

Cognia Diagnostic Review Report

Results for: Newburg Middle 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	6
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	14
Certified Staff	51
Noncertified Staff	12
Students	73
Parents	13
Total	171

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.	Insufficient
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Initiating
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Initiating
1.8	Leaders engage stakeholders to support the achievement of the institution’s purpose and direction.	Initiating
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Initiating
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	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.	Insufficient
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Improving
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Insufficient
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Initiating
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Insufficient



Resource Capacity Domain

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

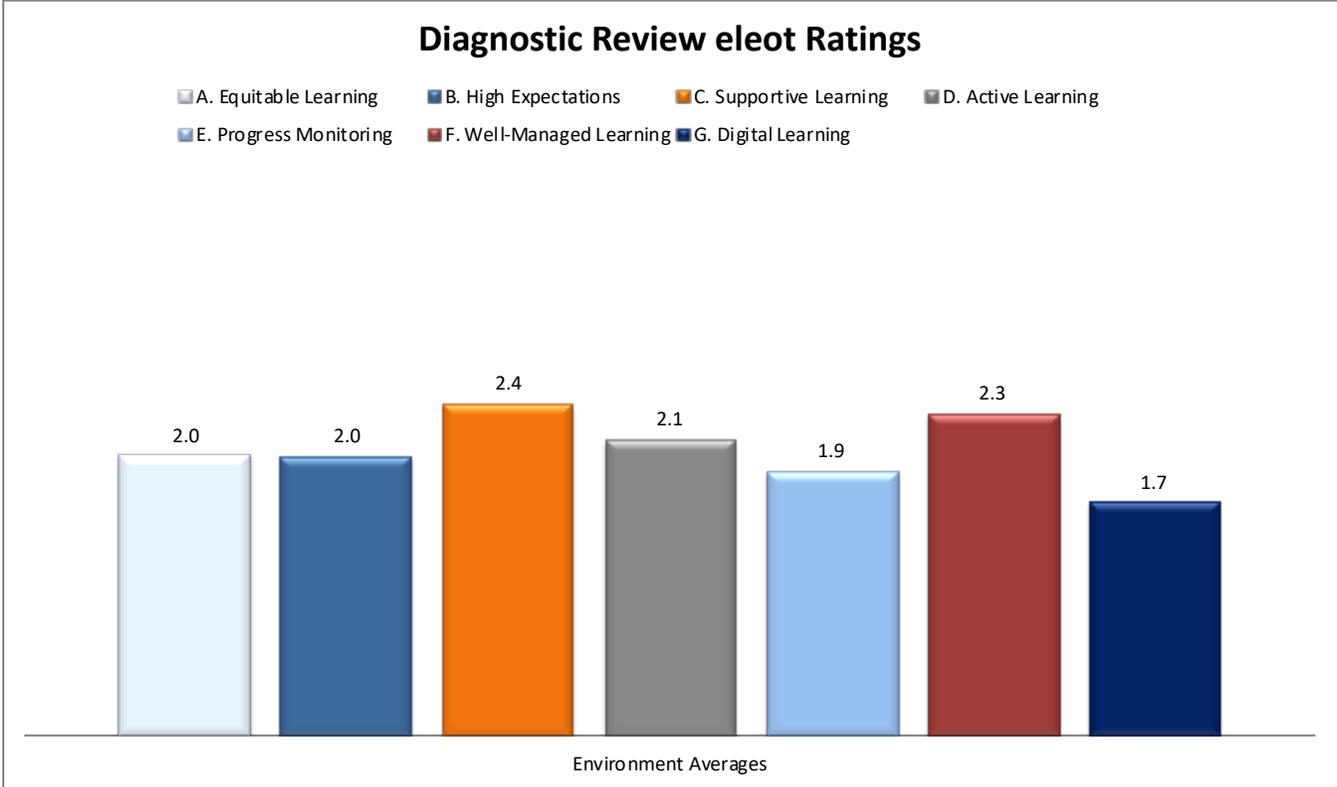
Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Insufficient
3.2	The institution's professional learning structure and expectations promote collaboration 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 42 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	1.2	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	88%	2%	10%	0%
A2	2.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	17%	43%	38%	2%
A3	2.6	Learners are treated in a fair, clear, and consistent manner.	5%	40%	48%	7%
A4	1.9	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.	40%	31%	24%	5%
Overall rating on a 4 point scale:			2.0			

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.	21%	52%	21%	5%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	7%	67%	26%	0%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	40%	43%	17%	0%
B4	2.0	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	21%	57%	21%	0%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	33%	48%	19%	0%
Overall rating on a 4 point scale:			2.0			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	14%	43%	38%	5%
C2	2.3	Learners take risks in learning (without fear of negative feedback).	19%	36%	45%	0%
C3	2.3	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	10%	48%	43%	0%
C4	2.5	Learners demonstrate a congenial and supportive relationship with their teacher.	12%	36%	43%	10%
Overall rating on a 4 point scale:			2.4			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.1	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	21%	57%	12%	10%
D2	2.3	Learners make connections from content to real-life experiences.	24%	36%	29%	12%
D3	2.2	Learners are actively engaged in the learning activities.	10%	64%	24%	2%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	43%	33%	19%	5%
Overall rating on a 4 point scale:			2.1			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	45%	45%	10%	0%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	17%	52%	31%	0%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	10%	74%	17%	0%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	50%	40%	5%	5%
Overall rating on a 4 point scale:			1.9			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.4	Learners speak and interact respectfully with teacher(s) and each other.	14%	38%	40%	7%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	12%	33%	50%	5%
F3	2.1	Learners transition smoothly and efficiently from one activity to another.	24%	40%	36%	0%
F4	2.2	Learners use class time purposefully with minimal wasted time or disruptions.	19%	48%	31%	2%
Overall rating on a 4 point scale:			2.3			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	2.1	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	38%	29%	40%	2%
G2	1.6	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	67%	10%	19%	5%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	81%	10%	10%	0%
Overall rating on a 4 point scale:		1.7				

eleot Narrative

The Diagnostic Review Team conducted 42 classroom observations at Newburg Middle School. Strengths were identified across the entire grade bands and in many of the content areas. The school culture of inclusion and acceptance was viewed by all of the review team members and in each of the grade levels. It was evident/very evident that “Learners are treated in a fair, clear, and consistent manner” (A3) in 55 percent of the classes observed. It was also evident/very evident that “Learners demonstrate a congenial and supportive relationship with their teacher (C4) in 53 percent of the classrooms. While these numbers are specific to classroom observations, the Diagnostic Review Team also observed positive interactions between the students and the administration, support teams, and other staff throughout the building.

The Supportive Learning Environment earned the highest overall rating of 2.4 on a four-point scale. In addition to the previously mentioned congenial and supportive relationship with teachers, it was evident/very evident in 43 percent of classrooms that “Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3). Finally, it was evident/very evident in 45 percent of classes that “Learners take risks in learning (without fear of negative feedback)” (C2).

During the review, it became clear that certain practices were not consistently implemented across the school campus. While the school has partnered with Verizon to have a 1:1 iPad to student ratio, “Learners use digital tools/technology to communicate and work collaboratively for learning” (G3) was evident/very evident in 10 percent of classes. Students often did schoolwork on iPads, but usually they were observed working individually, even when seated in groups. When the school and district worked together on the Effective Learning Environments Observation Tool (eleot) blitz, they also found that this was the biggest area in which improvement was needed. During the review of the district eleot blitz results with the staff, administration used this opportunity to reiterate, “iPads are not to be a substitute, but rather an enhancement to your assignment. iPads are not to be just a replacement for your notebook, but rather you only use iPads when you cannot do the assignment if you did not have them.”

Another area that was implemented inconsistently was the Progress Monitoring and Feedback Learning Environment. Students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) and “understand and/or are able to explain how their work is assessed” (E4) were evident/very



evident in 10 percent of classrooms. Students in many classrooms were not able to explain assignments they were working on, and many classrooms did not exhibit exemplar assignments that aligned to the current project, worksheet, or task.

Finally, students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 10 percent of classrooms. It became clear that staff was trained on an incorrect view of differentiation. In both interviews and emailed artifacts from administrators, differentiation was described as changing up the delivery method of teaching every seven to eight minutes, rather than doing different things for each student. Teachers were observed changing instructional practices every seven to 10 minutes across many classrooms, but true differentiation was not a common occurrence.



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

Engage staff in a data-driven, collaborative continuous improvement process with academic evidence. Incorporate an ongoing collection, analysis, and use of student academic performance data (e.g., longitudinal student achievement, perception, experience, organizational data) to measure results and outcomes related to student learning and professional practice. (Standard 1.3)

Evidence:

Student Performance Data:

The Kentucky Performance Rating for Educational Progress (K-PREP) data from 2017-2018 and 2018-2019, as detailed in an addendum to this report, indicated that Newburg Middle School students performed below the state average across all grade levels for the two previous years. Additionally, the staff used the Vital Signs Report that captures Measures of Academic Progress (MAP) scores, K-PREP data, behavior data from Positive Behavioral Interventions and Support (PBIS) walkthroughs, and some formative assessments including the school's Common Formative Assessments (CFA).

Classroom Observation Data:

As previously expressed in the eleot narrative and corresponding data points, it was evident/very evident that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) in 10 percent of classrooms observed. Students were grouped together in table clusters of two and four across classrooms that contained moveable personal desks, but students were working on a larger, full class assignment, project, or task in most instances. These tasks and assignments would change throughout the class timeframe, but all students in the room were changing from a single assignment to another as a group. Interviews and observation data indicate that few curricular adjustments occurred to address the individualized needs of students. Staff interviews revealed that teachers could have a preparation for the AP level students and another prep for the “comp” students for the same material but would teach and grade the assignments in drastically different manners.

While it was evident/very evident in 41 percent of classrooms that “Learners make connections from content to real-life experiences” (D2), this was an area for which the school in general was developing strong support outside of the classroom, with great passion from school leaders. Two of the three days that the team was in the school, certain subsets of students in two grades were on a field trip to learn basic life skills in a real-world environment. They were learning to balance a checkbook, pay a bill, and purchase new necessities.

Additionally, students who “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) were evident/very evident in 29 percent of classes, but this was an area on which the administration placed schoolwide focus outside of instructional opportunities. The final day of the review, the school was decorated, staff and students were dressed in the clothing of their ancestors and family heritage, and



food was provided for the school community to share and celebrate their unique and diverse population of students and families. Even though this was not expressly seen in classroom instruction, it was obviously a passion of the school administration team, as evidenced through the large budget set aside for it, the partnerships in place, and the posters and graphics spread across the campus.

Stakeholder Interview Data:

The interview data shared several themes echoed across grade levels and content types. Teachers put a lot of trust in the new Professional Learning Communities (PLC) reboot process and even asked for additional time with their new PLC teams on a weekly basis as determined by the October 2019 PLC Reflections document. While PLCs occurred during the 2017-2018 school year, they were not monitored closely by the administration, nor was there a common format, agenda, or understanding of how to best use this opportunity. While several remarks were critical of the new “oversight” of the PLC reboot, many believed it was a necessary step in the improvement of Newburg Middle School’s academic performance. The negative feedback on the PLC reboot fell into two categories. First, some teachers who already actively participated in the PLCs the prior year were unhappy that they had to change their format to meet the new requirements, as set by the administration. The second group that voiced concern regarding the PLC reboot were the teachers who did not participate in PLCs previously and did not like that they were being forced to collaborate with team members in this fashion. The total number of complaints was small, but these complaints were explicit in their dislike. The general population of staff recognized the benefit of the new program.

During interviews, the teachers were asked about the continuous improvement process. It became evident that there was not a shared vision from the administration team as to what the continuous improvement goals were, nor did the teachers have a common understanding of the approaches to achieve those goals. Teachers responded with their views of the improvement process. Be “engaged and build positive relationships,” focus on “Culture and Climate,” and “Build on what we’ve already been doing” were listed as some ways to achieve the goal listed in the Comprehensive School Improvement Plan (CSIP) document.

Responses for questions pertaining to the continuous improvement journey and academic performance often moved quickly from academic conversations to student behaviors and discipline issues. Students, parents, staff, and administrators frequently cited poor behavior and a reduced suspension rate (as directed by administration in conjunction with the district) as reasons for poor academic performance. Several school staff members were not aware that the school had a CSIP.

Stakeholder Perception/Experience Data:

According to the parent survey, 76 percent agreed/strongly agreed with the statement, “Our school ensures that all staff members monitor and report the achievement of school goals” (G1). However, the school’s academic performance was low. By looking at the interview data, it became evident that the school had goals and that it was monitoring and reporting those goals—these goals simply were not academic in nature. While their CSIP included academic goals, those goals had no metrics being tracked to measure progress. These goals, as evidenced by the things they were tracking closely in their monthly Vital Signs report that tracked student behavior data in an ongoing fashion, only looked at point-in-time academic assessments that changed infrequently (MAP, K-PREP, and number of students on grade level).

According to the staff survey, 69 percent agreed/strongly agreed with the statement, “Our school has a continuous improvement process based on data, goals, actions, and measures of growth” (C5). However, as listed above, the staff interviews uncovered that the staff, in general, were not able to express what those goals, actions, and measure of growth were in a day-to-day actionable manner.

Next, the staff survey revealed that 73 percent agreed/strongly agreed with the statement, “Our school has a systematic process for collecting, analyzing, and using data” (G3). Through researching the artifacts and



documents that the school provided and including the interview feedback that were collected, the Diagnostic Review Team learned that the school did in fact have a process for data collection and were in the early stages of learning to analyze the data, but they had not yet learned to use the data in any actionable form. In addition, the principal developed a coaching protocol for teachers based on teacher effectiveness. This protocol's next step is to move toward a more academic and instructional use of data.

Perhaps the bigger concern from the team was that the school appeared to be collecting the incorrect information to drive toward their continuous improvement goals. Very little of the data collected at both the individual teacher level and the administrator level was useful to drive meaningful academic outcomes. This was confirmed by a school leader who stated, "I know one of our biggest problems. Our team isn't tying the daily classroom work to our end of day exit tickets to ensure that the students are mastering the content. They should be using the data from those exit tickets as a driver of what needs to be retaught the next day in the classroom. The tickets also need to be tied to the state standards to be more effective. That is where we need to go."

Documents and Artifacts:

The Diagnostic Team inspected the CSIP Planning document that included stakeholders involved within the "SIP Team" and the process in which the team used the Needs Assessment for the 2019-2020 school year. While this document stated that the PLCs were reviewing growth data on a weekly timeframe, the teacher interviews and review of PLC agendas did not support the active and appropriate use of student assessment data in a meaningful way. It appeared that the PLC teams were using K-PREP and MAP data occasionally, but not frequently, according to PLC agendas.

The most widely collected, analyzed, and used data sources related to two areas: behavior and operational efficiencies. The school collected, reviewed, and applied data from PBIS walkthroughs, Vital Signs reports, and several other data sources to adjust and implement new policies at the school level. One such policy was the new scheduled locker and bathroom breaks to reduce the number of students in hallways at any given time. While it appeared to support and meet the behavior goals set by the school, it did so at the expense of academics, according to many instructional staff.

Several teachers expressed frustration during their interviews that, in the middle of their lesson, they would have to stop teaching and take seven to 10 minutes for bathroom breaks and subsequently had to reorganize their classes to begin instructional practices again. One teacher mentioned, "Why can't they schedule these breaks during related arts classes instead of (state tested subjects)?"

Another teacher early in the review mentioned, "This is nice to have so many staff supporting transitions while you all are here!" By the end of the visit, the transitions appeared to be back to a more normal process. After watching a transition that took more than 12 minutes of students in the hallway, a teacher walked past and said, "Well, that was a one-star transition." Difficulty with transitions was also seen within classes, as it was evident/very evident in 36 percent of classrooms observed that "Learners transition smoothly and efficiently from one activity to another" (F3).



Improvement Priority #2

Develop and implement an effective monitoring system that ensures that all educators implement the curriculum with fidelity and high expectations for all learners. Analyze and use academic performance data to evaluate the effectiveness of the curriculum to meet the school's learning expectations and utilize the data to make curricular revisions. (Standard 2.5)

Evidence:

Student Performance Data:

The K-PREP assessment results for 2017-2018 and 2018-2019, as detailed in an addendum to this report, revealed that Newburg Middle School students performed below the state average across all grade levels in 2018-2019. The percentage of students who scored Proficient/Distinguished in Reading from 2017-18 to 2018-2019 decreased in grades 6 and 8, while the percentage remained the same in grade 7 year over year. Also, in grades 6, 7, and 8, the percentage of students who scored Proficient/Distinguished decreased by 0.3 to 0.8 percentage points from 2017-2018 to 2018-2019. These student performance data were among the data considered to develop Improvement Priority #2.

Classroom Observation Data:

Classroom observation data revealed that students who “demonstrate and/or are able to describe high quality work” were evident/very evident in 17 percent of classrooms (B3). When students were asked about high-quality work in their class, they were able to express, “We are asked three questions by teacher and administrators.” When observers drilled down to, “On this specific assignment you are currently working on, how do you know if you will receive a high grade from the teacher,” the responses varied but often aligned to being quiet and turning in an assignment with good handwriting or on time. Additionally, students who “understand and/or are able to explain how their work is assessed” (E4) and “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in 10 percent of classrooms observed.

During the “eleot Blitz” performed by the district, the school rated itself highest across multiple grade bands on well-managed classrooms from a behavior standpoint, which aligned with the findings of the Diagnostic Review Team. Some of the feedback presented from the teachers after seeing their “eleot Blitz” included surprise that this was a highly marked item, as they felt overall that classroom management was not a strong suit of the school. The team observed that students who “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2) and “are treated in a fair, clear, and consistent manner” (A3) were evident/very evident in 55 percent of the classrooms.

Stakeholder Interview Data:

The stakeholder data was very clear and aligned across multiple groups as to the school's main academic concern. Interview data from school staff, district staff, and teachers reported a lack of instructional and curricular adjustments as one area of concern. One student stated, “The teachers and principals do not have high expectations for all students” in reference to academic outcomes. Many students were very clear that behavioral expectations were very high and that poor behavior was not acceptable, but academics were not the top priority of the school.

The instructional staff also saw this as a concern. One teacher stated, “If I had a magic wand, I would change the expectations for students, so that everyone had high expectations for all students.” Both staff and students made comments that the Math Science Technology (MST) students' work is graded differently and had higher expectations than their “comp” peers. Parents expressed similar concerns during the parent interview, and one



parent summed up the overall thoughts with an example, “Feedback on assignments is just a grade. We’ll see a 90 percent, but we don’t know what the 10 percent that they missed was. Our kids are fine, so it’s not a big deal, but if there is ever a problem, it would be hard to figure out what to help with.”

During the teacher interviews, it became clear that the staff were not properly trained in how to use assessment data (e.g., CFA, MAP, K-PREP) to draw conclusions on necessary actionable next steps for adjusting classroom instruction. In addition, it did not appear that the school was using a curriculum aligned to the Kentucky Academic Standards. To compound this problem, the instructional staff were not found to be creating their Common Formative Assessments (CFAs) with any alignment to the Kentucky Academic Standards. When one teacher was asked about these standards, the response was, “We just teach what we teach and hopefully get through our lessons for the year.” When asked if that happens, the response was, “No, not usually. We get somewhere between half to three-quarters.” Another teacher mentioned, “There are not a lot of people visiting my classroom to see if I am teaching what I am supposed to be teaching.” While some administrator feedback was provided to the team, it appeared that a lack of academic and instructional feedback occurred at the school overall. Most of the administrator observation feedback related to operational tasks.

While the official parent interviews set up by the school administration showed parents were very happy with the academics of the school, it was learned through the discussion that most of the parents interviewed had students in Advanced Placement (AP) courses. Since the group was ethnically diverse, but not academically diverse by student enrollment, the Diagnostic Review Team spent some time interviewing parents and grandparents in car pick-up lines and in the office. The parents who were interviewed in this way expressed some frustration with the academic performance of the school; for example, one parent mentioned, “This school is not about getting kids ready for the next level (high school), it’s about community.”

As previously mentioned, the school and staff were very open that creating a high level of acceptance and community is a core value and something that is expressed often verbally, through print on posters and handouts; by the types of school events that occur; and through highly compensated budget items. They are truly excelling at creating a vibrant and loving community for each student, but little effort is provided to advancing academic outcomes in comparison to the output toward cultural and community acceptance.

Stakeholder Perception/Experience Data:

According to the staff survey, 67 percent agreed/strongly agreed with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance” (E5). This contrasted the data provided through eleot observations, which found it was evident/very evident in 17 percent of classrooms that students “demonstrate and/or are able to describe high quality work” (B3). There appeared to be a disconnect with what the teachers believed they were expressing to the students and what the students were able to pick up on in the form of expectations and high-quality work.

Another divide was seen in that 69 percent of staff agreed/strongly agreed with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7), but the general staff consensus on differentiation was shown to be the changing of instructional strategies every seven to eight minutes instead of changing actual instruction based on the needs of individual students.

According to the student survey, 65 percent agreed/strongly agreed with the statement, “In my school, a high-quality education is offered” (C3), but student interview data showed that only some students believed some of their teachers had high expectations. Again, during the formal student interview, all but three of the students selected by the school were enrolled in AP classes. Those AP students had a high view of the school’s curriculum, teacher expectations, and school experience overall.

The students that were not in AP classes described a much different view, to the point where one student stated, “I’m not in an AP class, so the teachers don’t think I can pass any class.” Teacher interviews also supported this view with such statements as, “My AP kids are high achievers and can write well. My ‘comp’ students aren’t good



at writing, so I take that into account when I grade.” When asked, “What does ‘take that into account’ mean?” the teacher responded with, “I don’t mark them down for writing and grammar as much, because they are not good at it, you know?” Another teacher made the comment, “You can’t accommodate I.Q.” Interview data expressed that teachers did not have equally high expectations for all students. While those may be one-off teacher responses, the general interview data indicated that while the staff truly did want what was best for students, they did not yet have the instruments to support high academic standards. There did not appear to be systems in place to ensure that each student was receiving what was needed from an academic/instructional perspective.

Documents and Artifacts:

The Diagnostic Review Team inspected the NMS (Newburg Middle School) “PD Opportunities 42 Hours” document and learned through interview data that most teachers completed most or all of their required hours through the professional development (PD) opportunities offered on this document. Upon review of this document, it appeared that less than ten hours of the total PD time offered was in some way tied to academic instruction. Most of the time was directed to behavior; school registration and orientation; and student success as measured by bias training, technology, etc.

Additional documents and artifacts reviewed were the Illustrative Math and FOSS Science curricula, which were new to the staff. The staff indicated concerns around alignment to Kentucky Academic Standards across multiple content areas, but this was not confirmed by the Diagnostic Review Team, as it was outside of the scope of their review. While the school vision was “Student Success,” it did not appear to be directly tied to academic outcomes as noted by the lack of longitudinal data and tools to measure student academic growth over time. This was further confirmed by review of several PLC agendas and teacher interviews related to PLC work sessions.

One teacher provided an example of asking another staff member to do a classroom observation and provide feedback. When asked why that teacher wanted additional instructional feedback, the teacher responded, “Because I haven’t received any feedback on what I’m actually doing on the teaching aspects of my job.”

Improvement Priority #3

Develop and implement a systematic process for monitoring and adjusting instruction to meet individual learners' needs and the institution's learning expectations. Analyze data and use findings to identify needed improvements in student learning and adjust instructional practices to meet student academic needs. (Standard 2.7)

Evidence:

Student Performance Data:

The K-PREP assessment results for 2017-2018 and 2018-2019, as detailed in an addendum to this report, revealed that Newburg Middle School students performed below the state average across all grade levels in 2018-2019. Students in the following groups: Disabilities (IEP), Disabilities Regular Assessment, Disabilities with Accommodations, English Learners, English Learners Monitored, and Homeless had the lowest percentages of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress (K-PREP) writing assessment for the 2018-2019 school year at 0.0.

Classroom Observation Data:

The eleot data found that it was evident/very evident that "Learners engage in differentiated learning opportunities and/or activities that meet their needs" (A1) in 10 percent of classrooms observed. The administration erroneously explained differentiation to the staff as changing instructional practices every seven to eight minutes instead of changing teacher pedagogy and instructional practices based on the needs of individual learners to best meet those students' needs. It was evident/very evident in 31 percent of classrooms that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2). This was in stark contrast to the teacher interviews, where teachers expressed the belief that mastery is a key component to students being able to complete their work and that the students are given many chances to adjust and complete their assignments before grades are assigned.

During student interviews, it was found that students were given multiple opportunities to rework assignments that might receive low grades, but according to eleot data, students who "understand and/or are able to explain how their work is assessed" (E4) were evident/very evident in 10 percent of classes. Providing students with multiple opportunities to work on assignments to show mastery became frustrating to students who did not know what they were doing wrong, nor could they change their work to meet the expectations of the staff. In support of this, students who "demonstrate and/or verbalize understanding of the lesson/content" (E3) were evident/very evident in 17 percent of the classrooms observed.

Stakeholder Interview Data:

Although multiple stakeholders were interviewed, there was a common theme regarding assignments and academics across the school. One teacher said, "The focus in my classrooms is on task completion rather than student learning."

Teacher and parent interview data indicated there is not an academic multi-tiered system of support (MTSS). This is in direct opposition to the multitude of student supports for behavior, culture, and student life. Ultimately, interview data indicated effective core instruction was the biggest barrier to increased student achievement. It did not appear that the staff were being trained during professional development opportunities, PLC work sessions, or all-staff meetings on the effective use of data in differentiating the instructional delivery for students.

The interview data indicated the lack of a shared belief around teaching and learning, specific to having high expectations for all learners. It was stated during one interview, "We have a bias of expectations." When asked to expound on the meaning, it was determined that the school overall, and many times teachers themselves, had high expectations of the high-performing students but had low to no expectations of the low-performing students.



This was not the case for the social and emotional well-being of students; the staff was very interested in providing opportunities to create a culture of acceptance and inclusion outside of the academic instructional aspects of the classroom. Ultimately, staff, students, and parents could state the school's vision, "Student Success," but there was no clear and consistent message for what that actually meant. The responses ranged across multiple themes, but very few were related to academic performance.

Stakeholder Perception/Experience Data:

According to the staff survey, 57 percent agreed/strongly agreed with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice" (E1), and 56 percent agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students" (E2), which was in direct conflict with the classroom observation data that showed 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).

The parent survey also indicated that 57 percent agreed/strongly with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction" (E4). A lower number of students agreed that their teachers were teaching an individualized classroom experience; 43 percent agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs" (E9). Student interview data also suggested that students felt there was only one instructional method for all students for every class.

During the student interviews, the "average" class was described as starting with a warm-up that took about 20 percent of the class time, followed by iPad work, which accounted for about 60 percent of the time, and then finishing with the Exit Sheet for about the last 20 percent of the time. They indicated that all students in the classroom worked on the same tasks together during the entire time of the majority of their classes. A teacher provided one example to show differentiated instruction, which was an additional task for those students who finished their work early. The teacher stated, "It was very frustrating to have students finish their work and interrupt those still working, so I created additional work for them to do," which seemed to indicate that it was not supplemental or enrichment, but simply something to keep the student busy.

Documents and Artifacts:

Perhaps the single most-telling artifact received was the observation data. The administrators observed each room about once per year according to the teacher interviews. When reviewing the observation feedback forms, it stood out to the Diagnostic Review Team that there was a lack of instructional and pedagogical feedback to drive student academic outcomes. Most of the presented feedback revolved around behavior concerns, operational issues, and general classroom management techniques.

PLC reboot agendas, the PLC Framework Reboot Professional Development, Newburg's PLC Protocol documentation, and interview data suggested that proper individualization and differentiation techniques were not understood at the administrative level and were therefore being incorrectly taught to the staff at large. Additionally, there did not appear to be any tool or process in place to effectively collect or use school assessment data, such as Exit Tickets or Common Formative Assessments (CFAs). While some data were being collected around CFAs, there was no formal plan or best practice about how to differentiate instruction based on the information gleaned from these data sources, nor were CFAs being built to align to state standards. This was not indicative of all classrooms, however, as one class restructured their first period STEM class based on common formative assessment data regarding students identified as "Approaching Standard." They set up a workshop model for students to work toward mastery of identified standards.



Although the PLC template provided an informal structure for teachers to use data to make instructional adjustments, interview data indicated that teachers do not understand how to use all the data collected to meet individual student academic needs. Finally, while the school had a plan for communicating with parents and families about students who were failing, there was no evidence of the school providing a MTSS.



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:

Newburg Middle School has committed to a common goal that defines their beliefs about students. The school has their school vision on nearly every document, on school shirts, on posters in the hallways, and on posters in every classroom, and the administration can consistently and frequently be heard saying the words "Student Success" in some form or fashion. Along these lines, the school has done a wonderful job identifying students who need special services, specifically around cultural, ethnic, and basic human needs. The school shows love to their students and because of that they have grown an incredibly high level of community buy-in to the vision. This is further evidenced by the strong community support through partnerships providing financial, personnel, and other types of assistance.

This also includes a strong support team of parents and students who love their school and are proud that they attend Newburg Middle School, as evidenced through their responses in the interview process. Many staff interviews also echoed similar sentiments, such as "We are not a bottom five percent school." The staff made other comments related to the fact they were dedicated to supporting the principal throughout this process and that they believe the school will work together to achieve the needed rating for the upcoming school year. Most staff were fiercely loyal to the principal and appeared ready to do the hard work it would take to achieve the needed goals.

Additionally, the staff began the PLC reboot process prior to being recognized as a bottom five percent school, showing they understood the value of developing their staff and encouraging staff communication and support before the added requirements of the state and district. While the school was truly just beginning their official PLC journey, they made large strides by learning how to begin collecting data in a clean format. The Diagnostic Review Team could see that the school was developing a culture of data. They were collecting multiple types of non-academic data and were using them effectively to support student success in many different areas with a large focus on behavior.

Continuous Improvement Process:

The Diagnostic Review Team concluded that the institution lacked formal and comprehensive structures and processes whereby they might engage all stakeholder groups in their continuous improvement journey. Due to these absent structures, there was little to no measurable improvement in student learning, professional practices,



or organizational capacity surrounding student academic performance. There was no formal system to evaluate and determine efficacy of pedagogical practices and curricular alignments to state standards.

While the school was building some Common Formative Assessments (CFA), they were not aligning them to the Kentucky Academic Standards. It did not appear that the teaching staff was tracking their instructional progress against any internal documentation to verify they were teaching all of the standards by the end of the school year. There was a general lack of evidence to suggest that discussion of standards was occurring other than stating the learning objective on the lesson plans at the beginning of each week. Several teachers were not able to identify who at the school was verifying that each teacher was teaching the appropriate content and staying on track to finish the required standards prior to the completion of the school year.

The school is encouraged to review the process and procedures around classroom observations and the feedback mechanism. Currently, staff are not being observed frequently by the administrative team. During the periods in which they are being reviewed, the feedback is non-academic in nature and does not support the teachers in their efforts to raise student academic outcomes. Feedback should include some sort of instructional guidance, high-yield teaching strategies, ideas for differentiation, and other generally expected instructionally focused direction.

Although the school created the new PLC reboot, the meeting times were not currently spent on tasks to drive student academic outcomes in a positive direction. There was also a lack of data that tracked student performance in a timely manner against state standards over time. No consistently used metric to show student growth was evident across the entire campus. The PLC reboot needs less operational and behavior-related tasks and an increase of reviewing multiple academic data strands and formatting actionable plans for the following week's instructional activities.

The school needs outside support in learning best practices for teaching and learning when it comes to differentiating instruction. The administration team does not have a firm grasp on the general concept and therefore will struggle in training the teachers in effective strategies to complete this task. Once the learning outcomes are aligned with the state standards, the school will greatly benefit from additional professional development that teaches them to extract assessment data properly in order to adjust instructional practices for the personalization of each student.

While the principal stated, "We will not use behavior as a reason for our low scores," it was quite evident through the interview process that student behavior is often blamed for low test scores by most school stakeholders. Many stakeholders, including teachers, support staff, parents, and students, all mentioned the cause and effect of bad behavior on student academic outcomes. The school would benefit from holding their academic standards for Student Success to the same level as their culture and student support expectations—which are quite high. While there were students who behaved poorly, the expectations were still very high in relation to their social and emotional supports, as evidenced by the large number of supports and programs and high staff involvement in those endeavors, but there is a lack of academic support available to them.

Next Steps

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

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

- Review and share the findings with stakeholders.
- Develop plans to address the improvement priorities identified by the Diagnostic Review Team.



- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.

Team Roster

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

Team Member Name	Brief Biography
<p>Chase Eskelsen</p>	<p>Chase Eskelsen began his educational career as an administrator of the Texas Virtual Academy (K-12) where he oversaw school turnaround resulting in a “Met Standard” rating during his second year in the position. He then helped launch a new school, Texas Online Preparatory Academy (K-12). Following his time in a local school, he transitioned into a National Academic Policy, Public Affairs, and Board and Partner Relations role with K12 Inc. He now works for an education non-profit, Verano Learning Partners, overseeing national Policy and Compliance.</p>
<p>Ben Fritz</p>	<p>Ben Fritz has served in the education profession for 15 years. He taught business and marketing at East Carter High School in Grayson, KY, from 2006-2012. Following his tenure as teacher at East Carter High School, he served as an assistant principal during the school turnaround process at East Carter High School from 2012-2016. Mr. Fritz also completed the National Institute of School Leadership development program. He currently serves as the Educational Recovery Leader of Fairview Elementary in Ashland, KY.</p>
<p>Vickie Grigson</p>	<p>Vickie Grigson has been loyal to her calling as a teacher and a leader throughout her career. She began in education as an elementary/middle school music teacher with a concentration on student performance. Her years in leadership include a 10-year high school principalship and three years with the Kentucky Department of Education as an Education Recovery Specialist and Leader. Mrs. Grigson works part time as an instructional coach in an elementary school and is a district Human Resources Assistant Director. She has served on several teams as a volunteer and as Engagement Review Lead. Mrs. Grigson currently works as a Field Consultant for Cognia. She is intent on embodying continuous improvement both as an educational leader and as a person. Mrs. Grigson is a member of the Alpha Delta Kappa teacher fraternity where she has served as president.</p>

<p>Dr. Savannah Denning</p>	<p>Dr. Savannah A. Denning is in her tenth year as an educator. She is currently the curriculum coordinator for Richardsville Elementary in the Warren County School System in Bowling Green, Kentucky. As curriculum coordinator, she facilitates professional learning experiences for teachers, oversees the curriculum planning and implementation processes, and works to continuously enhance the culture of teaching and learning for both teachers and students. Dr. Denning is a Certified Google Innovator for Education; she has facilitated numerous professional learning sessions in collaboration with the Kentucky Department of Education and Green River Regional Education Cooperative. She has experience collaborating with professors in the College of Education and Behavior Science department at Western Kentucky University as a researcher, practitioner partner, and grant writer.</p>
<p>Kim Bullard</p>	<p>Kim Bullard is an Education Recovery Leader for the Kentucky Department of Education. In that position, she works closely with principals and district leadership to develop systems and processes to sustain school turnaround. She is currently serving in that capacity in Breathitt County District. Mrs. Bullard has over 20 years of experience in K-12 education as a teacher, math coach, curriculum specialist, and assistant principal.</p>

Addenda

Student Performance Data

Newburg Middle 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	45.8	59.7	46.5	59.0
	7	40.2	57.4	42.7	57.4
	8	47.0	62.9	39.2	62.6
Math	6	31.5	47.5	29.3	46.7
	7	34.0	47.4	31.5	47.1
	8	31.8	46.1	24.4	45.3
Science	7	19.0	25.9	17.1	26.0
Social Studies	8	43.4	60.2	33.6	58.8
Writing	8	18.1	44.3	7.1	31.9

Plus

- Percentage of proficient and distinguished sixth grade students in reading as measured on the Kentucky Performance Rating for Educational Progress, K-PREP, increased from 45.8 during the 2017-2018 school year to 46.5 during the 2018-2019 school year.
- Percentage of proficient and distinguished seventh grade students in reading as measured on the Kentucky Performance Rating for Educational Progress, K-PREP, increased from 40.2 during the 2017-2018 school year to 42.7 during the 2018-2019 school year.
- During the 2018-2019 school year sixth grade students in reading as measured on the Kentucky Performance Rating for Educational Progress, K-PREP, had the highest percentage of students scoring at the proficient and distinguished levels at 46.5.
- During the 2017-2018 school year eighth grade students in reading as measured on the Kentucky Performance Rating for Educational Progress, K-PREP, had the highest percentage of students scoring at the proficient and distinguished levels at 47.0.

Delta

- Newburg Middle School was below the state average for the percentage of students scoring at the proficient and distinguished levels in all tested areas (Reading, Math, Science, Social Studies, and Writing) and all grade levels (6th, 7th and 8th) for both 2017-2018 and 2018-2019.
- Percentage of proficient and distinguished eighth grade students in reading as measured on the Kentucky Performance Rating for Educational Progress, K-PREP, decreased from 47.0 during the 2017-2018 school year to 39.2 during the 2018-2019 school year.
- Percentage of proficient and distinguished sixth grade students in math as measured on the Kentucky Performance Rating for Educational Progress, K-PREP, decreased from 31.5 during the 2017-2018 school year to 29.3 during the 2018-2019 school year.



- Percentage of proficient and distinguished seventh grade students in math as measured on the Kentucky Performance Rating for Educational progress, K-PREP, decreased from 34.0 during the 2017-2018 school year to 31.5 during the 2018-2019 school year.
- Percentage of proficient and distinguished eighth grade students in math as measured on the Kentucky Performance Rating for Educational progress, K-PREP, decreased from 31.8 during the 2017-2018 school year to 24.4 during the 2018-2019 school year.
- Percentage of proficient and distinguished seventh grade students in science as measured on the Kentucky Performance Rating for Educational progress, K-PREP, decreased from 19.0 during the 2017-2018 school year to 17.1 during the 2018-2019 school year.
- Percentage of proficient and distinguished eighth grade students in social studies as measured on the Kentucky Performance Rating for Educational Progress, K-PREP, decreased from 43.4 during the 2017-2018 school year to 33.6 during the 2018-2019 school year.
- Percentage of proficient and distinguished eighth grade students in writing as measured on the Kentucky Performance Rating for Educational Progress, K-PREP, decreased from 18.1 during the 2017-2018 school year to 7.1 during the 2018-2019 school year.
- During the 2017-2018 school year eighth grade students in writing as measured on the Kentucky Performance Rating for Educational Progress, K-PREP, had the lowest percentage of students scoring at the proficient and distinguished levels at 18.1.
- During the 2018-2019 school year eighth grade students in writing as measured on the Kentucky Performance Rating for Educational Progress, K-PREP, had the lowest percentage of students scoring at the proficient and distinguished levels at 7.1.

Growth Index Middle

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	12.6	16.1	51.8	56.1
Math	7.3	8.0	38.8	48.8
English Learner	3.6	5.4	49.5	56.3
Growth Indicator	10.0	12.1	45.3	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

- Reading during the 2017-2018 school year had the highest growth calculation of 12.6
- Reading during the 2018-2019 school year had the highest growth calculation of 51.8.

Delta

- All growth calculations for the 2017-2018 school year were below the state averages within each area (Reading, Math, English Learner and Growth Indicator).
- All growth calculations for the 2018-2019 school year were below the state averages within each area (Reading, Math, English Learner and Growth Indicator).
- English Language Learners showed the smallest growth calculation during the 2017-2018 school year.
- Math showed the smallest growth calculation during the 2018-2019 school year.

2018-19 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	36.3	19.2	10.2	25.5	7.3
Alternative Assessment					
American Indian					
Asian	47.9	43.8	32.0	40.0	5.0
Consolidated Student Group	34.6	19.6	10.1	28.2	6.0
Disabilities (IEP)	5.6	0.0	3.4	3.0	0.0
Disabilities Regular Assessment	5.6	0.0	3.4	3.0	0.0
Disabilities with Acc.	4.4	0.0	0.0	4.5	0.0
Economically Disadvantaged	36.0	22.0	12.1	26.6	3.7
English Learners	5.8	2.9	2.0	10.0	0.0
English Learners Monitored	11.2	5.0	3.6	9.8	0.0
Female	43.8	23.7	13.4	31.1	9.9
Foster	35.7	14.3			
Gifted and Talented		95.2			
Hispanic	44.4	27.8	12.3	56.4	7.7
Homeless	28.6	12.2	0.0	11.8	0.0
Male	42.2	32.8	20.4	36.2	4.3
Migrant					
Military					
No Disabilities	47.1	31.8	18.3	37.1	7.9
Non-Economically Disadvantaged	61.8	46.6	30.1	54.2	16.9
Non-English Learners	48.5	32.4	19.4	38.0	8.4
Non-Migrant			17.3	33.6	7.1
Not Consolidated Student Group	68.7	56.4	38.9	52.8	11.1
Not English Learners Monitored	48.6	32.8	19.5	38.1	8.4
Not Gifted and Talented		27.2	17.1	33.6	7.1
Not Homeless	43.6	29.4	17.9	34.9	7.5



Group	Reading	Math	Science	Social Studies	Writing
Pacific Islander					
Total Students Tested	42.9	28.6	17.1	33.6	7.1
Two or More	37.0	22.2			
White	54.5	43.7	29.3	37.5	8.8

Plus

- Students in the "Not Consolidated Student Group" had the highest percentage of students scoring at the proficient and distinguished levels on reading for the 2018-2019 school year at 68.7.
- Students in the "Not Consolidated Student Group" had the highest percentage of students scoring at the proficient and distinguished levels on math for the 2018-2019 school year at 56.4.
- Students in the "Not Consolidated Student Group" had the highest percentage of students scoring at the proficient and distinguished levels on science for the 2018-2019 school year at 38.9.
- Students in the "Hispanic" group had the highest percentage of students scoring at the proficient and distinguished levels on social studies for the 2018-2019 school year at 56.4.
- Students in the "Non-Economically Disadvantaged" group had the highest percentage of students scoring at the proficient and distinguished levels on writing for the 2018-2019 school year at 16.9.
- The following student groups scored above the "All Students" tested group in terms of percentage of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational progress, K-PREP, reading assessment : Asian, Female, Hispanic, No Disabilities, Non-Economically Disadvantaged, Non-English Learners, Not Consolidated Student Group, Not English Learners Monitored, Not Homeless and White students.
- The following student groups scored above the "All Students" tested group in terms of percentage of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational progress, K-PREP, math assessment: Asian, Gifted and Talented, Male, No Disabilities, Non-Economically Disadvantaged, Non-English Learners, Not Consolidated Student Group, Not English Learners Monitored, Not Homeless and White students.
- The following student groups scored above the "All Students" tested group in terms of percentage of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational progress, K-PREP, science assessment: Asian, Hispanic, Male, No Disabilities, Non-Economically Disadvantaged, Non-English Learners, Not Consolidated Student Group, Not English Learners Monitored, Not Homeless and White students.
- The following student groups scored above the "All Students" tested group in terms of percentage of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational progress, K-PREP, social studies assessment: Asian, Hispanic, Male, No Disabilities, Non-Economically Disadvantaged, Non-English Learners, Not Consolidated Student Group, Not English Learners Monitored, Not Homeless and White students.
- The following student groups scored above the "All Students" tested group in terms of percentage of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress, K-PREP, writing assessment: African American, Female, Hispanic, No Disabilities, Non-Economically Disadvantaged, Non-English Learners, Not Consolidated Student Group, Not English Learners Monitored, Not Homeless and White students.

Delta

- Students in the "Disabilities with Accommodations" had the lowest percentage of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress, K-PREP, reading assessment for the 2018-2019 school year at 4.4.
- Students in the following groups: "Disabilities (IEP)", "Disabilities Regular Assessment", and "Disabilities with Accommodations," had the lowest percentages of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress, K-PREP, math assessment for the 2018-2019 school year at 0.0.
- Students in the following groups: "Disabilities with Accommodations" and "Homeless," had the lowest percentages of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress, K-PREP, science assessment for the 2018-2019 school year at 0.0.
- Students in the following groups: "Disabilities (IEP)" and "Disabilities Regular Assessment," had the lowest percentages of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress, K-PREP, social studies assessment for the 2018-2019 school year at 3.0.
- Students in the following groups: "Disabilities (IEP)", "Disabilities Regular Assessment", "Disabilities with Accommodations" " English Learners", "English Learners Monitored" and "Homeless," had the lowest percentages of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress, K-PREP, writing assessment for the 2018-2019 school year at 0.0.
- The following student groups scored below the "All Students" tested group in terms of percentage of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress, K-PREP, reading assessment: African American, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Disabilities with Accommodations, Economically Disadvantaged, English Learners, English Learners Monitored, Foster, Homeless, Male, and Two or More races students.
- The following student groups scored below the "All Students" tested group in terms of percentage of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress, K-PREP, math assessment: African American, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Disabilities with Accommodations, Economically Disadvantaged, English Learners, English Learners Monitored, Female, Foster, Hispanic, Homeless, Not Gifted and Talented and Two or More races students.
- The following student groups scored below the "All Students" tested group in terms of percentage of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress, K-PREP, science assessment: African American, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Disabilities with Accommodations, Economically Disadvantaged, English Learners, English Learners Monitored, Female, Hispanic, and Homeless students.
- The following student groups scored below the "All Students" tested group in terms of percentage of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress, K-PREP, social studies assessment: African American, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Disabilities with Accommodations, Economically Disadvantaged, English Learners, English Learners Monitored, Female, and Homeless students.
- The following student groups scored below the "All Students" tested group in terms of percentage of students scoring at the proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress, K-PREP, writing assessment: Asian, Consolidated Student Group, Disabilities (IEP), Disabilities Regular Assessment, Disabilities with Accommodations, Economically Disadvantaged, English Learners, English Learners Monitored, Homeless, and Male students.



Schedule

Monday, November 18

Time	Event	Where	Who
5:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
6:00 p.m. - 8:00 p.m.	Principal Presentation / ERD Interview	Hotel Conference Room	Diagnostic Review Team Members
8:00 p.m. - 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, November 19

Time	Event	Where	Who
7:20 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
8:00 a.m. - 9:00 a.m.	Principal Interview	Conference Room	Diagnostic Review Team Members
9:00 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 #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, November 20

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

Thursday, November 21

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



School Diagnostic Review Summary Report
Newburg Middle

Jefferson County Public Schools
November 18-21, 2019

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

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

The principal does have the capacity to function or to develop as a turnaround specialist and, accordingly, should continue as principal of Newburg Middle.

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 Newburg Middle.

_____ Date: _____
Principal, Newburg Middle

_____ Date: _____
Superintendent, Jefferson County Public Schools