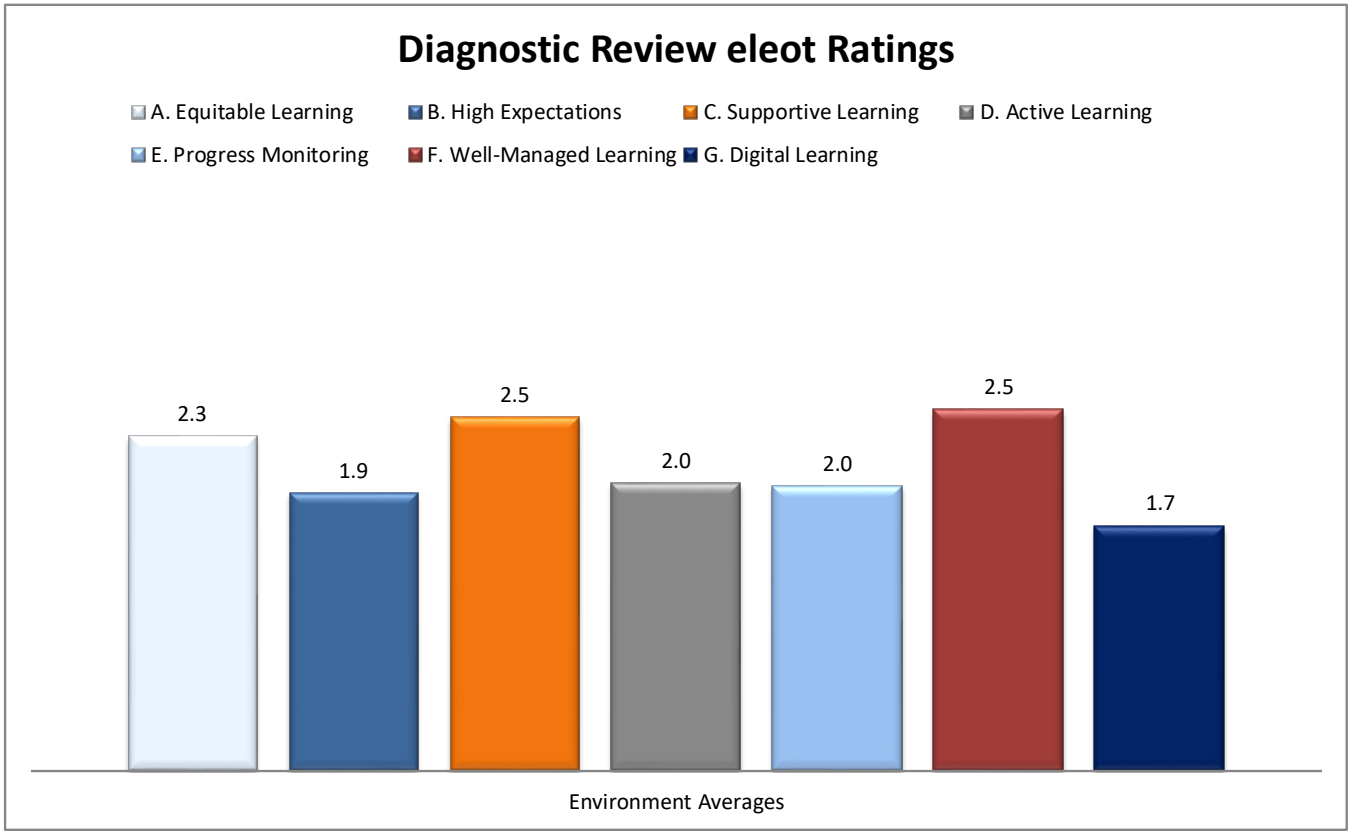
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning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

Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Initiating
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Initiating
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Initiating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Initiating

Effective Learning Environments Observation Tool® (eleot®) Results

The eProve™ Effective Learning Environments Observation Tool (eleot) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 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	2.2	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	7%	67%	27%	0%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	53%	47%	0%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	7%	13%	67%	13%
A4	1.8	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.	47%	27%	27%	0%
Overall rating on a 4 point scale:		**2.3**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	1.9	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	27%	53%	20%	0%
B2	1.9	Learners engage in activities and learning that are challenging but attainable.	27%	53%	20%	0%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	47%	40%	13%	0%
B4	1.7	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	40%	47%	13%	0%
B5	2.4	Learners take responsibility for and are self-directed in their learning.	7%	53%	33%	7%
Overall rating on a 4 point scale:		**1.9**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.2	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	7%	67%	27%	0%
C2	2.1	Learners take risks in learning (without fear of negative feedback).	27%	33%	40%	0%
C3	2.7	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	40%	53%	7%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	27%	60%	13%
Overall rating on a 4 point scale:		**2.5**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.1	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	20%	53%	27%	0%
D2	1.5	Learners make connections from content to real-life experiences.	73%	7%	13%	7%
D3	2.5	Learners are actively engaged in the learning activities.	0%	53%	47%	0%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	33%	47%	13%	7%
Overall rating on a 4 point scale:		**2.0**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.8	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	33%	53%	13%	0%
E2	2.5	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	0%	47%	53%	0%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	27%	47%	20%	7%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	47%	53%	0%	0%
Overall rating on a 4 point scale:		**2.0**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	0%	40%	47%	13%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	7%	33%	40%	20%
F3	2.2	Learners transition smoothly and efficiently from one activity to another.	33%	27%	27%	13%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	13%	40%	40%	7%
Overall rating on a 4 point scale:		**2.5**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	2.1	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	33%	27%	33%	7%
G2	1.7	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	47%	33%	20%	0%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	73%	27%	0%	0%
Overall rating on a 4 point scale:		**1.7**				

eleot Narrative

The Diagnostic Review Team conducted 15 classroom observations in all core content classes. Data from these observations provided the team with information about teaching and learning at Frayser Elementary. Overall, the team found instruction in classrooms was typically delivered to students in small groups with few instances of differentiated student learning tasks. Instances of students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 27 percent of classrooms. It was also evident/very evident in 27 percent of classrooms that student “discussions/dialogues/exchanges with each other and teacher predominate” (D1). It was evident/very evident in 20 percent of classrooms that students “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4).

The Digital Learning Environment earned an overall rating of 1.7 on a four-point scale, making it the lowest-rated learning environment. The Diagnostic Review Team rarely observed technology used by students to complete tasks beyond working on educational programs. In zero percent of classrooms, for example, it was evident/very evident that students “use digital tools/technology to communicate and work collaboratively for learning” (G3). Additionally, in 20 percent of classrooms, it was evident/very evident that students “use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2). Opportunities for students to “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1) were evident/very evident in 40 percent of classrooms.

The High Expectations Learning Environment earned a rating of 1.9. In this learning environment, it was evident/very evident in 13 percent of classrooms that students “demonstrate and/or are able to describe high quality work” (B3). In 20 percent of classrooms, it was evident/very evident that students “engage in activities and learning that are challenging but attainable” (B2). Likewise, it was evident/very evident in 20 percent of classrooms that learners “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1).

The Diagnostic Review Team also noted many items were minimally observed in classrooms, providing additional areas to leverage for increased student learning. In the Progress Monitoring and Feedback Learning Environment, for example, students who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in zero percent of classrooms. Also in the Progress Monitoring and Feedback Learning

Environment, students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in 13 percent of classrooms. Students who “demonstrate and/or verbalize understanding of the lesson/content” (E3). were evident/very evident in 27 percent of classrooms. Finally, it was evident/very evident in 13 percent of classrooms that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4).

Other items of concern were related to the active learning of students. Instances of students who “make connections from content to real-life experiences” (D2) were evident/very evident in 20 percent of classrooms. Also, students who “demonstrate a sense of community that is positive, cohesive, engaged, and purposeful” (C1) were evident/very evident in 27 percent of classrooms.

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 rigorous curriculum that aligns with Kentucky Academic Standards. Monitor the effectiveness of curriculum using student performance data such as Measures of Academic Progress (MAP), Kentucky Performance Rating for Educational Progress (K-PREP), and Common Formative Assessment and adjust instruction. (Standard 2.5)

Evidence:

Student Performance Data:

The student performance data from the K-PREP assessment for Frayser Elementary, as detailed in an addendum to this report, revealed the percentage of students who scored Proficient/Distinguished was significantly below the state average in all grade levels and content areas. Additionally, student performance data from the MAP 2019 spring assessment showed the percentage of students at or above grade level norm was below 30 percent in all grade levels in reading and mathematics. Ten percent or less of students in fourth and fifth grades scored at or above the grade level norm in both reading and mathematics.

According to the 2018-2019 K-PREP data, zero percent of fourth-grade students scored Proficient/Distinguished in science, whereas the state average was 31.7 percent. Likewise, in third-grade mathematics, approximately five percent of students scored Proficient/Distinguished compared to the state average of 47.4 percent in 2018-2019. Fifth-grade students at Frayser Elementary scored significantly lower than their peers in social studies across the state.

Classroom Observation Data:

The classroom observation data, as previously discussed, revealed that instances of 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 20 percent of classrooms. It was evident/very evident in 13 percent of classrooms that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). The data further revealed that students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in 13 percent of classrooms. Instances of students who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in zero percent of classrooms. Finally, students who “demonstrate and/or are able to describe high quality work” (B3) were evident/very evident in 13 percent of classrooms.

Stakeholder Interview Data:

The stakeholder interview data indicated many teachers were analyzing student performance data during professional learning community (PLC) meetings and using the findings to group students by ability. The observation, however, showed students worked on assignments that did not require the use of higher-order thinking regardless of a student’s ability or of the group to which a student was assigned. The classroom observation data supported these findings and showed that rigorous teacher instruction rarely occurred, as it was

evident/very evident in 20 percent of classrooms that students “engage in activities and learning that are challenging but attainable” (B2). One stakeholder, for example, stated, “We now have calm and compliant students. It is now time to move to more engaged students.” Additionally, the interview data showed stakeholders respected the principal. In interviews, the Diagnostic Review Team repeatedly heard that the school culture vastly improved under the direction of the school principal. For instance, one stakeholder expressed, “We went to school to be teachers and now we can actually teach.” Interview data also revealed staff members delved into standards alignment; however, they were unable to explain the process for consistently using data to develop an aligned curriculum or revise the existing curriculum.

Stakeholder Perception/Experience Data:

The survey data revealed 75 percent of staff members agreed/strongly agreed with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance” (E5). In addition, the data revealed 63 percent of staff members agreed/strongly agreed that “All teachers in our school provide students with specific and timely feedback about their learning” (E6). Further, survey data revealed 69 percent of staff members agreed/strongly agreed that “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7). A review of the survey data showed 97 percent of parents agreed/strongly agreed with the statement, “My child knows the expectations for learning in all classes” (E10). In addition, the parent survey data revealed 91 percent of parents agreed/strongly agreed “My child is given multiple assessments to measure his/her understanding” (E12). Finally, elementary student survey data showed 94 percent agreed that “My teachers help me learn things I will need in the future” (E1). However, these data indicated a disconnect between perceived actions and observation data that revealed that students who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in zero percent of classrooms.

Documents and Artifacts:

A review of the Comprehensive School Improvement Plan (CSIP), Accelerated Improvement Plan, Six Systems Blueprint, surveys, MAP student data, and AIS Walkthrough Report revealed the lack of a systematic process for evaluating the quality and effectiveness of the curriculum in order to meet the institution’s learning expectations and prepare students for the next level. Further review of the available artifacts (e.g., PLC meeting agendas, lesson plans, interviews and classroom observations) showed no evidence to substantiate that a curriculum has been adopted, developed, and implemented by the institution.

Improvement Priority #2

Engage all educators in developing a systematic process (e.g., Professional Learning Communities protocol) to monitor and analyze academic data from a variety of sources (e.g., formative and summative assessments). Use the academic data to adjust instructional practices to meet individual learner needs and the learning expectations of the school. (Standard 2.7)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum of this report, indicated that student achievement as measured by K-PREP assessments was below state averages in all content areas and grade levels for two consecutive years. For example, the percentage of students scoring Proficient/Distinguished in third-grade reading lagged 46.7 percentage points behind the state average. In 2018-2019, the percentage of fifth-grade students scoring Proficient/Distinguished in mathematics was approximately seven percent, 45 percentage points below the state average. Moreover, 5.6 percent of fourth-grade students scored Proficient/Distinguished in mathematics, which is 41 percentage points lower than the state average. 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.

Classroom Observation Data:

Classroom observation data, as detailed previously in this report, suggested the school did not deliberately monitor the implementation of high-yield instructional practices and/or strategies (e.g., exemplars, differentiation, higher-order thinking skills, student-centered technology). It was evident/very evident in 27 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Further, instances of 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 60 percent of classrooms.

Stakeholder Interview Data:

Stakeholder interview data showed some organizational structures such as professional learning community (PLC) meetings were in place; however, these structures were not consistently monitored to determine their effectiveness. Surveys revealed 69 percent of staff members agreed/strongly agreed with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7). All core content teachers participated in professional development, focusing on instructional practices, but there was little evidence the school used data to modify instruction and revise curriculum. Moreover, stakeholder interview data indicated teachers are creating their own curriculum. Additionally, one stakeholder noted the school was “seeing student growth, but not performance at grade level.”

Stakeholder Perception/Experience Data:

Survey data revealed that staff members reported the school used assessment results for continuous improvement. For example, 79 percent of staff members agreed/strongly agreed to the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.” (E1). In addition, 83 percent of staff members agreed/strongly agreed with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2). Seventy-nine percent of staff members indicated “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).

A review of parent survey data showed 96 percent of parents agreed/strongly agreed with the statement, “All of my child's teachers use a variety of teaching strategies and learning activities.” (E3). Furthermore, 93 percent of parents indicated, “Our school leaders monitor data related to student achievement” (E4). Finally, survey data

showed 90 percent of students agreed with the statement “In my school I am learning new things that will help me,” (C2).

Documents and Artifacts:

A review of the Six Essential Systems for a Strong Learning Climate, lesson plans, and core instructional guidance documents revealed that while the leadership team provided feedback to teachers about instructional effectiveness, actual instructional practices heavily relied on teacher-created curriculum. Although lesson plans were developed, the Diagnostic Review Team found little evidence indicating teachers modified their instruction based on formative assessment data or principal feedback. Furthermore, the school’s Six Essential Systems stated, “Teachers and administrators utilize the district curriculum frameworks and understand the level of complexity represented in the grade-level standard in order to adequately design rigorous learning experiences with clear connections to the Backpack of Success Skills.” Moreover, the school’s Comprehensive School Improvement Plan (CSIP) documents showed that the school would “Improve Tier 1 core academic instruction in all classrooms to ensure that it is highly effective, culturally responsive and evidence based.” Also, the CSIP included the statement, “Teachers would provide timely and appropriate academic interventions based on student need and on-going data analysis.”

A review of lesson plans and classroom observation data revealed little evidence that students were engaged in differentiated learning opportunities and/or activities that met their needs. Additionally, in 13 percent of classrooms it was evident/very evident that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). Classroom observation data confirmed most students could not articulate how assignments connected to curriculum standards and/or learning targets. Also, observers noted students were unable to explain how their work was assessed, as that practice was evident/very evident in zero percent of classrooms.

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:

Students, parents, teachers, support staff, and district leadership shared a common belief that the principal created a positive school culture. As one stakeholder noted, "The principal has done an amazing job in creating a family/inclusive atmosphere. We went from a place with a lot of tension to a place where everyone feels very relaxed and at home." A consistent belief among staff and community members was everyone is invested and willing to do whatever it takes to change the learning and life outcomes of their students. This starts with the school leadership, as one teacher commented that the principal, "…works tirelessly. She is truly student-centered. Her leadership sets the tone for the rest of the building." Additionally, parents expressed their gratitude for the principal, who they believed was instrumental in changing the school environment into a nurturing and positive place for students.

The Diagnostic Review Team observed a well-managed and supportive learning environment. A myriad of resources existed to support student behavior, learning, and teacher instructional practices. These supports allowed the school to decrease student suspension events and days and provide teachers with professional development opportunities. As one stakeholder noted, the principal "…doesn't hesitate to reach out to the district for additional resources. She is able to maintain a balance and knows when her school is not ready for additional supports." Survey data revealed that 87 percent of staff members agreed/strongly agreed with the statement, "Our school provides sufficient material resources to meet student needs" (F3). Additionally, 97 percent of parents agreed/strongly agreed "Our school provides students with access to a variety of information resources to support their learning" (F4). One parent noted, "The teachers really work with students about how to be students. The school is a real family."

The principal was focused on providing all students with a quality educational experience, reducing student suspension rates and creating a positive school climate and culture while also creating a collaborative and supportive work environment for staff members. The principal stated, "Every child deserves an excellent education, regardless of zip code, race, gender, national origin, primary language, disability status, and/or sexual orientation." The parent survey data revealed 95 percent of parents agreed/strongly agreed with the statement, "My child is prepared for success in the next school year" (G2). One staff member captured the sentiment of many with the statement, "I hit the jackpot with this principal; she is about teaching the whole child, not just opening a textbook. It's about reaching every kid and meeting them where they are."

Continuous Improvement Process:

Kentucky Performance Rating for Educational Progress (K-PREP) assessment data, surveys, stakeholder interview data, classroom observations, the principal's presentation, and a review of artifacts and documents

indicated the need for a formalized process to analyze and use data to evaluate the quality and effectiveness of the curriculum. While the Diagnostic Review Team observed well-maintained and supportive learning environments, the curriculum generally was teacher-created and lacked rigor and alignment to Kentucky Academic Standards. In 2018-2019, all grade levels in all content areas, as measured by K-PREP, scored below the state Proficient/Distinguished averages. One student captured the sentiment of some with the statement, “We are not ready for the next grade level.” Another teacher stated, “I don’t know what to ask for in regard to curriculum, I need more of a guide.”

The school had structures (e.g., faculty meetings, schoolwide professional development, PLCs) to collect and analyze data to identify improvements in student learning. Furthermore, 85 percent of staff members agreed/strongly agreed with the statement, “In our school all staff members use student data to address the unique learning needs of all students” (E14). The Diagnostic Review Team found few instances of rigorous instruction, coursework, and/or discussions designed to differentiate learning opportunities and/or of activities adjusted to meet individual learner needs. While PLCs were scheduled weekly, no formal process was observed to ensure the quality and fidelity of instructional practices that met individual learner needs.

The school could benefit from a systematic evaluation of the effectiveness of their PLC process and determination of the impact on teacher instructional practices and student achievement. The Diagnostic Review Team found the school had systems in place for teacher collaboration and the collection of data (e.g. Virtual Data Wall). However, no evidence supported that these systems resulted in improvements in instructional practices and student achievement. The Diagnostic Review Team suggests that school leaders and staff members immerse themselves in the PLC process and focus on the four critical questions (i.e., What do we want student to learn? How will we know if they learned? What will do if they don’t learn? What will do if they already know it?) and the three big ideas (i.e., Focus on Learning, Build a Collaborative Culture, and Focus on Results) of PLCs.

Finally, the Diagnostic Review Team recommends the institution develop and implement a systematic process for analyzing data and evaluating the effectiveness of the curriculum in order to provide the level of instruction necessary to meet the individual needs of students and the learning expectations of the school. Additionally, staff member survey data indicated that 79 percent of staff members agreed/strongly agreed with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice” (E1). The Diagnostic Review Team encourages the school to use these findings as leverage points for establishing a process to monitor and adjust instruction to meet individual learner’s needs and the institution’s learning expectations.

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. James Driscoll	Dr. James Driscoll currently serves as the executive director of human resources in the Mesa Unified School District in Mesa, Arizona. He has teaching experience at a variety of levels from kindergarten through grade 8 in both suburban and urban settings and as a faculty associate professor for Arizona State University. Dr. Driscoll's administrative experience includes dean of students, assistant principal, principal, director of special education, district hearing officer, and assistant superintendent. He has extensive experience in evaluation processes, developing equitable/challenging learning experiences for all students, and identifying strengths and weaknesses in collaborative learning communities.
Leesa Moman	Leesa Moman has over 38 years of experience as a teacher and administrator. She is currently an Education Recovery Leader with the Kentucky Department of Education. In that position, she provides support to identified schools classified as Additional Targeted Support and Improvement. She has extensive experience in assisting districts and schools as they build systems of continuous improvement resulting in increased student academic performance. Ms. Moman also has experience as an adjunct professor for both Western Kentucky University and Brescia University where she has taught courses in the School of Education.
Donna Gibson	Donna Gibson is an independent consultant. Ms. Gibson has more than 30 years of experience in education as a teacher, assistant principal, and professional development trainer. Ms. Gibson spent seven years working in at-risk schools as a school improvement specialist, a literacy trainer, and a literacy coach. She has a broad knowledge of research-based reading strategies, which she shares with educators to improve their pedagogic approach when moving reluctant/struggling readers to independent/advanced readers. Presently, she is coaching and training teachers in planning, teaching, and assessing effectively.
Nellie Poe	Nellie Poe has 25 years of experience as a teacher and administrator. She currently works in Education Recovery for the Kentucky Department of Education. In that position, she works with teachers and administrators at a middle school and an elementary school in Northern Kentucky to assist in aligning curriculum and assessments to the standards and coaching instructional strategies. She has worked in sixth through eighth grades for 25 years teaching math, science, pre-engineering, and intervention, as well as serving as building assessment coordinator, academic dean, and assistant principal.
Amber Catron	Over the past 11 years, Amber Catron has served in both a teacher and administrative capacity. Starting in 2008, Amber served as an intermediate classroom teacher and served as assistant principal from 2011-2014 at Harrison Elementary. In 2015, Ms. Catron started her role as a principal at Russell Cave Elementary.

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	12.9	52.3	6.0	52.7
	4	13.1	53.7	13.0	53.0
	5	11.6	57.8	11.7	57.9
Math	3	7.1	47.3	4.8	47.4
	4	3.3	47.2	5.6	46.7
	5	4.7	52.0	6.7	51.7
Science	4	1.6	30.8	0.0	31.7
Social Studies	5	2.3	53.0	13.3	53.0
Writing	5	9.3	40.5	13.3	46.6

Plus

- The percentage of students scoring Proficient/Distinguished in social studies increased from 2.3 in 2017-2018 to 13.3 in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in writing increased from 9.3 in 2017-2018 to 13.3 in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in math in fourth grade increased from 3.3 in 2017-2018 to 5.6 in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in math in fifth grade level increased from 4.7 in 2017-2018 to 6.7 in the 2018-2019.

Delta

- The percentage of students scoring Proficient/Distinguished in all content areas (reading, math, science, social studies and writing) performed below their peers at the state level in both 2017-2018 and 2018-2019.
- Science had the lowest percentage of students scoring Proficient/Distinguished in 2018-2019 with zero percent of students reaching that level.
- The percentage of students scoring Proficient/Distinguished in reading in third grade dropped 6.9 percentage points in 2018-2019 as compared with 2017-2018.

Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	16.7	19.7	58.2	57.8
Math	20.6	14.5	58.4	57.6
English Learner	20.9	18.8	70.1	70.5
Growth Indicator	18.7	17.1	58.3	57.7

Note: The formula for calculating growth changed between 2018-2019 and 2019-2020. Comparisons should only be made between school and state ratings.

Plus

- The student growth index for the 2018-2019 in reading is 58.2 and exceeds the state index of 57.8.
- The student growth index for the 2018-2019 in math is 58.4 and exceeds the state index of 57.6.
- The growth indicator has exceeded the state average for two consecutive years. In 2017-2018, the growth indicator was 18.7 and exceeded the state index of 17.1. In 2018-2019, the growth indicator was 58.3 and exceeded the state index of 57.7.

Delta

- The student growth index for 2018-2019 for English Learners lags behind the state index.

2018-19 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	5.3	3.5	0.0	10.0	7.5
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	9.0	5.6	0.0		
Disabilities (IEP)	5.7	0.0	0.0	10.0	0.0
Disabilities Regular Assessment	5.7	0.0	0.0	10.0	0.0
Disabilities with Acc.			0.0		
Economically Disadvantaged					
English Learners	9.7	6.9	0.0	10.0	15.0
English Learners Monitored	11.7	6.5	0.0	16.0	20.0
Female	10.2	3.4	0.0	7.4	14.8
Foster					
Gifted and Talented					
Hispanic	17.4	10.9		21.4	21.4
Homeless	7.1	7.1			

Group	Reading	Math	Science	Social Studies	Writing
Male	9.2	7.3	0.0	18.2	12.1
Migrant					
Military					
No Disabilities	10.5	6.8	0.0	14.0	16.0
Non-Economically Disadvantaged					
Non-English Learners	9.6	4.8	0.0	15.0	12.5
Non-Migrant	9.6	5.6	0.0	13.3	13.3
Not Consolidated Student Group	15.8	5.3			
Not English Learners Monitored	8.3	5.0	0.0	11.4	8.6
Not Gifted and Talented	9.6	5.6	0.0	13.3	13.3
Not Homeless	9.8	5.5		14.5	14.5
Pacific Islander					
Total Students Tested	9.6	5.6	0.0	13.3	13.3
Two or More					
White	14.3	3.6	0.0		

Plus

- The highest percentage of students scoring Proficient/Distinguished was in social studies (21.4 percent of Hispanic students) during the 2018-2019 school year.
- The subgroup with the highest performance was Hispanic (17.4 percent Proficient/Distinguished in reading, 10.9 percent Proficient/Distinguished in math, 21.4 percent Proficient/Distinguished in social studies and 21.4 percent Proficient/Distinguished in writing) during the 2018-2019 school year.

Delta

- All student groups demonstrated significantly low performance in the following content areas: reading, math, science, writing, and social studies during 2018-2019.
- In 2018-2019, 9.6 percent of all students scored Proficient/Distinguished in reading.
- In 2018-2019, 5.6 percent of all students scored Proficient/Distinguished in math.
- In 2018-2019, zero percent of all students scored Proficient/Distinguished in science.
- In 2018-2019, 13.3 percent of all students scored Proficient/Distinguished in social studies and writing.
- Significant achievement gaps exist in reading (9.0 percentage points difference between white and African American students).
- Disability (IEP) students performed below nondisabled students in the areas of math (0.0 percent Proficient/Distinguished as compared to 6.8 percent), reading (5.7 percent Proficient/Distinguished as compared to 10.5 percent) and social studies (10.0 percent Proficient/Distinguished as compared to 14.0 percent).
- Zero percent of disabled students with IEPs scored Proficient/Distinguished in math, science and writing during 2018-2019.

Schedule

Monday, December 2, 2019

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/Superintendent 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

Tuesday, December 3, 2019

Time	Event	Where	Who
8:15 a.m.	Team arrives at Frayser Elementary	School Office	Diagnostic Review Team Members
8:15 a.m. - 3:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
5:00 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 4, 2019

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

Thursday, December 5, 2019

Time	Event	Where	Who
8:30 a.m.	Team arrives at Frayser Elementary	School	Diagnostic Review Team Members
8:45 a.m. - 11:00 a.m.	Follow-up Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
11:00 a.m. – 3:00 p.m.	Final Team Work Session	Hotel Conference Room	Diagnostic Review Team Members

School Diagnostic Review Summary Report
Frayser Elementary

Jefferson County Public Schools
December 2-5, 2019

The members of the Frayser 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 Frayser Elementary.

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

_____Date:_____
Associate Commissioner, Kentucky Department of Education

I have received the Diagnostic Review for Frayser Elementary.

_____Date:_____
Principal, Frayser Elementary

_____Date:_____
Superintendent, Jefferson County Public Schools