

Cognia Diagnostic Review Report

Results for: Knott County Schools

January 21-24, 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
Board Members	5
District-Level Administrators	9
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	4
Certified Staff	10
Noncertified Staff	0
Students	9
Parents	4
Community Members/Partners	6
Total	49

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 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 system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Initiating
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Insufficient
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Initiating
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Initiating
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Insufficient
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Initiating
1.9	The system 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.	Insufficient
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	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 system.	Insufficient
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Insufficient
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Insufficient
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Insufficient
2.9	The system implements processes to identify and address the specialized needs of learners.	Initiating
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Initiating
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Initiating
2.12	The system 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.

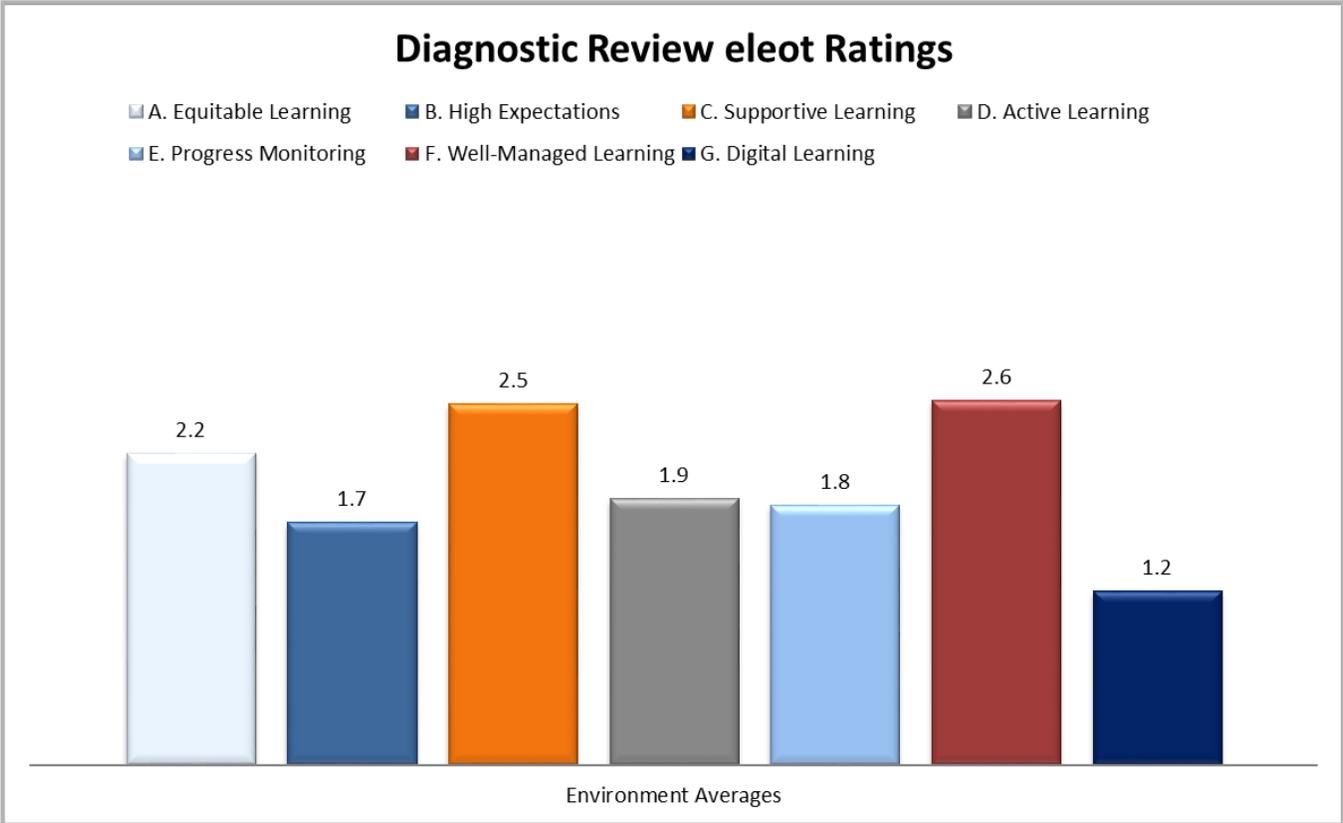
Resource Capacity Essential Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Initiating
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Insufficient
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Improving
3.8	The system allocates human, material, and fiscal resources in alignment with the system'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 22 observations at Emmalena Elementary School and Cordia School 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	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	64%	27%	5%	5%
A2	2.8	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	32%	55%	14%
A3	3.0	Learners are treated in a fair, clear, and consistent manner.	0%	23%	59%	18%
A4	1.5	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	68%	14%	18%	0%
Overall rating on a 4 point scale:			2.2			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.5	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	55%	36%	9%	0%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	23%	59%	14%	5%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	59%	36%	5%	0%
B4	1.6	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	45%	45%	9%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	36%	36%	27%	0%
Overall rating on a 4 point scale:			1.7			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.5	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	9%	36%	50%	5%
C2	2.2	Learners take risks in learning (without fear of negative feedback).	18%	41%	41%	0%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	5%	41%	50%	5%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	18%	73%	9%
Overall rating on a 4 point scale:			2.5			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	32%	45%	23%	0%
D2	1.4	Learners make connections from content to real-life experiences.	68%	23%	9%	0%
D3	2.4	Learners are actively engaged in the learning activities.	0%	68%	27%	5%
D4	1.8	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	50%	23%	23%	5%
Overall rating on a 4 point scale:			1.9			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	59%	27%	14%	0%
E2	2.2	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	18%	45%	36%	0%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	23%	55%	23%	0%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	55%	32%	14%	0%
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	3.0	Learners speak and interact respectfully with teacher(s) and each other.	0%	23%	59%	18%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	5%	36%	45%	14%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	18%	45%	27%	9%
F4	2.4	Learners use class time purposefully with minimal wasted time or disruptions.	9%	55%	27%	9%
Overall rating on a 4 point scale:			2.6			



G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	68%	14%	18%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	91%	9%	0%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	91%	9%	0%	0%
Overall rating on a 4 point scale:		1.2				

eleot Narrative

The Well-Managed Learning Environment and the Supportive Learning Environment were the highest rated of the seven environments, with overall average ratings of 2.6 and 2.5 on a four-point scale respectively, followed by the Equitable Learning Environment with a rating of 2.2. It was evident/very evident in 77 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other” (F1). It was evident/very evident in 82 percent of classrooms that “Learners demonstrate a congenial and supportive relationship with their teacher” (C4). It was evident/very evident in 77 percent of classrooms that “Learners are treated in a fair, clear, and consistent manner” (A3). Notable within these three learning environments, however, were the low frequency of several items. It was evident/very evident in 36 percent of classrooms that “Learners transition smoothly and efficiently from one activity to another” (F3) and that “Learners use class time purposefully with minimal wasted time or disruptions” (F4). It was evident/very evident in 41 percent of classrooms that “Learners take risks in learning (without fear of negative feedback)” (C2). It was evident/very evident in 10 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). These data support the need for staff to thoroughly review how well class time is used for on-task learning activities, as well as for the general atmosphere and seriousness of purpose of the school day.

All items in the Active Learning Environment, which received an overall average rating of 1.9, were observed at a low frequency. It was evident/very evident in nine percent of classrooms that “Learners make connections from content to real-life experiences” (D2). It was evident/very evident in 23 percent of classrooms that “Learners' discussions/dialogues/exchanges with each other and teacher predominate” (D1). It was evident/very evident in 28 percent of classrooms that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4). It was evident/very evident in 32 percent of classrooms that “Learners are actively engaged in the learning activities” (D3). These data support the need to significantly increase learning interactions between teacher and student, as well as student and student.

All items in the Progress Monitoring and Feedback Learning Environment were also observed with low frequency. It was evident/very evident in 14 percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) and that “Learners understand and/or are able to explain how their work is assessed” (E4). It was evident/very evident in 23 percent of classrooms that “Learners demonstrate and/or verbalize understanding of the lesson/content” (E3). It was evident/very evident in 36 percent



of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). These results support the need to significantly increase student ownership of progress monitoring.

The High Expectations Learning Environment also revealed significant low-frequency observations of all items. It was evident/very evident in five percent of classrooms that “Learners demonstrate and/or are able to describe high quality work” (B3). It was evident/very evident in nine percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) and that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). It was evident/very evident in 19 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable” (B2). It was evident/very evident in 27 percent of classrooms that “Learners take responsibility for and are self-directed in their learning” (B5). These data support the need to clearly establish high expectations for student performance. The level of rigor in daily classroom lessons and activities needs to be increased. Demonstrations and models of excellence, scoring rubrics, and student work samples of excellence would help guide student learning. In addition, students would benefit from being immersed in lessons that support and require the use of higher-order thinking skills.

The Digital Learning Environment items revealed few instances of student use of technology for learning. It was evident/very evident in 18 percent of classrooms that “Learners use digital tools/technology to gather, evaluate, and/or use information for learning” (G1). Because there were a significant number of low-frequency items described in the previous six learning environments, it is suggested to not focus on student use of technology until other key curricular and instructional issues are addressed.

The overall ratings of the learning opportunities for students in the two schools revealed that students were not highly engaged in their learning. Students and teachers appeared respectful of one another and student-teacher relationships appeared warm and supportive. Class time was not always used for on-task learning activities. Lessons and student learning activities were primarily “one size fits all.” The team observed few students engaged in their learning. Students generally were not actively owning and monitoring their own learning progress. High expectations for student performance were not clear. The level of rigor in classroom activities was relatively low, with little emphasis on student development of critical thinking skills.

These data strongly support the need for the central office instructional staff to address the Improvement Priorities in the report, especially those for Standards 2.5 and 2.7.

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 a process to ensure that the curriculum is based on high learning expectations for all students, aligned to the Kentucky Academic Standards in all content areas, and implemented in all schools. (Standard 2.5)

Evidence:

Student Performance Data:

The percentage of elementary school students who scored Proficient/Distinguished in all content areas was below state averages for 2018-2019. The percentages of student scoring Proficient/Distinguished in third- and fifth-grade reading, math, and social studies all declined significantly from 2017-2018 to 2018-2019.

The percentage of middle school students who scored Proficient/Distinguished in reading decreased at all grade levels from 2017-2018 to 2018-2019. The percentage of middle school students who scored Proficient/Distinguished in math decreased at the seventh- and eighth-grade levels from 2017-2018 to 2018-2019. Zero percent of middle school students scored Proficient/Distinguished in math at the eighth-grade level and in science at the seventh-grade level.

The percentage of high school students who scored Proficient/Distinguished in reading dropped from 46.7 percent in 2017-2018 to 15.8 percent in 2018-2019. The percentage of high school students who scored Proficient/Distinguished in math dropped from 46.2 percent in 2017-2018 to 5.3 percent in 2018-2019.

The decline in student performance occurred in both schools (Emmalena Elementary School and Cordia School) and across multiple grade levels.

Classroom Observation Data:

Classroom observation data, as previously discussed, showed it was evident/very evident in five percent of classrooms that “Learners demonstrate and/or are able to describe high quality work” (B3). It was evident/very evident in nine percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) and that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). It was evident/very evident in 19 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable” (B2). These observational data support the need to significantly increase curriculum and instructional rigor at all grade levels.

Stakeholder Interview Data:

The superintendent noted that adoption of new state standards and an associated curriculum revision was “overdue.” The leadership team identified “curriculum and instruction” as the two most needed areas for growth in the district. Referring to teachers, one commented, “You can’t teach from the textbook anymore.” Another stated, “We need to get the grade-level and subject teachers across the county together to collaborate with their instruction,” indicating this was not the current practice. Interview data showed that the district purchased some curriculum-support programs, such as Study Island, but not all teachers used them.



One leadership team member stated, “No culture of high expectations has historically been present at Cordia School.” Another noted, “We want to get common assessments and an approximate curriculum framework common to all schools.” Several agreed with the comment “Everything got lax after we became a distinguished district a few years ago.” One team member said “In 2010 or so, we had a protocol to review curriculum and present information to the Board. This went to the wayside over time.” Interview data confirmed that district staff had recently developed plans to help teachers understand the new Kentucky Academic Standards. This process was overdue, and no clear plan was offered to ensure that the emphasis was on curriculum and instructional rigor.

Documents and Artifacts:

The posted curriculum was based on Common Core rather than on current Kentucky Academic Standards and was out of date. Some of the items had dates of 2005-2006 and others 2012-2013. The 30/60/90 day plans lacked specificity or measurable strategy steps for the standards rollout. Data board samples in evidence indicated that more training in use and content of data boards is needed. Most of the documents offered as supporting evidence for Standard 2.5 were school-specific (e.g., Cordia School or Emmalena Elementary School) and were not evidence of central office activities and actions to support curriculum rigor in the schools.



Improvement Priority #2

Establish a systematic continuous improvement process to support schools in identifying teaching and learning needs, implementing and monitoring evidence-based practices, and analyzing student achievement outcomes to determine levels of effectiveness. (Standard 1.3)

Evidence:

Student Performance Data:

In addition to the student performance data described in Improvement Priority 1, the percentage of elementary school students who scored Proficient/Distinguished was below state averages in all content areas for 2018-2019. The percentages of middle school students who scored Proficient/Distinguished lagged behind state averages in all content areas for 2018-2019. The percentages of high school students who scored Proficient/Distinguished lagged behind state averages in all content areas in 2018-2019. The percentage of high school students who met the English benchmark on the ACT declined from 38.5 percent in 2017-2018 to 5.3 percent in 2018-2019. The percentage of students who met the math benchmark on the ACT declined from 46.2 percent in 2017-2018 to 5.3 percent in 2018-2019. These data support the need to establish a systematic process for determining instructional effectiveness.

Stakeholder Interview Data:

Interview data indicated that quarterly meetings occurred between building principals and their assigned supervisors to review their 30/60/90 day plan progress. It was unclear how these meetings resulted in specific actions at the building level. Administrators shared that monthly principal-superintendent meetings occurred; however, it was unclear how these meetings translated into building-level improvement strategies. One interviewee noted, "Maybe we got complacent after years of success."

Interview data showed that administrators acknowledged a need for developing a rigorous curriculum that aligned to the new state standards. Interview data showed that collaborative efforts were needed between administrators and teachers to work on developing more effective instructional practices. Another interviewee identified the need to learn how to effectively use data for instructional decision-making and monitoring student progress. Several administrators indicated that they had developed centralized systems for data use, Response to Intervention (RtI), and instruction; however, they also reported sustainability was lacking due to staffing issues. There was little indication of how student achievement data were analyzed to determine instructional effectiveness.

Stakeholder Perception/Experience Data:

On the Cordia School staff survey, 100 percent of staff members agreed/strongly agreed with the statement "Our school leaders monitor data related to school continuous improvement goals" (G7). On the Emmalena Elementary School staff survey, 94 percent of staff members agreed/strongly agreed with the statement "Our school has a continuous improvement process based on data, goals, actions, and measures of growth" (C5). Ninety-four percent of Emmalena Elementary School staff members also agreed/strongly agreed that "Our school has a systematic process for collecting, analyzing, and using data" (G3). These responses support that data were used to monitor continuous improvement; however, there was no centralized system for measuring the impact of these items in the classroom. Data analyses were performed by administrators and the results were shared with staff. There was no indication that teachers were trained in data use, especially in terms of instructional modifications. The high positive response rates to the items were likely the result of the practice of administrators analyzing the data with little actual use in the classroom.

Documents and Artifacts:

A review of a data board chart indicated outcomes for group goals only. Individual student goals had identified benchmark data; however, teacher comments did not establish measurable outcomes for students.



The current assignment of instructional supervisors to schools lacked clarity of expectations or consistency of service to each school.

The Comprehensive District Improvement Plan (CDIP) was updated with measurable goals; however, the alignment between district and school plans was unclear. The same was true of the Comprehensive School Improvement Plans (CSIP) at Cordia School and Emmalena Elementary School. A review of professional learning community (PLC) meeting minutes indicated discussion of general topics; however, the Diagnostic Review Team could not confirm use of formalized protocols for actions such as Plan-Do-Study-Act (PDSA). A new teacher cadre agenda revealed no mention of instructional needs or related training. The district offered several other documents to support Standard 1.3; however, these documents were not directly related to continuous improvement.



Improvement Priority #3

Develop and implement a systematic monitoring and supervision process to ensure student performance data (formative and summative) are used to adjust instruction to meet individual learning needs. (Standard 2.7)

Evidence:

Student Performance Data:

In addition to the student performance data described in Improvement Priority 1 and Improvement Priority 2, the percentage of elementary school students scoring Proficient/Distinguished in grade five social studies declined from 48.3 percent to 16.7 percent from 2017-2018 to 2018-2019. The percentage of elementary school students scoring Proficient/Distinguished in grade five writing declined from 6.9 percent to 5.6 percent from 2017-2018 to 2018-2019. The percentage of middle school students scoring Proficient/Distinguished in grade eight social studies declined from 45.5 percent to 21.4 percent from 2017-2018 to 2018-2019. The percentage of high school students scoring Proficient/Distinguished in science declined from 30.8 percent to 16.7 percent from 2017-2018 to 2018-2019. These data, in addition to the data in the two previous improvement priorities, support the need for a systematic monitoring process.

Classroom Observation Data:

Classroom observation data, as previously detailed, showed that students who "engage in differentiated learning opportunities and/or activities that meet their needs" (A1) were evident/very evident in 10 percent of classrooms. In nine percent of classrooms, it was evident/very evident that "Learners make connections from content to real-life experiences" (D2). It was evident/very evident in 23 percent of classrooms that "Learners' discussions/dialogues/exchanges with each other and teacher predominate" (D1). It was evident/very evident in 28 percent of classrooms that "Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments" (D4). Students who "monitor their own progress or have mechanisms whereby their learning progress is monitored" (E1) were evident/very evident in 14 percent of classrooms. It was evident/very evident in 36 percent of classrooms that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2). These items encompassed instructional processes and strategies that could be leveraged to individualize instruction to meet student learning needs. The low frequency of these practices supports the need to develop a systematic process to analyze student performance data and implement different strategies to address individual learner needs.

Stakeholder Interview Data:

During interviews, an administrator stated that they were using "several programs to generate data, and we are getting to the point of individualized education." When asked for specific examples, the administrator described how data were reviewed regularly with principals. Interview data revealed that training in backward learning design had begun; however, one interviewee stated, "It lacked fidelity at this point." One administrator stated that progress monitoring was "better this year," however, "formative assessment was still sometimes a simple thumbs up or down." The superintendent indicated in the initial presentation that most classrooms were using formative assessments; however, assessment data were not used to adjust instruction.

Student performance data was collected in a variety of ways, such as through Star Benchmark Assessments (three times per year), Measures of Academic Progress (MAP), Study Island, and Reading Plus. Walkthrough observations using eleot 2.0 had begun; however, it was not clear exactly what was done with the results to improve classroom learning opportunities. The theme that emerged from interview data was that administrators had begun to collect and analyze student performance data, but there was no systematic process to adjust instruction to address student learning needs. Informal teacher interview data confirmed the need for more targeted professional development in differentiated learning strategies. One administrator stated that data boards were created from MAP assessments that summarized individual student performance levels and related remediation strategies; however, none were observed or offered as evidence to support their use.



Documents and Artifacts:

The Diagnostic Review Team found no evidence that supported students being made aware of their own performance data and what it meant. There were no records of data conferencing or any specific activities aimed at helping students participate in their own progress monitoring. The team found no evidence of a systematic instructional monitoring process. The school presented no evidence to support adjustment of instruction based on data analysis.

Classroom walkthrough observations were conducted by both school and district leaders; however, there was no evidence of how instruction was modified or improved as a result. District leaders provided many examples of how student performance data were collected and reviewed, but it was unclear how these tools were used to adjust instruction beyond the identification of intervention groups. Board meeting agendas and minutes revealed little attention to matters of instruction or instructional improvement in schools. Based on lesson plans reviewed, the team found limited evidence that any specific high-yield instructional strategies were used. The provided lesson plans were written in general terms of activities and not strategies.



Improvement Priority #4

Revise the district-level organizational structure to provide systematic curriculum and instructional support to each school and ensure high-quality and targeted professional learning activities for all teachers and building administrators. (Standard 1.7)

Evidence:

Stakeholder Interview Data:

The superintendent stated that a realignment of duties was needed to establish a district instructional supervisor department. Schools were not currently receiving equitable and targeted support and assistance. One administrator commented on this by confirming that the current process was different at each school because of “who the supervisor was, not because of what the school needed.” Several school staff members reported that not all instructional supervisors were following the district plan, and some schools were receiving more assistance than others.

Curriculum alignment was largely left to individual school personnel and was not uniform at the district level. Related professional development activities were typically standardized (one size fits all) and any follow-up was left to the principals. Some interviewees noted that elect observation data informed some of the professional development content; however, the Diagnostic Review Team found no data to support the effectiveness of this approach.

Several administrators indicated that teachers with newly received Master of Arts in Teaching (MAT) degrees were often inexperienced and not well-prepared in instructional pedagogy. The team, however, found no indication that training occurred at the district level for these new teachers. One supervisor stated there was a new teacher cadre that met monthly; however, interview data suggested this group did not meet regularly.

One administrator stated, “We’ve talked about mentors; however, there’s no formal program.” It was also noted that two classroom observation processes were currently used (i.e., elect and Google Classroom Walkthroughs), and each looked at different instructional issues.

Stakeholder Perception/Experience Data:

Survey data for Cordia School showed 57 percent of staff members agreed/strongly agreed with the statement “In our school, a formal process is in place to support new staff members in their professional practice” (E16). Ninety-two percent of staff members at Cordia School also agreed/strongly agreed that “In our school, all staff members participate in continuous professional learning based on identified needs of the school” (E17). On the staff survey at Emmalena Elementary School Elementary School, 61 percent agreed/strongly agreed with the statement “In our school, staff members provide peer coaching to teachers” (E15). Sixty-seven percent of staff members agreed/strongly agreed that “In our school, a formal process is in place to support new staff members in their professional practice” (E16). These responses support the need for coordinated services at the district level, especially with teachers new to the profession.

Documents and Artifacts:

A review of professional learning community (PLC) meeting agendas and minutes indicated that the meetings were essentially staff meetings and not focused on instructional improvement. There also was an identified need to make the PLC meetings teacher-led; however, there was no plan to do that. Meeting agendas and sign-in sheets indicated that the new teacher induction period of three days was more aligned with the mechanics of employment in the district rather than classroom pedagogical expectations.

As evidence to support Standard 1.7, the district provided the following items under the heading New Teacher Cadre Day 2 Agenda items: i) Backward Lesson Design: Aligning Standards, Targets, and Assessments, ii) Exploring the Kentucky Content Standards, iii) Unpacking the Standards and Developing Quality Learning Targets, iv) The Importance of Formative Assessments, and v) Building Rigorous, Aligned Summative



Assessments. The Diagnostic Review team found no evidence of the use of actual activities in the schools. The district provided many other documents that were listed as connected to Standard 1.7; however, these documents were not directly supportive of the organizational structure or organizational effectiveness to support teaching and learning. Examples included: 1.7 A Knott County Code of Acceptable Behavior and Discipline; 1.7 B Redbook: Sign in sheets, agendas, and PowerPoint training; 1.7 C Purchasing Procedures: Copy of board policy 04.31 Authority to Encumber and Expend Funds; 1.7 D1 New Teacher Cadre: Teacher list, sign in sheets, agenda, teacher survey follow up; 1.7 D3 Teacher Induction and Support Cadre: Sign in and agenda; 1.7 D4 New Teacher Cadre: New Teacher List; 1.7 E SBDM Budget Approval: Signature sheet; and 1.7 F SBDM Allocations FY20 Agendas.



Insights from the Review

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

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

Strengths:

The leadership team and the superintendent clearly identified the strengths and current needs of the district. They were receptive to the Diagnostic Review process and indicated they valued the input of the Kentucky Department of Education staff members assigned to the schools. This was confirmed in multiple interviews.

District leaders recently revisited their mission statement for the first time in 13 years as a result of the impending Diagnostic Review. District leaders reported that they were shifting their focus from college-ready graduates to both college and career readiness. They planned to involve the entire community in the revision process. District staff supported the principals in developing three significant focus areas ("Big Rocks") for 2019-2020. These included backward lesson design, data-driven decision-making, and improved communication and collaboration. The leadership team voiced awareness and support for modifying their organizational structure and for implementing changes in standard operating procedures.

The district maintained strong support within the community and was the largest employer in the county. Community leaders noted that the superintendent was well-regarded throughout the district. The superintendent was visible at all school-related extra-curricular events, which was a highly valued behavior according to interview data. The working relationship between the superintendent and school board members was described by many board and community members as positive and effective.

The Diagnostic Review Team noted the district placed emphasis on the development of caring and nurturing school environments. The district culture was described by the superintendent as "positive and friendly," as the result of deliberate and planned efforts from district and school leaders.

Continuous Improvement Process:

A major focus of the Diagnostic Review Team's findings was on the need for an organized and systematic continuous improvement process at the district level. The leadership team acknowledged this need and stated their willingness to embrace some needed changes in the organizational structure. Significant improvement activities under district leadership were identified in the areas of increased curriculum rigor, improved classroom instructional processes, and increased use of data-driven decision-making in all facets of the system.

District leadership staff had a clear awareness of the need to align the curriculum with the current Kentucky Academic Standards. They also reported an awareness of the need to establish an effective data-informed instructional monitoring process. The Diagnostic Review Team suggests that professional development activities be directly linked to identified instructional deficiencies and be customized for each teacher and building. The team also suggests that the PLC process be focused on data-driven decision-making and owned by teachers and



not administrators. Also, the team suggests that the schools' 30-60-90 day plans be directly linked to the Comprehensive School Improvement Plans (CSIPs). CSIPs, in turn, need to be directly linked to the Comprehensive District Improvement Plan. Teacher vacancies and teacher retention were significant issues involved in continuous improvement. District leadership is aware of their needs and the necessity to develop some innovative strategies to address these issues.

The leadership team had the knowledge, willingness, and capacity to implement a focused continuous improvement process that will affect all schools and all students. The direct result will be improved student performance outcomes for all students.

Next Steps

The results of the Diagnostic Review provide the next step for guiding the improvement journey of the institution with their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

Upon receiving the Diagnostic Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the improvement priorities identified by the Diagnostic Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.

Team Roster

Diagnostic Review Teams comprise professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and eleot® certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team:

Team Member Name	Brief Biography
George Griffin	George Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. He is the author of several entries in the Encyclopedia of Educational Leadership and Administration and a contributor to special education textbooks and professional journals. He serves as a Lead Evaluator Mentor with Cognia and has led reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker at the first Cognia International Learning Disabilities Conference (2013) in Beirut, Lebanon, and has presented interactive training sessions at Cognia Global Education Conferences in the United Arab Emirates, Saudi Arabia, and Egypt.
Tim Godbey	Tim Godbey has been a Kentucky educator for the past 23 years, serving as classroom teacher, athletic coach, assistant principal, and head principal. During his tenure as high school principal, Tim successfully transformed one of Kentucky's persistently low-achieving schools into a school of distinction. This effort led to his current role with the Kentucky Department of Education as Education Recovery Director where he oversees school turnaround work in various parts of the state.
Steve Evans	Mr. Steve Evans has 23 years of experience as a teacher and administrator. He has held the following positions: elementary physical education teacher, athletic director, assistant principal for grades P-12, principal for grades P-8, and district assessment coordinator for a district comprised of 11,500 students. Currently Mr. Evans serves as an Education Recovery Leader for the Kentucky Department of Education, where he works to help underperforming schools reach their full potential.
Gene Johnson	Gene Johnson is an adjunct professor in the School of Education at King University in Tennessee. He has been a middle school teacher, elementary school principal, high school principal, and assistant superintendent in several K-12 school systems in Tennessee and New York and has taught as an adjunct faculty member at East Tennessee State University and Lincoln Memorial University. Gene has authored several journal articles and made numerous presentations to local, state, and national conferences. Gene has served as a trainer for Tennessee curriculum mapping and for principal development in the Tennessee Educator Acceleration Model (TEAM) administrator evaluation rubric. He has served on many Engagement Review teams. He presently serves as a member of the Tennessee Advisory Committee for Cognia.
Patty Johnson	Patty Johnson has been a professional educator for over 24 years. She has served as a teacher, district administrator, and adjunct professor. Her recent work includes the DuFour/Solution Tree Practices with certification in Response to Intervention at Work and with the Rutherford Learning Group. She provides a variety of support to teachers and administrators in the areas of assessment, instruction, and curriculum. She has served on regional and state committees during her career for assessment and accountability and technology education.

Addenda

Student Performance Data

School Name: Cordia School

Middle 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	6	75.0	59.7	36.4	59.0
	7	50.0	57.4	22.2	57.4
	8	72.7	62.9	42.9	62.6
Math	6	30.0	47.5	36.4	46.7
	7	14.3	47.4	5.6	47.1
	8	36.4	46.1	0.0	45.3
Science	7	21.4	25.9	0.0	26.0
Social Studies	8	45.5	60.2	21.4	58.8
Writing	8	0.0	44.3	14.3	31.9

Plus

- The percentage of students scoring Proficient/Distinguished in sixth-grade math increased from 30.0 percent in 2017-2018 to 36.4 percent in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in sixth-grade writing increased from zero percent in 2017-2018 to 14.3 percent in 2018-2019.

Delta

- The percentage of students scoring Proficient/Distinguished in reading decreased for all grades from 2017-2018 to 2018-2019.
- The percentage of students scoring Proficient/Distinguished in math decreased for seventh and eighth grades from 2017-2018 to 2018-2019.
- The percent of students scoring Proficient/Distinguished in math in eighth grade and in science in seventh grade was zero.
- The percentage of students scoring Proficient/Distinguished lagged behind state averages in all content areas for 2018-2019.

Growth Index Middle

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	18.0	16.1	39.7	56.1

Math	3.5	8.0	43.6	48.8
English Learner		5.4		56.3
Growth Indicator	10.8	12.1	41.7	52.5

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

Plus

- The growth index for reading increased from 18 in 2017-2018 to 39.7 in 2018-2019.
- The growth index for math increased from 3.5 in 2017-2018 to 43.6 in 2018-2019.
- The overall growth index grew from 10.8 in 2017-2018 to 41.7 in 2018-2019.

Delta

- The 2018-2019 growth index for reading and math and the overall growth indicator lagged behind state averages.

High School Performance Results

Content Area	%P/D School (17-18)	%P/D State (17-18)	%P/D School (18-19)	%P/D State (18-19)
Reading	46.7	45.4	15.8	44.5
Math	46.2	37.5	5.3	35.3
Science	30.8	29.6	16.7	29.9
Writing	7.7	51.8	16.7	50.3

Plus

- The percentage of students scoring Proficient/Distinguished in writing rose from 7.7 percent in 2017-2018 to 16.7 percent in 2018-2019.

Delta

- The percentage of students scoring Proficient/Distinguished lagged behind state averages in all content areas in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in reading dropped from 46.7 percent in 2017-2018 to 15.8 percent in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in math dropped from 46.2 percent in 2017-2018 to 5.3 percent in 2018-2019.

Percentage of students meeting benchmarks on ACT

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
English	38.5	50.7	5.3	48.7
Reading	46.2	46.7	51.8	45.7

Math	46.2	38.5	5.3	36.2
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Plus

- The percentage of students who met the reading benchmark on the ACT increased from 46.2 percent in 2017-2018 to 51.8 percent in 2018-2019.
- The percentage of students who met the reading benchmark on the ACT was 6.1 points above the state average.

Delta

- The percentage of students who met the English benchmark on the ACT declined from 38.5 percent in 2017-2018 to 5.3 percent in 2018-2019.

Graduation Rate

Year	School 4 Year	State 4 Year	School 5 Year	State 5 Year
2017-18	96.9	90.3	100.0	91.3
2018-19	92.9	90.6	96.9	91.6

Plus

- Both the four- and five-year graduation rates were above state averages for 2017-2018 and 2018-2019.

Delta

- The four-year graduation rate decreased from 96.9 in 2017-2018 to 92.9 in 2018-2019.
- The five-year graduation rate decreased from 100.0 in 2017-2018 to 96.9 in 2018-2019.

Transition Readiness

Year	School	State	School w/ Bonus	State w/ Bonus
2017-18	35.5	60.3	36.3	61.5
2018-19	35.7	64.8	35.7	66.8

Plus

- The school transition readiness index increased 0.2 points from 2017-2018 to 2018-2019.

Delta

- The transition readiness with bonus decreased from 36.3 in 2017-2018 to 35.7 in 2018-2019.
- Both the transition readiness index and the transition readiness index with bonus lagged significantly in comparison to state averages over the past two years.

2019-20 Percent Proficient/Distinguished Middle

Group	Reading	Math	Science	Social Studies	Writing
African American					
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	18.2	18.2			
Disabilities (IEP)	18.2	18.2			
Disabilities Regular Assessment	18.2	18.2			
Disabilities with Acc.	18.2	18.2			
Economically Disadvantaged	32.4	10.8			
English Learners					
English Learners Monitored					
Female	34.8	17.4			
Foster					
Gifted and Talented					
Hispanic					
Homeless					
Male	30.0	5.0			
Migrant					
Military					
No Disabilities	37.5	9.4	0.0		
Non-Economically Disadvantaged					
Non-English Learners	32.6	11.6	0.0	21.4	14.3
Non-Migrant	32.6	11.6	0.0	21.4	14.3
Not Consolidated Student Group	37.5	9.4	0.0		
Not English Learners Monitored	32.6	11.6	0.0	21.4	14.3
Not Gifted and Talented	32.6	11.6	0.0	21.4	14.3
Not Homeless	38.2	14.7	0.0		
Pacific Islander					
Total Students Tested	32.6	11.6	0.0	21.4	14.3
Two or More					
White				21.4	14.3

Plus

- No pluses noted in this section.

Delta

- Five percent of males scored Proficient/Distinguished in math during 2018-2019.
- Female students consistently outscored their male counterparts in all content areas.
- In math, 9.4 percent of students with no disabilities scored Proficient/Distinguished.

2019-20 Percent Proficient/Distinguished High

Group	Reading	Math	Science	Social Studies	Writing
African American					
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group					20.0
Disabilities (IEP)					
Disabilities Regular Assessment					
Disabilities with Acc.					
Economically Disadvantaged					7.1
English Learners					
English Learners Monitored					
Female					
Foster					
Gifted and Talented					
Hispanic					
Homeless					
Male					
Migrant					
Military					
No Disabilities					
Non-Economically Disadvantaged					
Non-English Learners	15.8	5.3	16.7		16.7
Non-Migrant	15.8	5.3	16.7		16.7
Not Consolidated Student Group					
Not English Learners Monitored	15.8	5.3	16.7		16.7
Not Gifted and Talented	15.8	5.3	16.7		16.7
Not Homeless					

Group	Reading	Math	Science	Social Studies	Writing
Pacific Islander					
Total Students Tested	15.8	5.3	16.7		16.7
Two or More					
White		9.1			10.0

Plus

- No pluses noted in this section.

Delta

- The percent of white students scoring Proficient/Distinguished in math was 9.1.
- The percent of non-English learners scoring Proficient/Distinguished in math was 5.3.
- The percent of economically disadvantaged students scoring Proficient/Distinguished in writing was 7.1.

School Name: Emmalena Elementary School

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	52.9	52.3	21.7	52.7
	4	50.0	53.7	50.0	53.0
	5	62.1	57.8	33.3	57.9
Math	3	29.4	47.3	8.7	47.4
	4	31.3	47.2	28.6	46.7
	5	44.8	52.0	11.1	51.7
Science	4	25.0	30.8	35.7	31.7
Social Studies	5	48.3	53.0	16.7	53.0
Writing	5	6.9	40.5	5.6	46.6

Plus

- Student performance in 2017-2018 was above state average in third- and fifth-grade reading.
- The percentage of students scoring Proficient/Distinguished in science improved from 2017-2018 to 2018-2019.
- The percentage of students scoring Proficient/Distinguished in fourth-grade reading remained the same from the 2017-2018 to 2018-2019 school years.

Delta

- According to 2018-19 student performance data, no tested areas were above state average.

- The percentages of students scoring Proficient/Distinguished in third- and fifth-grade reading, third- and fifth-grade math, and social studies all declined significantly from the 2017-2018 to 2018-2019 school years.

Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	20.8	19.7	46.6	57.8
Math	13.9	14.5	37.9	57.6
English Learner		18.8		70.5
Growth Indicator	17.4	17.1	42.3	57.7

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

2018-19 Percent Proficient/Distinguished Elementary

Group	Reading	Math	Science	Social Studies	Writing
African American					
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	47.4	36.8			
Disabilities (IEP)	44.4	38.9			
Disabilities Regular Assessment					
Disabilities with Acc.					
Economically Disadvantaged	34.0	14.9			
English Learners					
English Learners Monitored					
Female	28.6	14.3			
Foster					
Gifted and Talented					
Hispanic					
Homeless					
Male	35.3	14.7			10.0
Migrant					
Military					
No Disabilities	27.0	2.7	30.0	16.7	0.0
Non-Economically Disadvantaged					

Group	Reading	Math	Science	Social Studies	Writing
Non-English Learners	32.7	14.5	35.7	16.7	5.6
Non-Migrant	32.7	14.5	35.7	16.7	5.6
Not Consolidated Student Group	25.0	2.8	30.0	9.1	0.0
Not English Learners Monitored	32.7	14.5	35.7	16.7	5.6
Not Gifted and Talented	32.7	14.5	35.7	16.7	5.6
Not Homeless	32.0	14.0			
Pacific Islander					
Total Students Tested	32.7	14.5	35.7	16.7	5.6
Two or More					
White			35.7		

Plus

- Students with IEPs had a higher percentage of Proficient/Distinguished scores than any other student group in Math.
- Male students had a higher percentage of Proficient/Distinguished scores than Female students in both reading and math.

Delta

- There is a significant gap between students with IEPs (38.9 percent Proficient/Distinguished) and students without IEPs (2.7 percent Proficient/Distinguished) in Math.

Schedule

Tuesday, January 21, 2020

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. - 5:15 p.m.	Principal/Superintendent Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:15 p.m. - 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 22, 2020

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

Thursday, January 23, 2020

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

Friday, January 24, 2020

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



District Diagnostic Review Summary Report
Knott County School District
January 21-24, 2020

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

Following its review of extensive evidence and in consideration of the factors outlined in 703 KAR 5:280, Section 5, the Diagnostic Review Team submitted the following assessment regarding the **district's capacity** to the Commissioner of Education:

The district does have the capacity to manage the intervention in the schools identified for Comprehensive Support and Improvement.

The Commissioner of Education adopts the assessment of district capacity by the Diagnostic Review Team.

_____ Date: _____
Interim Commissioner, Kentucky Department of Education

I have received the diagnostic review report for the Knott County School District.

_____ Date: _____
Superintendent, Knott County Schools