

Cognia Diagnostic Review Report

Results for: Greenwood 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	2
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	2
Certified Staff	19
Noncertified Staff	10
Students	46
Parents	8
Total	89

Cognia Standards Diagnostic Results

The Cognia Standards Diagnostic was used by the Diagnostic Review Team to evaluate the institution’s effectiveness based on the Cognia’s Performance Standards identified as essential for realizing growth and sustainable improvement in underperforming schools. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Point values are established within the diagnostic, and a percentage of the points earned by the institution for each Essential Standard is calculated. Results are reported within four categories: Impacting, Improving, Initiating, and Insufficient. The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Essential Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Initiating
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	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.	Improving
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Improving
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.	Insufficient
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Insufficient
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Insufficient
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Insufficient
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	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.	Insufficient
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Insufficient



Resource Capacity Domain

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

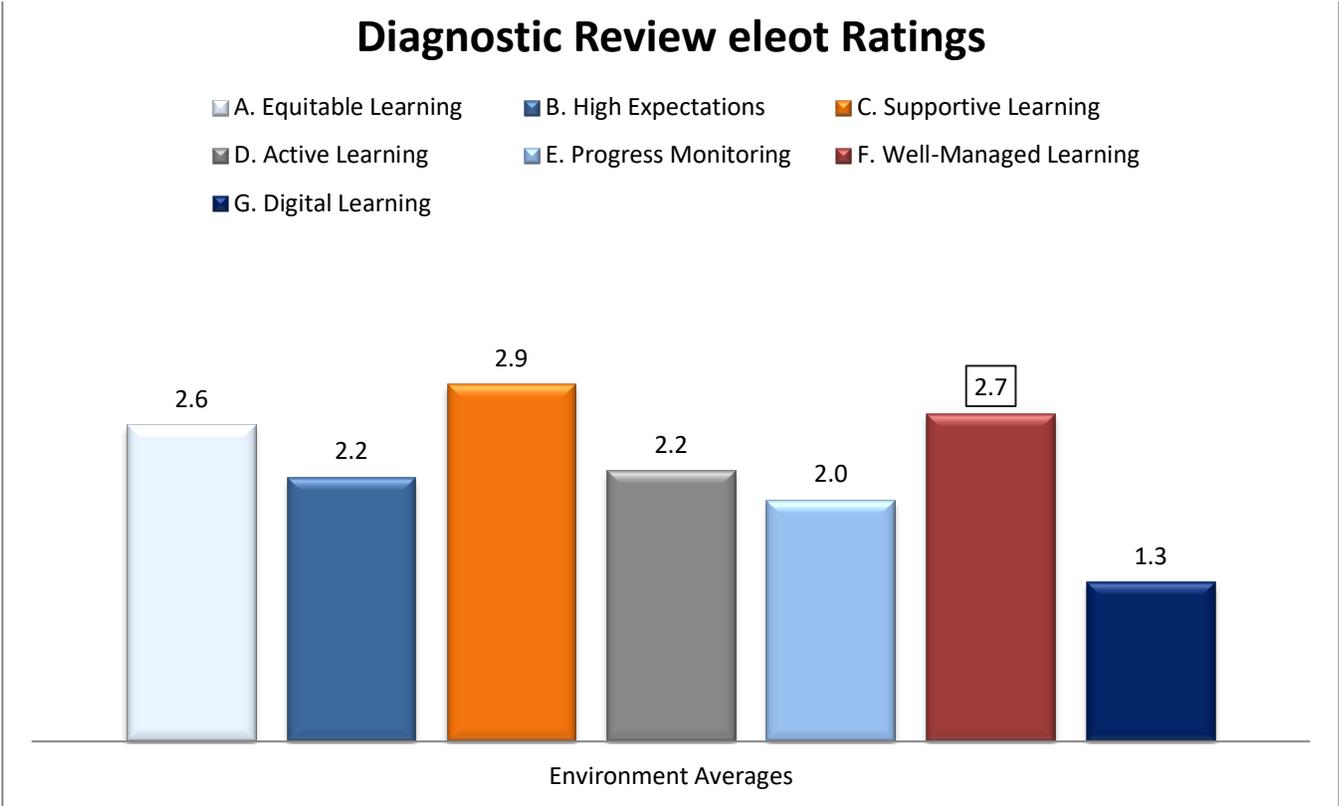
Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Initiating
3.2	The institution's professional learning structure and expectations promote collaboration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



Effective Learning Environments Observation Tool[®] (eleot[®]) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 18 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.	28%	33%	22%	17%
A2	3.2	Learners have equal access to classroom discussions, activities, resources, technology, and support.	6%	11%	44%	39%
A3	3.2	Learners are treated in a fair, clear, and consistent manner.	0%	17%	44%	39%
A4	1.7	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.	50%	33%	17%	0%
Overall rating on a 4 point scale:		2.6				

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.2	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	11%	61%	28%	0%
B2	2.3	Learners engage in activities and learning that are challenging but attainable.	11%	44%	44%	0%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	22%	72%	6%	0%
B4	2.2	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	11%	56%	33%	0%
B5	2.2	Learners take responsibility for and are self-directed in their learning.	11%	61%	22%	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.	6%	33%	39%	22%
C2	2.7	Learners take risks in learning (without fear of negative feedback).	0%	39%	50%	11%
C3	3.0	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	28%	44%	28%
C4	3.2	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	22%	39%	39%
Overall rating on a 4 point scale:			2.9			

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.	11%	28%	39%	22%
D2	1.7	Learners make connections from content to real-life experiences.	56%	22%	17%	6%
D3	2.4	Learners are actively engaged in the learning activities.	11%	44%	33%	11%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	33%	44%	17%	6%
Overall rating on a 4 point scale:			2.2			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.7	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	50%	33%	17%	0%
E2	2.2	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	17%	56%	17%	11%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	11%	56%	28%	6%
E4	1.7	Learners understand and/or are able to explain how their work is assessed.	39%	50%	11%	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	3.0	Learners speak and interact respectfully with teacher(s) and each other.	0%	28%	44%	28%
F2	2.9	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	39%	33%	28%
F3	2.4	Learners transition smoothly and efficiently from one activity to another.	22%	39%	17%	22%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	11%	56%	11%	22%
Overall rating on a 4 point scale:			2.7			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	67%	22%	6%	6%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	89%	11%	0%	0%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	89%	0%	6%	6%
Overall rating on a 4 point scale:		1.3				

eleot Narrative

The Supportive Learning Environment was the highest rated of the seven environments, followed by the Well-Managed Learning Environment and the Equitable Learning Environment. It was evident/very evident in 78 percent of classrooms that “Learners demonstrate a congenial and supportive relationship with their teacher” (C4). It was evident/very evident in 72 percent of classrooms that “Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3) and that “Learners speak and interact respectfully with teacher(s) and each other” (F1). It was evident/very evident in 83 percent of classrooms that “Learners have equal access to classroom discussions, activities, resources, technology, and support” (A2) and that “Learners are treated in a fair, clear, and consistent manner” (A3). These items support team member informal observations regarding the inviting, friendly, and positive overall school climate.

The Progress Monitoring and Feedback Learning Environment indicated several areas in need of improvement. It was evident/very evident in 11 percent of classrooms that “Learners understand and/or are able to explain how their work is assessed” (E4). It was evident/very evident in 17 percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). It was evident/very evident in 28 percent of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). These data support the need for increased use of samples of excellent student work, rubrics, and well-defined progress monitoring strategies so that students clearly understand performance and grading criteria and may be involved in tracking their own academic progress.

The High Expectations Learning Environment indicated several areas in need of improvement. It was evident/very evident in six percent of classrooms that “Learners demonstrate and/or are able to describe high quality work” (B3). This item directly supports the need to develop exemplars and high-quality work samples described in the previous paragraph. It was evident/very evident in 28 percent of classrooms that “Learners take responsibility for and are self-directed in their learning” (B5). This item, coupled with E1, strongly underscores the need to increase overall student involvement in their learning and progress monitoring.

Observations also showed a need for increased learning expectations, as well as increased rigor and challenge in daily classrooms lessons. 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 28 percent of classrooms. Students who



“engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4) were evident/very evident in 33 percent of classrooms. Further, students who “engage in activities and learning that are challenging but attainable” (B2) were evident/very evident in 44 percent of classrooms.

The Active Learning Environment also indicated several areas in need of improvement. It was evident/very evident in 23 percent of classrooms that “Learners make connections from content to real-life experiences” (D2) and that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4). It was evident/very evident in 44 percent of classrooms that “Learners are actively engaged in the learning activities” (D3). These items support the need for increased use of learning strategies that actively engage students in their learning throughout each class period.

The Digital Learning Environment indicated very little student use of technology. It was evident/very evident in 12 percent of classrooms that “Learners use digital tools/technology to gather, evaluate, and/or use information for learning” (G1). It is suggested that school staff concentrate initially on increasing the rigor of student work, involving students more directly in their own learning and progress monitoring, and increasing the use of engaging learning strategies before addressing the possible value and use of technology for learning. At the same time, the school is encouraged to consider the use of technology to both increase the rigor of classroom lessons and better engage students in their own learning.

The two Improvement Priorities included in this report are directly related to the eleot data described above. The eleot observation data support a clear need to increase curriculum and instructional rigor. These data also support the need to implement more engaging learning strategies in the classroom.

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, implement, and monitor a curriculum and instructional process that (1) is based on high expectations for student performance, (2) emphasizes student higher-order thinking skill development, (3) is aligned to Kentucky Academic Standards, and (4) is aligned horizontally (within grade levels) and vertically (Grades K-5). (Standard 2.5)

Evidence:

Student Performance Data:

The percentages of students scoring Proficient/Distinguished on the Kentucky Performance Rating for Educational Progress (K-PREP) test in 2018-2019 in reading, math, science, social studies, and writing were significantly lower in all tested grades compared with state averages. The percentages may be found in the Student Performance Data addendum to this report. The percentage of students scoring Proficient/Distinguished in math in 2018-2019 declined in Grades 3 through 5 from the previous year. The Growth Index (2018-19) was lower than state averages in reading and math.

Data from the K-PREP Accountability Model revealed an increase in the Novice category from 2017-2018 to 2018-2019 in reading, mathematics, social studies, and writing. The principal stated in the opening presentation that the number of students below grade level was “alarming.” Seventy-one percent of students were below grade level in reading, 81 percent were below grade level in mathematics, 94 percent were below grade level in science, and 85 percent were below grade level in writing.

Classroom Observation Data:

Team members noted that student classroom work was not rigorous in many classrooms and was often at a Depth of Knowledge (DOK) Level 1. It was evident/very evident in 28 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) and in 33 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). Students who “engage in activities and learning that are challenging but attainable” (B2) were evident/very evident in 44 percent of classrooms.

In many classrooms, teacher questioning indicated a relatively low-level DOK. In one classroom, students responded to questions where they were led to the answer. In some classrooms, students were questioned by being given two options for a correct answer. In one classroom, the teacher told students that all the answers to their questions could be found in the text, indicating that the questions did not require any higher-order thinking. In many classrooms, students participated in low-level activities during learning center rotations. In one class, students were learning to multiply three-digit numbers by 6, 7, 8, and 9. A center activity had students multiplying two-digit numbers by 2.



These data confirm the accuracy and importance of Greenwood School's Own School Improvement Priority #2 (high-quality instruction). They also underscore the identified need to increase the level of rigor (higher-order thinking skill development) in the curriculum and instructional process.

Stakeholder Interview Data:

Teacher interviews revealed no formal process to adopt, align, or evaluate the rigor or quality of the curriculum. "We just know what's working and what's not," stated one teacher. Many teachers could not clearly describe the curriculum in terms of grade-level student learning expectations. Some teachers stated that they did not have a process to evaluate effectiveness of the curriculum; however, they were beginning to deconstruct standards and create "We will" and "I will" learning targets. The principal stated frequently that curriculum rigor and high-performance expectations were areas that needed improvement across the school. Many teachers stated they were using DOK skill ladders to monitor reading and math activity rigor. One commented, "I was worried what I would do if just one or two students scored at Level 4 or higher while the others were at lower levels."

Several parents indicated their child was not academically or socially ready to move to the next level. One parent commented, "My child was just not prepared for the next level; the school has to do a better job in getting students ready for the next grade level." Several students expressed that the work in their classes was "too easy" and they were not challenged academically. Many teachers expressed that students coming to their grade level were not adequately prepared for success at that level, and several shared that their students were significantly below grade level, making it "difficult for them to demonstrate a deeper level of knowledge."

Stakeholder Perception/Experience Data:

There is a noticeable disconnect between the highly rated survey responses and the interview and observation responses. Eighty-five percent of staff agreed/strongly agreed with the statements "All teachers in our school use a process to inform students of their learning expectations and standards of performance" (E5) and "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice" (E1). Ninety-seven percent of staff agreed/strongly agreed with the statement "Our school uses data to monitor student readiness and success at the next level" (G5).

Ninety percent of parents agreed/strongly agreed with the statement "My child knows the expectations for learning in all classes" (E10). Ninety-two percent of students agreed/strongly agreed that "My teachers help me learn things I will need in the future" (E1).

Based on survey data, one could conclude that learning expectations were high, and that the curriculum is reviewed and adjusted in a thoughtful and deliberate manner. When presented with these survey results, most staff agreed that this was the direction of the current building leadership; however, they were just "getting started" on these processes. The staff and administration are encouraged to review the survey data in light of the discrepancy between what is typically reported in the surveys and what is reported in interviews. The disconnect appears to be a reaction to the many initiatives put into place by the current leadership team. However, a clear understanding of these discrepancies may be used to find a common baseline for establishing future goals and strategies.

Documents and Artifacts:

Little documented evidence was provided to support a process for curriculum development and review. A review of professional learning community (PLC) meeting minutes revealed that data analysis was occurring around benchmark performance data; however, there was no indication of using data for decisions regarding changes to instruction and curriculum. There were no data or documents offered to support curriculum development and its relationship to student achievement. No evidence was found or offered for a curriculum review process. A review of faculty meeting exit slips revealed that rigor had been discussed in the meeting, indicating wide awareness of the need. Reviews of Leadership Team meetings also indicated discussions about high expectations for student performance.



Improvement Priority #2

Develop and implement data-informed instructional monitoring and adjustment processes to ensure quality and fidelity of classroom instructional practices in order to address individual student learning needs. (Standard 2.7)

Evidence:

Student Performance Data:

The percentage of students scoring Proficient/Distinguished in science was 6.3 in 2018-2019. Science was the content area with the lowest percentage of students scoring Proficient/Distinguished. The percentage of students in Grade 4 scoring Proficient/Distinguished in reading was 21.1 compared to the state average of 53 percent. The percentage of students in Grade 4 scoring Proficient/Distinguished in math was 11.6 as compared to the state average of 46.7 percent. The overall growth indicator in 2018-2019 was 42.0 as compared to 57.7 for the state. The percentage of students with disabilities scoring Proficient/Distinguished in reading was 11.1 and 5.6 in math. These data, when supplemented with the previously reported (Improvement Priority 1) student performance data, support the need for developing and monitoring effective classroom instructional practices.

Classroom Observation Data:

Students appeared compliant; however, they were not actively engaged in rigorous assignments. Students who were “actively engaged in the learning activities” (D3) were evident/very evident in 44 percent of classrooms. Students who “make connections from content to real-life experiences” (D2) and “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4) were evident/very evident in 23 percent of classrooms. It was evident/very evident in 39 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1) and in 17 percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). Students who “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2) were evident/very evident in 28 percent of classrooms, and students who “use class time purposefully with minimal wasted time or disruptions” (F4) were evident/very evident in 33 percent of classrooms. It was evident/very evident in 12 percent of classrooms that “Learners use digital tools/technology to gather, evaluate, and/or use information for learning” (G1).

These eight described items strongly support the need to increase the variety and effectiveness of learning opportunities for students. Teaching strategies need to be made explicit and designed to address individual student learning needs.

The Diagnostic Review Team members commented that learning center activities were typically “one size fits all,” regardless of different student ability levels. In one classroom, students read an article and answered questions without understanding the content. One student was observed copying the answers from the text without understanding what the words meant. In some classes, students were not completing assignments on an appropriate grade level. In most classrooms, students were engaged in low-level discourse with each other. In some classrooms, students could be heard telling each other which answers were correct; however, there was no discussion about why or deeper levels of thinking demonstrated. In several classrooms, students completed multiple-choice questions about a reading and then went over the answers with the teacher. In many classrooms, students could describe what they were doing but not what they were learning from the task, activity, or assignment.

Stakeholder Interview Data:

Many teacher interviews revealed a need for a process to monitor and adjust instruction because formative and summative assessments were not aligned. Many teachers stated that in PLC meetings they were reviewing data from the Measure of Academic Progress (MAP) test, but not classroom formative assessments. One teacher said, “Our greatest need is in the area of differentiation; it’s hard for us to figure out ways to get students to where they need to be.” An administrator noted, “We have to improve our core instruction.” Although many teachers indicated



that they discussed instructional strategies in PLC meetings, they struggled to provide relevant examples of how they had changed instruction to meet student performance levels.

Students reported they know they are successful and have met expectations based on their report cards. They do not have conferences with teachers about their progress.

Documents and Artifacts:

A review of Powerwalk data indicated that “rigor and relevance” were concerns for the school. It was not clear how instructional strategies were adjusted based on the process. The principal’s PowerPoint presentation emphasized that low curriculum and instructional rigor was a major concern because of inconsistencies throughout the building. There was no documented evidence provided of formal instructional intervention practices. No evidence was offered to show how teachers monitored and adjusted instruction to meet individual learners’ needs. No evidence was offered to show that processes are in place to monitor and adjust the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners’ needs.

Insights from the Review

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

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

Strengths:

The leadership and staff have created a warm, inviting, and friendly learning environment for the students. Staff-student interactions are positive and affirming. The staff reported that the administrators' management style is positive, even "with the challenges that exist." The school recently began to embrace the PLC process as the cornerstone for improving the quality of the instructional program. Discussions are beginning to center on data analysis as the basis for instructional decision-making. The principal has stated a commitment to building teacher leaders, and teachers are beginning to embrace this practice. Teacher leaders reported feeling "empowered." Parents stated that they feel valued and that their input is sought and "listened to."

The school's mission and vision were revisited and rewritten. The staff reported that "everyone's on the same page now and dedicated to the same mission." Faculty time is wisely utilized and staff meetings are coherent and well-planned. Faculty input is sought in significant decision-making. Teachers reported that their "voice is heard" and that this is a refreshing change.

The administration has begun to implement routine operating processes and systems so that there is a "way of doing business." Classroom instruction is regularly monitored, and teachers receive regular feedback on their performance. The principal has charted a well-defined course with an improvement plan aimed at increased instructional rigor, high performance expectations, and equity of learning opportunity for all students.

Continuous Improvement Process:

The principal has developed and widely shared an explicit continuous improvement process that emphasizes 1) high expectations (Greenwood School's School Improvement Priority #1), 2) high-quality instruction (Greenwood School's own School Improvement Priority #2), and 3) an equitable learning environment to develop a culture of student growth and achievement (Greenwood School's School Improvement Priority #3). Six essential systems have been identified as 1) standards implementation, 2) effective use of data, 3) instructional planning/practice for deeper learning, 4) progress monitoring/analysis of student work, 5) academic and behavior supports, and 6) instructional feedback and professional learning. Specific strategies have been developed for each essential system. For example, for standards implementation, teachers deconstruct state standards to set learning goals that students must reach to demonstrate high levels of learning. For effective use of data, teachers analyze MAP data to develop short-term and long-term goals that are specific, measurable, achievable, relevant, and time-bound (SMART goals). Each system has explicit strategies for teacher use.

Specific strategies have been developed and are being implemented to address each of the three Greenwood School's own school improvement priorities. The PLC process is being used as the vehicle for addressing the



needed actions. Data-driven decision-making is the basis for PLC discussions. These processes have just recently been implemented and there is ongoing teacher training and coaching in how to use data effectively (formative and summative) for instructional decision-making and adjustment to practice.

Strategies to examine and increase curriculum rigor have been developed and are in the process of being used. These include Depth of Knowledge levels, question stems for classroom use, and a directed lesson plan template. Monitoring tools such as coaching and feedback forms, Powerwalks, and PLC observations and feedback have been instituted. Continued implementation of the current plan will result in improved student performance. The leadership and staff have charted their direction and are encouraged to continue along the path they have established. Many of the initiatives are newly in place and will take time to become embedded in the culture and practice of the school.

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
George Griffin	George Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. Griffin is the author of several entries in the Encyclopedia of Educational Leadership and Administration and a contributor to special education textbooks and professional journals. He serves as a Lead Evaluator Mentor with Cognia and has led reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker at the first Cognia International Learning Disabilities Conference (2013) in Beirut, Lebanon, and has presented interactive training sessions at Cognia Global Education Conferences in the United Arab Emirates, Saudi Arabia, and Egypt.
Sam Watkins	Sam Watkins has had a positive impact on students, schools, and districts he has led in the state of Kentucky. During his 34 years as an educator, he has served students in the capacity of teacher, coach, athletic director, assistant principal, principal, Director of Districtwide Programs, and Education Recovery Leader. Recognized as a leader across the state of Kentucky, he successfully led two high schools and has helped numerous districts in Kentucky increase student achievement.
Tonya Dillon	Tonya Dillon has been working as a Kentucky educator for 23 years. She has worked in the positions of classroom teacher, reading coach, assistant principal, and principal, and currently serves as an Instructional Supervisor.
Melissa Evans	Mrs. Evans is currently serving as an Education Recovery Leader with the Kentucky Department of Education. Prior experience includes 18 years in the Corbin Independent School District. While there, she taught at the middle and high school levels, authored numerous grants, and served as director of the summer science program. Administrative experience includes five years as Director of District-Wide Programs. Major duties included District Assessment Coordinator, Curriculum, Assessment, and Instruction Supervisor, External Grants Director, and CTE Director.
Erin Manna	Erin Manna has spent the past 19 years working in education, teaching English and reading intervention classes to students in grades 6-12. She is currently a secondary literacy coach for Fayette County Public Schools in Lexington, Kentucky. She coordinates the Striving Readers Comprehensive Literacy Grant for the seven participating schools (four elementary, two middle, and one high). She provides professional learning regarding literacy instruction for all content areas and coaches teachers on regularly implementing literacy practices in their instruction.

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	25.7	52.3	36.5	52.7
	4	31.6	53.7	21.1	53.0
	5	38.9	57.8	31.3	57.9
Math	3	28.7	47.3	28.4	47.4
	4	26.3	47.2	11.6	46.7
	5	29.5	52.0	20.8	51.7
Science	4	10.5	30.8	6.3	31.7
Social Studies	5	30.5	53.0	16.7	53.0
Writing	5	20.0	40.5	14.6	46.6

Plus

- The percentage of students in grade three scoring Proficient/Distinguished during the 2018-2019 school year increased 10.8 points over the 2017-2018 school year in the content area of reading.

Delta

- The percentage of students scoring Proficient/Distinguished during the 2018-2019 school year in reading, math, science, social studies, and writing lagged behind state averages.
- The percentage of fourth grade students scoring Proficient/Distinguished in science during the 2018-2019 school year was 6.3 percent.
- The percentage of fourth-grade students who scored Proficient/Distinguished in reading during the 2018-2019 school year was 21.1 percent, as compared to the state average of 53 percent (a difference of 31.9 points).
- The percentage of fourth-grade students who scored Proficient/Distinguished in math during the 2018-2019 school year was 11.6 percent, as compared to the state average of 46.7 percent (a difference of 35.1 points).
- The percentage of students scoring Proficient/Distinguished in math during the 2018-2019 school year declined in grades 3, 4, and 5 compared to the 2017-2018 school year.

Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	17.8	19.7	48.9	57.8
Math	15.4	14.5	35.0	57.6

English Learner		18.8		70.5
Growth Indicator	16.6	17.1	42.0	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

- No positive scores found in data.

Delta

- The growth index for the 2018-2019 school year in reading and math lagged behind the state averages for those respective content areas.
- The overall growth indicator in 2018-2019 was 42.0 as compared to 57.7 for the state.

2018-19 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	19.1	10.1		8.8	5.9
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	25.5	16.3	4.0	14.3	7.1
Disabilities (IEP)	11.1	5.6			
Disabilities Regular Assessment	11.1	5.6			
Disabilities with Acc.	4.3	4.3			
Economically Disadvantaged	25.6	17.1	6.8	12.8	10.3
English Learners					
English Learners Monitored					
Female	33.1	17.7	8.3	17.1	14.6
Foster					
Gifted and Talented					
Hispanic					
Homeless	16.7	5.6			
Male	25.2	21.5	4.3	16.4	14.5
Migrant					
Military					
No Disabilities	31.9	21.8	7.0		
Non-Economically Disadvantaged	42.6	29.6	4.8	33.3	33.3
Non-English Learners			6.3		

Group	Reading	Math	Science	Social Studies	Writing
Non-Migrant	29.1	19.6	6.3	16.7	14.6
Not Consolidated Student Group	33.9	24.1	8.9	20.0	25.0
Not English Learners Monitored			6.3		
Not Gifted and Talented	29.1	19.6	6.3	16.7	14.6
Not Homeless	30.0	20.6	7.0		
Pacific Islander					
Total Students Tested	29.1	19.6	6.3	16.7	14.6
Two or More	43.3	33.3			
White	31.0	21.7	7.8	17.8	22.2

Plus

- The percentage of Economically Disadvantaged students scoring Proficient/Distinguished in science was 6.9 percent, as compared to 4.8 percent of Non-Economically Disadvantaged students.

Delta

- The percentage of White students scoring Proficient/Distinguished surpassed the percentage of African American students with that score in reading, math, science and social studies.
- The percentage of students with disabilities scoring Proficient/Distinguished was 11.1 percent in Reading and 5.6 percent in Math.
- Science was the content area with the lowest percentage of students scoring Proficient/Distinguished.

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/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, January 14, 2020

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:40 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 15, 2020

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

Thursday, January 16, 2020

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



School Diagnostic Review Summary Report
Greenwood Elementary

Jefferson County Public Schools

January 13-16, 2020

The members of the Greenwood 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 Greenwood 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 Greenwood Elementary.

_____ Date: _____
Principal, Greenwood Elementary

_____ Date: _____
Superintendent, Jefferson County Public Schools