

Cognia Diagnostic Review Report

Results for: Jacob 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	3
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	6
Certified Staff	18
Noncertified Staff	6
Students	7
Parents	5
Total	47

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

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.	Initiating
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Insufficient
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Insufficient
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Insufficient
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Initiating
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Initiating
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Insufficient



Resource Capacity Domain

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

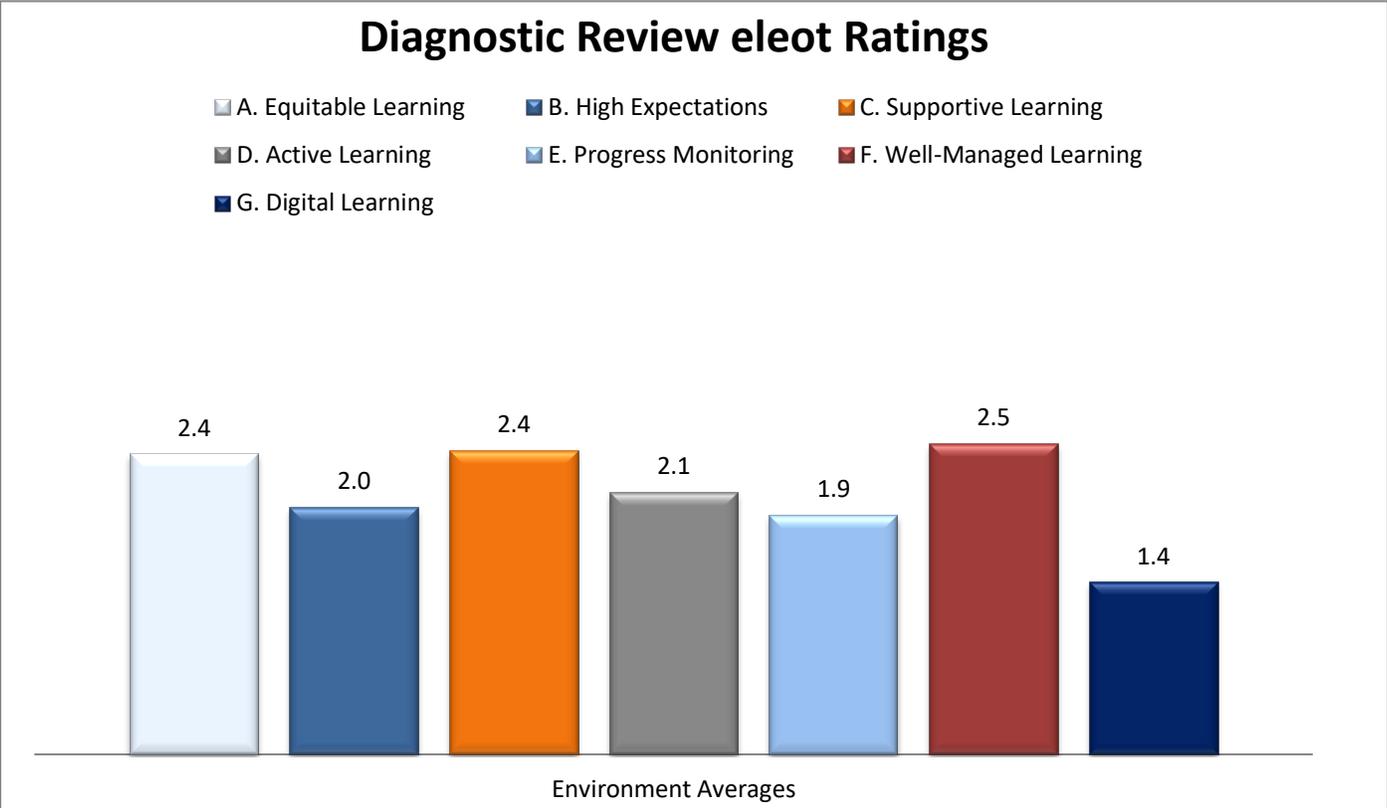
Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Improving
3.2	The institution's professional learning structure and expectations promote collaboration 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.	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	1.9	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	22%	72%	0%	6%
A2	2.7	Learners have equal access to classroom discussions, activities, resources, technology, and support.	6%	39%	33%	22%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	0%	33%	44%	22%
A4	2.1	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.	39%	22%	33%	6%
Overall rating on a 4 point scale:			2.4			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.1	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	17%	61%	22%	0%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	17%	44%	39%	0%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	44%	50%	6%	0%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	22%	72%	6%	0%
B5	2.1	Learners take responsibility for and are self-directed in their learning.	17%	56%	28%	0%
Overall rating on a 4 point scale:			2.0			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.6	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	17%	11%	72%	0%
C2	2.1	Learners take risks in learning (without fear of negative feedback).	39%	17%	44%	0%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	6%	44%	50%	0%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	6%	28%	67%	0%
Overall rating on a 4 point scale:			2.4			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.4	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	6%	50%	39%	6%
D2	1.6	Learners make connections from content to real-life experiences.	56%	33%	11%	0%
D3	2.4	Learners are actively engaged in the learning activities.	6%	56%	33%	6%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	28%	50%	22%	0%
Overall rating on a 4 point scale:			2.1			

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.	28%	61%	11%	0%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	17%	61%	22%	0%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	22%	44%	28%	6%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	56%	33%	11%	0%
Overall rating on a 4 point scale:			1.9			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	11%	22%	56%	11%
F2	2.6	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	17%	17%	61%	6%
F3	2.4	Learners transition smoothly and efficiently from one activity to another.	17%	39%	33%	11%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	11%	61%	17%	11%
Overall rating on a 4 point scale:			2.5			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.7	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	50%	28%	22%	0%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	89%	6%	6%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	83%	11%	6%	0%
Overall rating on a 4 point scale:		1.4				

eleot Narrative

The Diagnostic Review Team collected data in 18 core content classroom settings. Data from classroom observations revealed the highest ratings in the following learning environments: Supportive Learning and Well-Managed. Students who “demonstrate a sense of community that is positive, cohesive, engaged, and purposeful” (C1) were evident/very evident in 72 percent of classrooms. It was evident/very evident in 67 percent of classrooms that students “demonstrate a congenial and supportive relationship with their teacher” (C4) and “speak and interact respectfully with teacher(s) and each other” (F1). The team found that students were generally treated fairly and supported by staff in numerous observed settings.

The classroom observation data showed that most instruction was whole group or center-based with some organized movement within the classroom setting. It was evident/very evident in 55 percent of classrooms that students “have equal access to classroom discussions, activities, resources, technology, and support” (A2). The team did not observe high academic expectations in classrooms; it was evident/very evident in six percent of classrooms that students “demonstrate and/or are able to describe high quality work” (B3). Observation data further revealed that students who “take responsibility for and are self-directed in their learning” (B5) were evident/very evident in 28 percent of classrooms. Students who “make connections from content to real-life experiences” (D2), “monitor their own learning progress or have mechanisms whereby their learning progress is monitored” (E1), and “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in 11 percent of classrooms. Collectively, these findings illustrated the need to establish high academic expectations and implement instruction that allows for student monitoring of individual progress and understanding of how their work is measured.

The Digital Learning Environment received the lowest overall rating of the seven learning environments with 1.4 on the four-point scale. Students who use digital tools/technology “to communicate and work collaboratively for learning” (G3) and “to conduct research, solve problems, and/or create original works for learning” (G2) were evident/very evident in six percent of classrooms. Additionally, observation data disclosed that students who “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1) were evident/very evident in 22 percent of classrooms. The Diagnostic Review Team observed students using technology individually and in groups with little depth, differentiation, or rigor. Low ratings for items within this learning environment provide an



opportunity for the school to systemically increase the depth to which students use technology to conduct research, solve problems, and create original work with a level of collaboration that is enhanced by these tools.

A careful examination of all items is warranted to identify additional areas that can be leveraged to increase instructional capacity and improve student learning. In addition, the Improvement Priorities outlined within this report can help prioritize areas of focus.



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

Systematically implement and monitor an evidenced-based curriculum across all grades and content areas. Collect and analyze student performance data and use findings to adjust and align instruction with learning expectations, improve instructional practices, and ensure the implementation of a rigorous, aligned curriculum for all students. Ensure instructional practices are based on high expectations and prepare learners for the next level. (Standard 2.5)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated the school had not implemented curriculum or effective instructional practices that met the needs of all students. The Kentucky Performance Rating for Educational Progress (K-PREP) results for Jacob Elementary students revealed the percentages of students who scored Proficient/Distinguished were significantly below the state average in all assessed areas for 2017-2018 and 2018-2019. Additionally, the percentages of students scoring Proficient/Distinguished in third-, fourth-, and fifth-grade math in 2018-2019 were significantly below state averages and lower than the 2017-2018 performance data. This was also true in fourth-grade reading and fourth-grade science. The 2018-2019 student performance data also showed the student growth index in reading was 54 compared to the state index of 57.8, math was 44.5 compared to the state index of 57.6, English Learners was 48.3 compared to the state index of 70.5, and the Growth Indicator was 49.3 compared to the state index of 57.7.

Additionally, the percentage of students scoring Proficient/Distinguished in fifth-grade writing increased from 12.3 in 2017-2018 to 13.8 in 2018-2019, though it was still below the state average of 46.6.

Classroom Observation Data:

The classroom observation data, as previously detailed, indicated the school provided classroom discussions, activities, resources, technology, and staff support that met the needs of various students. However, implementation of differentiated, personalized/individualized instructional practices leading to a culture that promotes creativity, collaboration, growth, and progress were not consistent within and across grades and subject areas. Students who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) and “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2) were evident/very evident in 22 percent of classrooms. It was evident/very evident in six 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), “engage in differentiated learning opportunities and/or activities that meet their needs” (A1), and “demonstrate and/or are able to describe high quality work” (B3). In 39 percent of classrooms, it was evident/very evident that “Learners engage in activities and learning that are challenging but attainable” (B2). 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 50 percent of classrooms. In 34 percent of classrooms, it was evident/very evident that students

“demonstrate and/or verbalize understanding of the lesson/content” (E3). In 28 percent of classrooms, it was evident/very evident that students “take responsibility for and are self-directed in their learning” (B5).

Stakeholder Interview Data:

Interview data showed little evidence that the learning culture promoted the use of evidence-based curriculum and showed no evidence of a formal description of processes and protocols to adopt, align, and evaluate a coherent curriculum aligned to the rigor of the Kentucky Academic Standards across all grades and content areas. The team found no discernible evidence-based curriculum in place and was unable to find adequate collective urgency that would lead to the implementation of core instructional content and subsequent development of specific and aligned instructional practices. Interview data revealed a lack of fully executed protocols and processes that would lead to embedded, rigorous, and engaging instruction.

Stakeholder Perception/Experience Data:

Survey data revealed that 62 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). Fifty percent of staff members agreed/strongly agreed that “All teachers in our school provide students with specific and timely feedback about their learning” (E6). In addition, 64 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).

Parent survey data indicated that 84 percent of stakeholders agreed/strongly agreed with the statements “My child knows the expectations for learning in all classes” (E10) and “My child is given multiple assessments to measure his/her understanding of what was taught” (E12).

Student survey data revealed that 79 percent agreed that “In my school I am learning new things that will help me” (C2). In addition, 85 percent of students agreed that “My teachers help me learn things I will need in the future” (E1), and 89 percent agreed that “My teachers tell me how I should behave and do my work” (E4).

Although parent and student survey data revealed mostly consistent responses related to learning expectations, assessment of student work, and new learnings that will assist in future academic success, the Diagnostic Review Team did not find evidence to support this perception or stated degree of agreement.

Documents and Artifacts:

A review of documents and artifacts did not indicate the school had systemic procedures, protocols, or monitoring that supported the implementation of a consistent evidence-based curriculum that is based on high expectations and prepares learners for the next level of academic achievement. The Diagnostic Review Team found little evidence or artifacts of analyzed and monitored achievement data that provided for differentiated learner engagement in high-yield and standards-aligned content. Although professional learning in the area of instructional process and strategies was documented, the team found no evidence that indicated training had progressed past the initial stages of early discovery and application.

Improvement Priority #2

Develop, implement, and monitor processes to adjust instruction to meet individual student needs. Ensure these processes produce high quality instruction. Collect and analyze data and use findings to identify needed improvements in student learning and adjust instructional practices to meet student academic needs. (Standard 2.7)

Evidence:

Student Performance Data:

The student performance results from the 2017-2018 and 2018-2019 K-PREP assessments, as detailed in an addendum to this report, revealed that Jacob Elementary performed below the state average in every content area for the last two years. A detailed analysis of student performance data was addressed in Improvement Priority #1, and these data were among those considered when developing Improvement Priority #2.

Classroom Observation Data:

The classroom observation data, as detailed previously in this report, suggested the school did not intentionally monitor the implementation of instructional practices to ensure that the needs of all students were met. Classroom observation data revealed students were completing the same learning tasks or activities with little personalization or differentiation. Students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) and “demonstrate and/or are engaged 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 six percent of classrooms. 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 22 percent of classrooms. Additionally, it was evident/very evident that students “engage in activities and learning that are challenging but attainable” (B2) in 39 percent of classrooms. Students who “understand and/or are able to explain how their work was assessed” (E4) and “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in 11 percent of the classrooms. Also, it was evident/very evident that “Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” in 50 percent of classrooms (C3).

Stakeholder Interview Data:

The stakeholder interview data revealed that although systems existed for all teachers to create and calibrate their instruction, the quality of instruction and classroom practices varied across the school. The interview data showed that teachers used some data to monitor student readiness and success at the next level. However, it could not be ascertained if these data were analyzed and to what degree the results were monitored for individualized instructional value and trends. In addition, the team found no evidence to show that data were examined at a level to alter instructional strategies.

Teacher interview data suggested that vertical team planning did not exist and did not provide for clear content alignment or the articulation of rigorous learner expectations across grade levels. Interview data revealed that classroom observations did occur with feedback provided to the teachers. However, teachers did not always act upon it, as instruction continued unaltered for some period. Interview data revealed that professional learning community (PLC) meetings focused on data and next steps. However, the team was unable to determine the level of consistency at which teachers incorporated data to adjust instructional practices that would result in targeted instruction that met the needs of individual students.

Stakeholder Perception/Experience Data:

The survey data revealed that 66 percent of staff members agreed/strongly agreed that “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice” (E1), and 62 percent of staff members agreed/strongly agreed that “All



teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2). Also, 64 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), while 70 percent agreed/strongly agreed that “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)” (E10).

Survey data indicated 73 percent of parents agreed/strongly agreed that “All of my child's teachers use a variety of teaching strategies and learning activities” (E3), and 69 percent agreed/strongly agreed that “All of my child's teachers meet his/her learning needs by individualizing instruction” (E4).

Student survey data showed that 79 percent agreed with the statement “In my school, I am learning new things that will help me” (C2), and 85 percent agreed that “My teachers help me learn things I will need in the future” (E1). Additionally, 89 percent of students agreed that “My teachers tell me how I should behave and do my work” (E4).

The Diagnostic Review Team observed a disconnect among the survey, interview, and classroom observation data related to using data-driven instructional strategies that engage students in rigorous activities and higher-order thinking skills.

Documents and Artifacts:

The Diagnostic Review Team was concerned that while it was clear that data were discussed during the PLC meetings, evidence was lacking for how data informed instructional decisions, promoted innovation, increased professional learning, and promoted higher student achievement. A review of the quality work protocol revealed the templates were not consistently completed. In addition, clear expectations for the implementation of the workshop instructional model were evident. However, how this model was implemented or monitored was not evident. It was unclear on how the school's assessment system was formally documented to include clear expectations about how data were to be collected and monitored (when and by whom) and how data would be used to modify instruction.

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:

Parents, teachers, support staff, and the administrative team at Jacob Elementary demonstrated a sense of pride in their school and community. The Diagnostic Review Team observed a well-maintained, clean, and inviting facility. Staff members were committed to and cared about their students. The team noted a collegial professional atmosphere among staff members. The administration focused on creating a positive and supportive school culture, which included supports for students' emotional, social, and academic needs. District administrators, staff members, parents, and students all expressed confidence and support for the school leadership team and were optimistic that the school would continue to embed processes and protocols to enhance student academic success. Many resources were available at the school, which allowed the leadership team to implement several different academic and behavioral programs and provided teachers with additional support to help them meet the unique needs of their individual students. It was evident that school leadership and staff members implemented a schoolwide system of supports that included behavioral and academic components that recognized the needs of each student. Administrators, faculty, and staff members demonstrated advocacy for their students and families, including efforts to collaborate with outside agencies to meet the social and emotional needs of students. The team observed teachers and school leaders who were committed to making improvements necessary to achieve the academic success of all students. The team found evidence of several student-focused programs, initiatives, and professional learning activities that were well conceived and beneficial to student achievement. Staff members were largely committed to the fair and equitable treatment of students and daily worked to meet the ever-changing needs that arose. The administrative, certified, and classified staff members were committed to the emotional, physical, and academic needs of all students, as evidenced by their investment of time, energy, and daily effort to create a safe and caring learning environment. Multiple communications to parents and the community provided insight into school activities and assistance. The team noted an updated vision and mission of the school and saw evidence of this promise during the review.

Continuous Improvement Process:

Interview, stakeholder survey, and classroom observation data and a review of documents and artifacts indicated that school leaders and teachers had not institutionalized a system of quality implementation, monitoring, and continuous evaluation of practices directly related to student academic success and continuous school improvement. While many positive initiatives are being implemented, a focus on priorities with consistent monitoring and data analysis to inform instructional change will support effectiveness and the desired student success. The team noted that components of Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) were implemented schoolwide. However, evidence showed that additional monitoring, adjustments, and training may be needed to assist in the fidelity of this implementation. The team did



not find evidence that a guaranteed and viable curriculum, based on high expectations for students that prepared them for next level successes, was implemented within and across content and grade levels. In addition, the team did not find evidence or formal descriptions of a process to identify, adopt, align, and evaluate an evidence-based curriculum that would provide for the use of embedded resources and high-yield and differentiated instructional strategies. The team suggests that the school implement a consistent evidenced-based curriculum across all grades and content areas with specific instructional strategies that promote and enhance the diverse student social, emotional, and academic needs. Although the team found evidence of a professional learning community (PLC), staff commitment to and engagement in the processes and activities could be more closely monitored and training adjusted to meet the needs of staff transitioning into new and advanced systems and protocols. Evidence suggested that data were used to inform instruction. However, the team found little evidence that data were being evaluated, analyzed, and used to inform instruction in a consistent and timely approach. The team found evidence of some staff understanding of standards-based instruction, which included content and resources alignment. However, the team did not find evidence of a systemic approach by staff within and across content areas that consistently utilized rigorous instructional standards and aligned resources. The team suggests a review of grade-level content and resources in all subjects for alignment and instructional rigor to be targeted at or to exceed the rigor of Kentucky Academic Standards.

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
<p>Dan Long</p>	<p>Dan currently serves as an educational consultant providing contracted services to states, local educational agencies, and schools. Dan currently provides services related to assessment and accountability systems, teacher and leader evaluation, curriculum standards and assessment alignment, principal mentoring, growth modeling, and eLearning. He has been an educator for over 30 years, serving as a high school teacher, high school assistant principal, K-12 principal, district secondary supervisor of instruction, district assessment supervisor, district career technical supervisor, district IT supervisor, district assistant superintendent, and Tennessee Deputy and Executive Director for Assessment. Dan was a writer and implementer for Tennessee's Race to the Top successful proposal. Additionally, he served as an advisor to the Southern Region Education Board technology committee on eLearning. He also has served as the chairperson for the South Central Supervisor's Study Council, Executive Committee for the Tennessee Supervisor's Association, and Council of Chief State School Officers (CCSSO) Assessment Committee. Dan has served as a CCSSO State Department of Education Coach for Connecticut, Maine, Michigan, Nevada, Utah, Vermont, Virgin Islands, and Washington. He has provided direct assessment and accountability assistance to the states of Delaware, Idaho, Illinois, Mississippi, and Nevada.</p>
<p>Kevin Gay</p>	<p>Kevin Gay moved into the role of Education Recovery Leader for the Kentucky Department of Education in July of 2014. He began this role at Lee County High School and is currently serving in that capacity at Cordia School. Previously, Mr. Gay served as principal at Leslie County High School for five years from 2009-2014 where he led the school from priority to distinguished status. Mr. Gay began his educational career as a social studies teacher and head football coach at Leslie County Middle School. His years of experience also included principal at Hayes Lewis Elementary and Big Creek Elementary. He is affiliated with Kentucky Department of Education School Turnaround Training, Kentucky Leadership Academy, National Institute of School Leaders, and Kentucky Association of School Administrators. Mr. Gay has been a lifelong resident of southeastern Kentucky and strives to create positive change in educational policy and processes.</p>

<p>Ann Burns</p>	<p>Dr. Ann Burns currently serves as assistant professor in Education Leadership at Eastern Kentucky University. Her educational career began in the elementary classroom in the Estill County School District in Irvine, KY. Dr. Burns has served in multiple teaching and administrative roles including classroom teacher, director of curriculum, instructional supervisor, preschool program director, adult education program director, district assessment coordinator, building principal, leadership consultant for regional education cooperative, and Education Recovery Director for the Kentucky Department of Education.</p>
<p>Nancy Burns</p>	<p>Nancy Burns currently serves as an Education Recovery Specialist for the Kentucky Department of Education and is currently assigned to the Newport Independent School System. This is her fourth year in this role. She is in her 23rd year of education in which her experiences consist of elementary educator, district gifted and talented resource teacher K-12, staff developer, and curriculum coach for five elementary schools. She has been actively involved in several professional cadres and is a Literacy Design Collaborative (LDC) certified coach.</p>
<p>Donna Gibson</p>	<p>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 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.</p>

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	16.8	52.3	24.8	52.7
	4	34.2	53.7	19.6	53.0
	5	32.8	57.8	34.9	57.9
Math	3	20.8	47.3	17.8	47.4
	4	32.5	47.2	14.4	46.7
	5	32.0	52.0	19.3	51.7
Science	4	14.0	30.8	8.2	31.7
Social Studies	5	21.3	53.0	23.9	53.0
Writing	5	12.3	40.5	13.8	46.6

Plus

- No pluses noted in this section.

Delta

- All content area percentages in grades 3 through 5 were significantly (23 percentage points or more) below state average in students scoring Proficient/Distinguished in 2018-19.
- Fourth-grade reading was 33.4 percentage points below state average in 2018-19.
- Fourth-grade math was 32.3 percentage points below state average in 2018-19.
- Fifth-grade writing was 32.8 percentage points below state average in 2018-19.
- All content area percentages of students scoring Proficient/Distinguished in grades 3 through 5, except for third- and fifth-grade reading and fifth-grade social studies and writing, decreased from 2017-2018 to 2018-2019.

Growth index elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	15.7	19.7	54.0	57.8
Math	15.9	14.5	44.5	57.6
English Learner	16.3	18.8	48.3	70.5
Growth Indicator	15.8	17.1	49.3	57.7

Note: The formula for calculating growth changed between 2017-2018 and 2018-2019. Comparisons should only be made between school and state ratings.

Plus

- Math growth index for 2017-2018 was 1.4 points above the state average.

Delta

- All content area growth index scores were below the state average.
- The English Learner growth index score for 2018-2019 was 22.2 points below state average.

2018-19 percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	18.2	11.6	3.3	21.5	12.3
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	20.3	12.4	3.9	23.5	12.9
Disabilities (IEP)	0.0	0.0	0.0	0.0	0.0
Disabilities Regular Assessment					
Disabilities with Acc.					
Economically Disadvantaged	26.0	16.8	8.8	23.5	13.7
English Learners	16.7	16.7			
English Learners Monitored	23.1	15.4			
Female	29.6	17.8	8.9	27.1	20.3
Foster					
Gifted and Talented					
Hispanic	47.4	31.6			
Homeless	10.3	6.9		23.1	7.7
Male	23.9	16.8	7.7	20.0	6.0
Migrant					
Military					
No Disabilities	31.9	20.6	9.6	28.9	16.7
Non-Economically Disadvantaged	36.4	22.7			
Non-English Learners	27.1	17.3	8.7		
Non-Migrant	26.7	17.3	8.2	23.9	13.8
Not Consolidated Student Group	50.0	34.8	25.0	25.0	16.7

Group	Reading	Math	Science	Social Studies	Writing
Not English Learners Monitored	26.9	17.3	8.7	24.8	13.3
Not Gifted and Talented	26.7	17.3	8.2	23.9	13.8
Not Homeless	28.4	18.3	8.8	24.0	14.6
Pacific Islander					
Total Students Tested	26.7	17.3	8.2	23.9	13.8
Two or More	30.4	13.0			
White	38.3	25.9	20.0	18.5	14.8

Plus

- The percent of students scoring Proficient/Distinguished in reading was 50.0 for the Not Consolidated Student Group.
- The percent of students scoring Proficient/Distinguished in reading was 47.4 for the Hispanic Student Group.
- The percent of students scoring Proficient/Distinguished in science was 25 for the Not Consolidated Student Group.

Delta

- The percent of students scoring Proficient/Distinguished in all content areas was zero for students in the Disabilities (IEP) Student Group.
- The percent of students scoring Proficient/Distinguished in math was 12.4 for the students in the Consolidated Student Group.
- The percent of students scoring Proficient/Distinguished in science was 3.3 for the students in the African American Student Group.
- The percent of students scoring Proficient/Distinguished in social studies was 20.0 for the students in the Male Student Group.
- The percent of students scoring Proficient/Distinguished in writing was six for the students in the Male Student Group.

Schedule

Monday, January 13, 2020

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
5:00 p.m.– 5:45 p.m.	Principal Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:45 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
7:30 a.m.	Team arrives at school	Jacob Elementary Office	Diagnostic Review Team Members
7:40 a.m.- 5:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	Jacob Elementary	Diagnostic Review Team Members
5:30 p.m. – 6:00 p.m.	Team returns to hotel		
6:00 p.m. – 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 15, 2020

Time	Event	Where	Who
8:30 a.m.	Team arrives at school	Jacob Elementary	Diagnostic Review Team Members
7:45 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	Jacob Elementary	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. – 12:30 p.m.	Final Team Work Session	Hotel/Jacob Elementary	Diagnostic Review Team Members



School Diagnostic Review Summary Report

Jacob Elementary

Jefferson County Public Schools

January 13-16, 2020

The members of the Jacob 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 Jacob 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 Jacob Elementary.

Date: _____
Principal, Jacob Elementary

Date: _____
Superintendent, Jefferson County Public Schools