Cognia Diagnostic Review Report

Results for: King Elementary School

November 18-21, 2019

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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	3
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	7
Certified Staff	22
Noncertified Staff	10
Students	45
Parents	6
Total	95

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

Learning Capacity Domain

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

Learning Capacity Essential Standards		**Rating**
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	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.	Initiating
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.	Insufficient
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Insufficient

Resource Capacity Domain

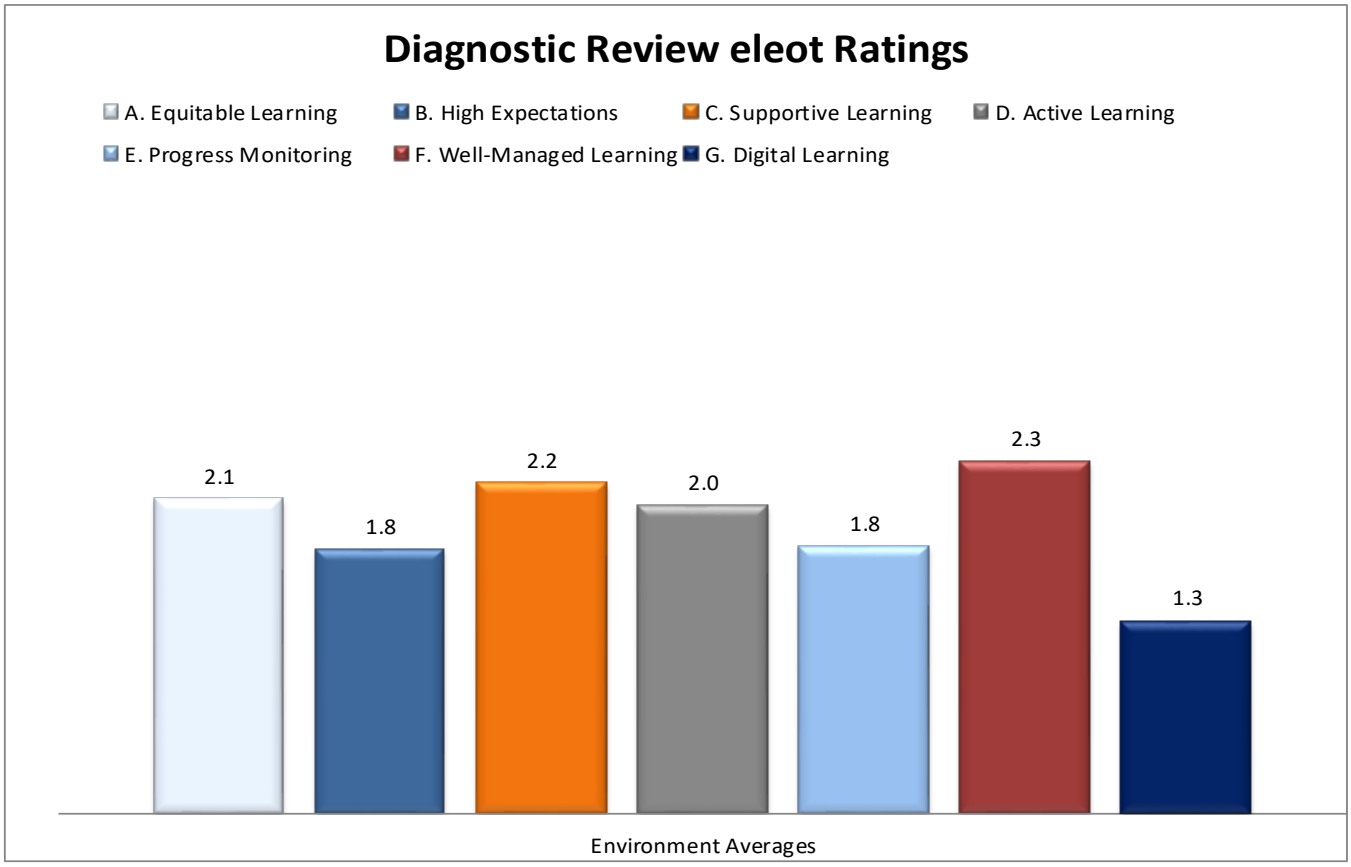
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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.	Initiating
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Initiating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Initiating

Effective Learning Environments Observation Tool® (eleot®) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 12 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	1.6	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	58%	25%	17%	0%
A2	2.4	Learners have equal access to classroom discussions, activities, resources, technology, and support.	17%	33%	42%	8%
A3	2.8	Learners are treated in a fair, clear, and consistent manner.	17%	8%	58%	17%
A4	1.6	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	67%	8%	25%	0%
Overall rating on a 4 point scale:		**2.1**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	2.1	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	33%	33%	25%	8%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	25%	50%	25%	0%
B3	1.3	Learners demonstrate and/or are able to describe high quality work.	67%	33%	0%	0%
B4	1.7	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	42%	50%	8%	0%
B5	1.7	Learners take responsibility for and are self-directed in their learning.	42%	50%	8%	0%
Overall rating on a 4 point scale:		**1.8**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	17%	50%	25%	8%
C2	1.9	Learners take risks in learning (without fear of negative feedback).	25%	58%	17%	0%
C3	2.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	17%	33%	42%	8%
C4	2.2	Learners demonstrate a congenial and supportive relationship with their teacher.	17%	58%	17%	8%
Overall rating on a 4 point scale:		**2.2**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.2	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	25%	42%	25%	8%
D2	2.0	Learners make connections from content to real-life experiences.	33%	42%	17%	8%
D3	2.5	Learners are actively engaged in the learning activities.	8%	42%	42%	8%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	67%	17%	17%	0%
Overall rating on a 4 point scale:		**2.0**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.7	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	67%	8%	17%	8%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	17%	50%	25%	8%
E3	1.8	Learners demonstrate and/or verbalize understanding of the lesson/content.	50%	25%	17%	8%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	83%	8%	0%	8%
Overall rating on a 4 point scale:		**1.8**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	2.5	Learners speak and interact respectfully with teacher(s) and each other.	8%	42%	42%	8%
F2	2.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	8%	58%	25%	8%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	17%	50%	17%	17%
F4	2.2	Learners use class time purposefully with minimal wasted time or disruptions.	25%	50%	8%	17%
Overall rating on a 4 point scale:		**2.3**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.4	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	58%	42%	0%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	83%	8%	8%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	83%	17%	0%	0%
Overall rating on a 4 point scale:		**1.3**				

eleot Narrative

The Diagnostic Review Team conducted 12 observations in core content classrooms. Students were observed participating in class activities in a variety of instructional arrangements such as students working in small groups with the teacher and/or instructional assistant, in centers with all students working on the same packet, with the teacher and/or instructional assistant in a large group, and sitting at desks in a traditional classroom setting. It was evident/very evident in 75 percent of the classrooms observed that learners “are treated in a fair, clear, and consistent manner” (A3).

Classroom observation data suggested that the school had not systematically implemented instructional processes to impact student achievement, as revealed in six of the seven learning environments in the Effective Learning Environment Observation Tool (eleot). On a four-point scale, the following learning environments had an overall rating scale below 2.0: High Expectations, 1.8; Progress Monitoring and Feedback, 1.8; and Digital Learning, 1.3.

Results in the High Expectations Learning Environment revealed that staff and students had not internalized the stated school expectations, i.e., mission, vision, ROARS (Respect, Ownership, Attitude, Responsibility, and Safety), and standards of performance. In 33 percent of classrooms, it was evident/very evident that learners “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1). Diagnostic Review Team members observed the loss of instructional time due to staff stopping instruction to correct behavior. Comments such as “Stop,” “Turn around,” “Raise your hand,” and “What are you doing,” were heard during instructional time. It was evident/very evident in 25 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable” (B2). Students were observed doing skills-based activities such as using Study Island to practice a skill, copying information from the board, or completing a worksheet. In zero percent of classrooms, it was evident/very evident that “Learners demonstrate and/or are able to describe high quality work,” (B3) and “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 were observed completing packets, working from workbooks, and copying from the board onto a worksheet with little to no discussion with peers. In addition, in zero percent of classrooms it was evident/very evident that “Learners take responsibility for and are self-directed in their learning” (B5). The Diagnostic Review Team witnessed students

and staff raising their voices at each other, students running out of the classroom, and frequently observed students being re-directed by the staff to get back to their work assignment.

Another area of concern was in the Progress Monitoring and Feedback Learning Environment. It was evident/very evident in 25 percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). Further, in 33 percent of classrooms, it was evident/very evident that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). Students were observed relying on teacher instruction before moving forward on an assignment or activity. In 25 percent of classrooms, it was evident/very evident that “Learners demonstrate and/or verbalize understanding of the lesson/content” (E3). It was evident/very evident in eight percent of classrooms that “Learners understand and/or are able to explain how their work is assessed” (E4). When asked, students were unable to describe how an activity or packet would be graded and could not state how they knew they were doing a good job.

In the Digital Learning Environment, it was evident/very evident in zero percent of classrooms observed that “Learners use digital tools/technology to gather, evaluate, and/or use information for learning” (G1).
In eight percent of classrooms, it was evident/very evident that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2). In zero percent of classrooms, it was evident/very evident that “Learners use digital tools/technology to communicate and/or work collaboratively for learning” (G3). Some students were observed using technology to reinforce skills, while others were playing digital games as a reward.

Collectively, these observations and student performance data suggested the need for a systematic instructional and behavioral plan to engage teachers and students in a learning process focused on improving student academic performance and behavior. The Diagnostic Review Team suggests that all eleot items be reviewed by school staff and leadership to identify strengths and leverage the low-rated items to improve teaching and learning across all content areas.

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, analyze, and monitor a consistent two-way communication system which regularly engages multiple internal and external stakeholder groups and results in measurable and active engagement to support high achievement and behavioral expectations aligned with the school's mission and vision during the continuous improvement process. (Standard 1.8)

Evidence:

Student Performance Data:

Student performance data declined over the last two years in most content areas, as measured by Kentucky Performance Rating for Educational Progress (K-PREP) and evidenced in the attached Student Performance Data addendum.

Student performance data showed that the percentage of students who scored Proficient/Distinguished in all content areas and all grade levels was significantly below state averages for two consecutive years. In 2017-2018, King Elementary School students scored more than 25 percentage points below state averages in all content areas; in 2018-2019, they scored more than 30 percentage points below state averages in all content areas. Science had the lowest percentage of students who scored Proficient/Distinguished in 2018-2019 with zero percent of students reaching that level. The percentage of students who scored Proficient/Distinguished in writing was 7.2 percentage points lower in 2018-2019 than 2017-2018. The percentage of students who scored Proficient/Distinguished in social studies dropped by 6.1 percentage points over two years. The percentage of students scoring Proficient/Distinguished in math at the fifth-grade level dropped 16.7 percentage points in 2018-2019, as compared to 2017-2018.

Classroom Observation Data:

Classroom observation data, as previously discussed, revealed teachers had difficulty getting students to adhere to the mission and vision of the school even though the students were reminded daily through daily morning announcements of the ROARS expectations (Respect, Ownership, Attitude, Responsibility, and Safety). For example, students were observed not following instructions and being reprimanded for inappropriate behavior. Staff members were observed repeating the same instructions, which suggested some students and some staff had not internalized the mission and vision. The Diagnostic Review Team observed instances of students and staff raising their voices at each other in the classroom, which disrupted the flow of the lesson. This behavior hindered the ability of the teachers to teach the learning targets on a class-by-class and daily basis. As mentioned in the eleot Narrative, Diagnostic Review Team members witnessed students' inability to engage effectively with each other and the staff due to the learning atmosphere. It was observed that some students were bothered by the disruptions in the classrooms (e.g., students sitting under their desk to do their work and students sitting at their desks visibly upset by the yelling of staff and students).

Informal and formal classroom observations revealed the limited implementation of the Positive Behavior Interventions and Supports (PBIS) system and the lack of implementation of the mission, vision, and the ROARS system of expectations. The Supportive Learning Environment eleot data revealed that it was evident/very evident in 25 percent of classrooms that "Learners demonstrate a congenial and supportive relationship with their teacher" (C4). Interruption in the flow of lessons suggested that student learning was affected as evidenced by the decline of student performance.

Stakeholder Interview Data:

Stakeholder interview data revealed that the school communicated the mission, vision, and ROARS through the school website, which houses the 2019-2020 Student and Parent Handbook. The weekly blog, "The Lions' Den," served as additional one-way communication to internal and external stakeholders. While this information was communicated, stakeholders reported a lack of internalization of the stated expectations, as students came home citing incidences of students and staff not adhering to the communicated system established by the school. Staff interview data revealed limited parental involvement and indicated inappropriate student behavior was an impediment to the teaching and learning process.

Inappropriate student behavior was revealed as a concern during the parent interviews. Some parents shared that class time was taken for correcting student behavior, with one parent stating that her child had to watch a YouTube video for the lesson they were unable to complete in class. Parents shared the sentiment "Even though teachers are passionate, behaviors are so severe it's beyond the classroom." Parent interview data further suggested that staff could benefit from classroom management techniques focused on reducing the number of classroom interruptions due to inappropriate behavior of some students. Email, phone calls, text messaging, the website, a weekly blog, and the use of ClassDojo were identified as the main forms of communication to external stakeholders.

All stakeholder groups talked about student behavior as an impediment to student learning, which supports the needs identified in Improvement Priority #1. Discussion of student behavior dominated the interview time with stakeholders. Little was shared about overall school academic progress. Stakeholder interview data revealed the lack of a Parent Teacher Association over the last several years. No parents were identified as members of the Advisory Leadership Team (formerly School-Based Decision Making [SBDM] Council). No evidence was provided to support that leadership communicated with external stakeholders concerning ongoing student performance data.

Stakeholder Perception/Experience Data:

While 83 percent of parents surveyed agreed/strongly agreed with the statement "Our school provides opportunities for stakeholders to be involved in the school" (D6), of the parents interviewed, none were members of the Advisory Leadership Team for 2019-2020. Parent survey data also revealed that 73 percent agreed/strongly agreed that "All of my child's teachers help me to understand my child's progress" (E6). Sixty-seven percent of parents surveyed agreed/strongly agreed that "All of my child's teachers keep me informed regularly of how my child is being graded" (E7).

Staff survey data revealed that 70 percent of staff agreed/strongly agreed that "Our school's leaders hold themselves accountable for student learning" (D5). In addition, 52 percent of staff agreed/strongly agreed that "In our school, all school personnel regularly engage families in their children's learning progress" (E19). Staff interviews revealed that there was little parental involvement at the school level.

Forty-nine percent of students agreed that "My principal and teachers ask me what I think about school" (G1). In addition, 43 percent of students agreed that "My teachers ask my family to come to school activities" (E5).

Documents and Artifacts:

During the Principal Overview presentation, the principal stated that parents were represented on the School-Based Decision-Making Council for 2017-2018 and 2018-2019. However, the School-Based Decision-Making Council became the Advisory Leadership Team (ALT) for 2019-2020 and had no parent representation.

The weekly blog, “The Lions’ Den,” served as additional one-way communication to stakeholders. Full access was provided for internal stakeholders while external stakeholders had limited access to the information. The school website also provided one-way communication for internal and external stakeholders. ClassDojo, a communication tool, was also implemented to keep families informed about their child, both academically and socially. No evidence was provided to support leadership communication with external stakeholders concerning ongoing student performance data.

Improvement Priority #2

Develop and coordinate a schoolwide process to use all available services and resources, including support staff, community partners, and volunteers who affect the social, emotional, developmental, and academic needs of students. Evaluate and monitor the effectiveness of each service and resource to ensure the specialized needs of each student are being met. (Standard 2.9)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, showed the student growth index for 2018-2019 in all areas (reading, math, English learner, and growth indicator) fell below the state index. In addition, in 2018-2019 significant achievement gaps existed in reading (29.3 percentage point difference between white and African American students) and math (15.6 percentage point difference between white and African American students). Students with disabilities (IEP-Individual Education Plan) performed below nondisabled students in reading, zero percent Proficient/Distinguished compared to 14.9 percent, and in math, zero percent Proficient/Distinguished compared to 7.2 percent.

Classroom Observation Data:

Classroom observation data, as previously discussed, showed that 50 percent of learners “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3); however, students generally worked on the same assignment. In 17 percent of classrooms, it was evident/very evident that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Additionally, it was evident/very evident in 33 percent of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). Data also showed that in 25 percent of classrooms, it was evident/very evident that “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” (A4).

A concern of the Diagnostic Review Team was inappropriate student behavior, which was observed in many classrooms and common areas. On many occasions, observers noted that classroom behavior was an impediment to student learning and time spent redirecting student behavior resulted in a loss of instructional time. This loss of instructional time due to staff redirecting inappropriate student behavior was mentioned by all stakeholders during interviews.

Stakeholder Interview Data:

All stakeholders discussed inappropriate student behavior as an impediment to student learning and expressed the need to raise the level of urgency to address this problem. Some parents and staff mentioned that while smaller class sizes would help, current behavior consequences were inadequate and inconsistent. Some stakeholders voiced concern that students perceived there were no consequences for inappropriate behavior. Student interview data revealed that some students did not like it when students ran out of the rooms and did not behave in class. When asked what happens when a student gets in trouble, most stakeholders responded that the Student Response Team (SRT) was called, which suggested the lack of a systematic and tiered approach to consequences.

Stakeholders described teachers as being passionate and caring, but indicated there was a need to provide teachers more support for dealing with students who have severe behavioral issues. Stakeholders revealed that the SRT appeared to be the first contact for behavior incidents and suggested that a tiered approach to behavior consequences be adopted. Stakeholders shared that some students come to school with significant impact from trauma, which affects instruction and the ability for these students to be successful.

Parents suggested that the school community would benefit from parent support groups and suggested home visits to connect with the families and better understand needs. Additionally, the lack of parental involvement was also mentioned by stakeholders as a concern.

Stakeholders expressed that everyone, including parents, needed to work together to address both academic and behavioral needs. Stakeholders also expressed the need for consistency throughout the school day.

Stakeholder Perception/Experience Data:

Stakeholder survey data revealed 63 percent of staff agreed/strongly agreed that “In our school, related learning support services are provided for all students based on their needs” (E12). Sixty-five percent of staff members agreed/strongly agreed that “In our school, all staff members use student data to address the unique learning needs of all students” (E14). Seventy-three percent of staff members agreed/strongly agreed with the statement “Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)” (F8).

Stakeholder survey data revealed 76 percent of parents agreed/strongly agreed that “All of my child’s teachers meet his/her learning needs by individualizing instruction” (E4). Seventy-six percent of parents agreed/strongly agreed that “My child has access to support services based on his/her identified needs” (E14). Sixty-three percent of students surveyed agreed that “My teachers always help me when I need them” (E6).

The data revealed mixed agreement among stakeholders regarding support provided to meet students’ academic and behavioral needs; however, student performance data suggested that students could benefit from utilizing all resources available to address the social, emotional, developmental, and academic needs of students.

Documents and Artifacts:

A review of artifacts revealed that a PBIS plan was developed by the school and, prior to this school year, a PBIS coach had been on staff. With changes in funding, the PBIS coach was not renewed. Instead, the decision was made to fund support for a math interventionist to work with teachers and students to improve student performance in math. A mental health counselor was on staff to address student behavioral needs. While the PBIS plan existed, stakeholders reported that there was a lack of intentionality in using the behavior plan to defuse inappropriate classroom behavior. Stakeholders expressed concern about the lack of a PBIS coach in the building. They believed this was an additional person who could assist in de-escalating inappropriate behaviors of students.

While some teachers tracked academic data, there was little evidence to suggest that classroom behavior data were systemically monitored. Administrative staff members participated in weekly behavior meetings, but no other stakeholders were involved. A review of artifacts revealed evidence of a schoolwide Multi-Tiered System of Supports (MTSS) Plan for acceleration, and some teachers used a responsive lesson format; however, there was no evidence of these in practice during classroom walkthroughs. Teachers were trained in restorative practices and the master schedule showed a schoolwide focus to address social-emotional learning by Promoting Alternate Thinking Strategies (PATHS) in a morning block, where “Circles” were implemented schoolwide. However, numerous incidents of inappropriate behavior were observed by members of the Diagnostic Review Team.

Improvement Priority #3

Refine, implement, and monitor the process for analyzing student learning and behavioral data to determine students' progress toward meeting expectations. Maximize core instruction by instituting bell-to-bell instructional practices to include differentiated learning experiences for students to meet academic and behavioral goals. (Standard 2.11)

Evidence:

Student Performance Data:

Student performance, as detailed in an addendum to this report, had declined over the last two years in all content areas and all grade levels, falling significantly below state averages for students scoring Proficient/Distinguished. The decline in performance suggested that instructional processes to refine, implement, and monitor student learning and behavioral data was not implemented with fidelity.

Classroom Observation Data:

A review of classroom observation data, as previously discussed, indicated that it was evident/very evident in 50 percent of classrooms that learners "are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks" (C3); however, observations revealed that students generally worked on the same assignment and it was evident/very evident in 17 percent of classrooms that learners "engage in differentiated learning opportunities and/or activities that meet their needs" (A1). While students worked in centers and/or small groups, Diagnostic Review Team members observed the loss of instructional time caused by the need to redirect students' inappropriate behavior, which resulted in staff members repeating instructions multiple times. While some students were able to identify the learning targets and seemed confident in how they would be assessed, other students were unable to state what they were learning or how their assignment would be graded.

Stakeholder Interview Data:

Staff interview data revealed inconsistency in conducting walkthroughs to provide feedback and in the collection and analysis of student data. Some teachers reported that feedback was provided with written notes on lesson plans or minutes from Professional Learning Community (PLC) meetings, and through 30-second feedback comments after a walkthrough. Some feedback was provided through email. One teacher revealed that no walkthroughs had been conducted. During the Principal Overview presentation, consistency with walkthroughs and with providing feedback was mentioned as an area for improvement.

One teacher reported that while data were collected, it was unclear what happened to the data and how they were used. Diagnostic Review Team members observed during a PLC meeting that little time was devoted to analyzing data to determine next steps for instruction. The meeting was teacher-led with no administrator present. Teacher-led meetings were used to grow capacity, and teachers were given the responsibility to conduct training and modeling of instructional strategies.

The connection to the collection and impact of data on instruction was not clear to some stakeholders. Some stakeholders indicated, "We all need to be on the same page."

Stakeholder Perception/Experience Data:

Stakeholder survey data revealed 61 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). Fifty-two percent of teachers agreed/strongly agreed that "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum" (E7). In addition, 65 percent of staff members agreed/strongly agreed that "In our school, all staff members use student data to address the unique learning needs of all students" (E14). While 86 percent of staff members agreed/strongly agreed with the statement "Our school uses multiple assessment measures to determine student learning and school performance" (G1) and 76 percent agreed/strongly agreed that "Our school employs

consistent assessment measures across classrooms and courses" (G2), 51 percent agreed/strongly agreed that "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data" (G4). Seventy-six percent of staff members agreed/strongly agreed that "Our school uses data to monitor student readiness and success at the next level" (G5), and 84 percent agreed/strongly agreed that "Our school leaders monitor data related to student achievement" (G6). Based on these survey data, there was mixed agreement among staff members on the effective use of data.

Stakeholder survey data revealed that 76 percent of parents agreed/strongly agreed that "My child is given multiple assessments to measure his/her understanding of what was taught" (E12). Ninety-four percent of students agreed that "In my school my principal and teachers want every student to learn" (C1).

Documents and Artifacts:

An examination of King's Leadership and Learning Part 1-Six Systems document revealed that the school developed non-negotiables (2018-2019) for each system. Regarding System 1: Standards and Curriculum Implementation, the school began to deepen stakeholder understanding "to align teaching and learning with rigorous standards" by establishing collaborative teacher teams. The teams were to review standards and curriculum resources, analyze student performance data, and develop lesson plans focused on the progression of learning. The school utilized the Jefferson County Public Schools (JCPS) Classroom Framework Lesson Plan Template as a tool for teachers to plan instructional practices.

Monthly team meetings included a review of behavior incidents and identification of students trending toward Tier 2 and Tier 3 behavior status. According to the document, bi-weekly meetings were to be scheduled beginning the week of September 23, 2019, to discuss student behavior concerns and interventions. Based on stakeholder feedback, behavior remained the major impediment to student academic success.

A review of documents and artifacts showed various methods of tracking student academic performance in reading (e.g., a guided reading progress monitoring sheet, a sight words monitoring checklist, running records); however, these were done in isolation and not consistently used by all teachers and/or monitored by the principal. Additionally, there were class profile tools that existed, enabling teachers to look at student performance across multiple measures; however, there was no evidence that teachers used this tool consistently in all classrooms.

Diagnostic Review Team members reviewed PLC meeting minutes and found that data were discussed with next steps indicated; however, the analysis and reflection sheet was not attached to the document.

Additionally, teachers used Common Formative Assessments in a three-week cycle, as well as Measures of Academic Performance (MAP) and summative data to monitor student learning. Observations did not support the use of timely classroom formative assessments to drive instructional changes within the instructional framework.

While a systematic process existed to monitor and adjust instruction, student performance data and observed student behavior suggested that the school had not implemented practices with quality and fidelity to meet the needs of students academically and behaviorally. Stakeholders repeatedly shared that while there was much to be done to improve student performance, student behavior hindered academic progress.

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 principal, teachers, and support staff were committed to and cared deeply about their students. The principal embraced the district's "6 Essential Systems for a Strong Learning Climate" and had aligned the school's mission, vision, and goals to those systems. Parents were highly appreciative of the dedication of the staff and voiced the need for increased support from parents and the community.

The school developed a Comprehensive School Improvement Plan and a plan focused on "6 Essential Systems for a Strong Learning Climate." The school worked with Jefferson County district-level staff on plans based on the mission of JCPS. The essential systems plan included "Vision 2020," along with focus areas and goals. Non-negotiables for each of the six systems were included and success criteria ratings were used to reflect the implementation at the classroom and school level. All systems were rated as Growth Stage (2) for the start of 2019-2020. The school will rate again at the end of the school year.

The school staff received trauma-informed training to support students who had experienced varying levels of trauma. A PBIS plan was developed and the school implemented restorative practices with support from the mental health counselor.

The school mission, vision, and goals were communicated on the school website, weekly blog, student handbook, and with posters displayed throughout the school. The principal established time for teachers to participate in teacher-led PLC meetings. Meetings focused on, for example, planning instruction, reviewing data, writing common formative assessments, deconstructing standards, and discussing student behavior.

The school established itself as a gifted and talented magnet school providing differentiated, authentic, and inquiry-based educational experiences. Fourth- and fifth-grade students identified as gifted and talented were provided with an accelerated 90-minute English language arts class every other week. Primary students who are identified participated in a 60-minute weekly pullout class focused on math, science, and reading extensions.

Other special programs provided at King included the visual and performing arts program, English as a second language, and Extended School Services (ESS).

Continuous Improvement Process:

Student performance and behavior data, classroom observation data, stakeholder interviews, and survey data, as discussed earlier in this report, suggested that the school had not established an effective, results-driven

instructional process. Classroom observations revealed that students were off-task and behavior in many classes impeded the learning process. All stakeholder groups cited student behavior as impeding instruction.

Adjustments in staffing (e.g., employing a math interventionist instead of a PBIS coach) was made to align resources to effect student learning. However, the math interventionist was unable to support math teachers due to being assigned to a teaching responsibility in the school. The Diagnostic Review Team recommends that the school place resources in areas of highest need and monitor the effectiveness of the resources.

The school had improvement structures in place (e.g., teacher-led PLCs, multi-tiered system of supports, PBIS plan, teacher-led faculty meetings, Comprehensive School Improvement Plan); however, classroom observation and interview data confirmed the absence of consistent implementation of the plans/systems. Even though teachers received training in a variety of instructional and behavioral management strategies, inconsistent implementation of strategies such as Jan Richardson's guided reading or the PBIS plan was observed. The Diagnostic Review Team suggests that school leaders and teachers continue efforts to increase rigor and align instructional practices to learning expectations. School leaders are encouraged to evaluate the stated plans and strive to move to Embedded Practice (3) for the Success Criteria Rating on the systems implementation continuum.

The Diagnostic Review Team believes the school would benefit from increased parental and community support and echoes parents' recommendation to increase community support and perhaps make home visits.

The Diagnostic Review Team recommends a review of the school schedule to ensure that core content areas are scheduled earlier in the day.

School leaders are encouraged to monitor practices and processes consistently (e.g., conduct classroom walkthroughs, provide feedback, attend teacher-led PLC meetings, conduct training in effective classroom management and effective instructional strategies) and to adjust these practices and processes as needed to ensure implementation occurs with fidelity.

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
Nancy Lee	Nancy Lee has over 30 years of experience as a teacher and administrator. She spent most of her professional career in the Cypress-Fairbanks Independent School District as a teacher and district administrator. In her position as secondary instructional technology coordinator, she identified instructional technology tools for 15 middle schools and 10 high schools. She led professional development efforts at the district and school levels with a focus on technology integration in core curriculum areas. Ms. Lee also has experiences teaching math online and has assisted state universities with an accelerated online approach for learning. Ms. Lee has served as Lead Evaluator for Diagnostic Reviews in Kentucky and South Carolina.
Leesa Moman	Leesa Moman has over 38 years of experience as a teacher and administrator. She is currently an education recovery leader with the Kentucky Department of Education. In that position, she provides support to identified schools classified as Additional Targeted Support and Improvement (ATSI). She has extensive experience in assisting districts and schools as they build systems of continuous improvement resulting in increased student academic performance. Ms. Moman also has experience as an adjunct professor for both Western Kentucky University and Brescia University where she has taught courses in the schools of education.
Charlotte Jones	Charlotte Jones has 22 years of experience in the education field. She is in her sixth year with the Kentucky Department of Education as an education recovery specialist serving schools that are identified as a comprehensive support and Improvement school. Prior to this position, Ms. Jones was a high school social studies teacher at Montgomery County High School in Mount Sterling, Kentucky. She also served as the gifted and talented coordinator, building assessment coordinator, school-based decision-making vice chair, and volunteered for various student support organizations and events.
Johnathan Slone	Johnathan Slone is currently the director of technology and federal programs for the Bath County school system. He has 24 years of educational experience as both a teacher and an administrator. Mr. Slone served most recently as principal for four years at Bath County Middle School and eight years as assistant principal at Scott High School where he developed his skills in curriculum, continuous school improvement, finance, and personnel. As an agriculture teacher, he worked in Ohio and Kentucky with students on leadership development and served as a state officer for the Kentucky Vocational Agriculture Teachers Association. Mr. Slone has served on several Cognia Diagnostic Review teams. He also received training through the Center for Creative Leadership.
BJ Martin	BJ Martin has 20 years of experience in education, currently serving as director of teaching and learning for Fayette County Public Schools. Prior to this role, she served as an education recovery leader with the Kentucky Department of Education, aiding districts and schools across the Commonwealth in developing systems for continuous improvement. She began her career as an elementary teacher, later serving as principal. She has additional experience as district curriculum coach and instructional supervisor, gifted coordinator, and district assessment coordinator. She has served on numerous Cognia teams to conduct Internal and Diagnostic Reviews as well as Engagement Reviews.

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	6.9	52.3	10.8	52.7
	4	7.1	53.7	8.5	53.0
	5	21.4	57.8	18.8	57.9
Math	3	8.3	47.3	10.8	47.4
	4	4.8	47.2	3.7	46.7
	5	21.4	52.0	4.7	51.7
Science	4	4.8	30.8	0.0	31.7
Social Studies	5	14.3	53.0	8.2	53.0
Writing	5	14.3	40.5	7.1	46.6

Plus

- The percentage of students scoring Proficient/Distinguished in reading at the 3rd grade level increased from 6.9 in 2017-2018 to 10.8 in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in reading at the 4th grade level increased from 7.1 in 2017-2018 to 8.5 in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in math at the 3rd grade level increased from 8.3 in 2017-2018 to 10.8 in 2018-2019.

Delta

- The percentage of students scoring Proficient/Distinguished in all content areas and all grade levels were significantly below state averages for both 2017-2018 and 2018-2019.
- Science had the lowest percentage of students scoring Proficient/Distinguished in 2018-2019 with 0.0 percent of students reaching that level.
- The percentage of students scoring Proficient/Distinguished in writing was 7.2 percentage points lower in 2018-2019 than in 2017-2018.
- The percentage of students scoring Proficient/Distinguished in social studies was 6.1 percentage points lower in 2018-2019 than in 2017-2018.
- The percentage of students scoring Proficient/Distinguished in math at the 5th grade level was 16.7 percentage points lower in 2018-2019 than in 2017-2018.

Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	15.1	19.7	56.5	57.8
Math	18.0	14.5	37.5	57.6
English Learner	21.4	18.8	66.1	70.5
Growth Indicator	16.6	17.1	47.0	57.7

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

Plus

- The student growth index in math for 2017-2018 was 18.0 and exceeded the state index of 14.5.
- The student growth index in English learner for 2017-2018 was 21.4 and exceeded the state index of 18.8.

Delta

- In 2018-2019, the student growth index in reading, math, English learner, and growth indicator lagged behind the state index.

2018-19 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	10.7	4.4	0.0	5.6	6.9
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	11.5	5.6			
Disabilities (IEP)	0.0	0.0	0.0		
Disabilities Regular Assessment	0.0	0.0	0.0		
Disabilities with Acc.					
Economically Disadvantaged	13.1	6.8		9.1	
English Learners	5.7	14.3	0.0	9.1	9.1
English Learners Monitored	8.3	16.7	0.0	9.1	9.1
Female	11.9	6.3	0.0	7.0	9.3
Foster					
Gifted and Talented					
Hispanic	16.7	22.2			
Homeless	11.1	7.4		9.1	9.1
Male	13.9	6.1	0.0	9.5	4.8

Group	Reading	Math	Science	Social Studies	Writing
Migrant					
Military					
No Disabilities	14.9	7.2	0.0	9.2	
Non-Economically Disadvantaged	10.0	0.0			
Non-English Learners	14.1	4.9	0.0	8.1	6.8
Non-Migrant	12.9	6.2	0.0	8.2	7.1
Not Consolidated Student Group					
Not English Learners Monitored	13.7	4.4	0.0	8.1	6.8
Not Gifted and Talented	12.9	6.2	0.0	8.2	7.1
Not Homeless	13.1	6.1	0.0	8.1	6.8
Pacific Islander					
Total Students Tested	12.9	6.2	0.0	8.2	7.1
Two or More					
White	40.0	20.0			

Plus

- The highest percentage of students scoring Proficient/Distinguished was in reading (40.0 percent of white students).

Delta

- In 2018-2019, all student groups demonstrated significantly low performance in the following content areas: reading, math, science, writing, and social studies.
- In 2018-2019, 12.9 percent of all students scored Proficient/Distinguished in reading.
- In 2018-2019, 6.2 percent of all students scored Proficient/Distinguished in math.
- In 2018-2019, 8.2 percent of all students scored Proficient/Distinguished in social studies.
- In 2018-2019, 0.0 percent of all students scored Proficient/Distinguished in science.
- In 2018-2019, 7.1 percent of all students scored Proficient/Distinguished in writing.
- Significant achievement gaps existed in reading (29.3 percent difference between white and African American students) and math (15.6 percent difference between white and African American students).
- Disability (IEP) students performed below nondisabled students in the areas of reading (0.0 percent Proficient/Distinguished compared to 14.9).
- The highest percentage of students scoring Proficient/Distinguished in any content area was less than 16.7 percent during 2018-2019.
- In 2018-2019, zero percent of disabled students with IEPs scored Proficient/Distinguished in reading, math, and science.
- In 2018-2019, 4.8 percent of male students scored Proficient/Distinguished in writing.

Schedule

Monday, November 18, 2019

Time	Event	Where	Who
3:45 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	Principal and Diagnostic Review Team Members
5:15 p.m. - 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, November 19, 2019

Time	Event	Where	Who
7:45 a.m.	Team arrives at school	School Office	Diagnostic Review Team Members
8:15 a.m.- 4:30 p.m.	Interviews/Classroom Observations/Stakeholder Interviews/Artifact Review/Faculty Meeting	School	Diagnostic Review Team Members
4:30 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, November 20, 2019

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

Thursday, November 21, 2010

Time	Event	Where	Who
8:00 a.m. - 9:00 a.m.	Team meeting and meeting with Kentucky Department of Education	Hotel Conference Room	Diagnostic Review Team Members
9:30 a.m. - 11:30 a.m.	Team arrives at school/final hallway observations/informal interviews	School	Diagnostic Review Team Members
12 p.m. - 3:00 p.m.	Final Work Session/Meet with Cognia Directors	Hotel Conference Room	Diagnostic Review Team Members

School Diagnostic Review Summary Report
King Elementary

Jefferson County Public Schools

November 18-21, 2019

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

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

> The principal does not have the capacity to function or to develop as a turnaround specialist and, accordingly, should not continue as principal of King Elementary and should be reassigned to a comparable position in the school district.

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

_____Date:_____

Associate Commissioner, Kentucky Department of Education

I have received the Diagnostic Review for King Elementary.

_____Date:_____

Principal, King Elementary

_____Date:_____

Superintendent, Jefferson County Public Schools