

Cognia Diagnostic Review Report

Results for: Ninth District Elementary

December 9-12, 2019

Table of Contents

Introduction	1
Cognia Standards Diagnostic Results	2
Leadership Capacity Domain.....	2
Learning Capacity Domain.....	3
Resource Capacity Domain	4
Effective Learning Environments Observation Tool® (eleot®) Results	5
eleot Narrative.....	9
Findings	11
Improvement Priorities	11
Improvement Priority #1	11
Improvement Priority #2	12
Improvement Priority #3	15
Insights from the Review.....	17
Next Steps.....	18
Team Roster	19
Addenda	21
Student Performance Data	21
Schedule	24



Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the institution’s adherence and commitment to the research aligned to Cognia Performance Standards. The Diagnostic Review process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. Cognia Performance Standards were developed by a committee composed of educators from the fields of practice, research, and policy. These talented leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

When this institution was evaluated, the Diagnostic Review Team used an identified subset of the Cognia Performance Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

Stakeholder Groups	Number
District-Level Administrators	3
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	22
Noncertified Staff	6
Students	10
Parents	8
Total	59

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.	Insufficient
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.	Insufficient
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.	Insufficient
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Insufficient

Learning Capacity Domain

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

Learning Capacity Essential Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Insufficient
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Insufficient
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Insufficient
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Initiating
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Insufficient
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Initiating
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Initiating
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Insufficient

Resource Capacity Domain

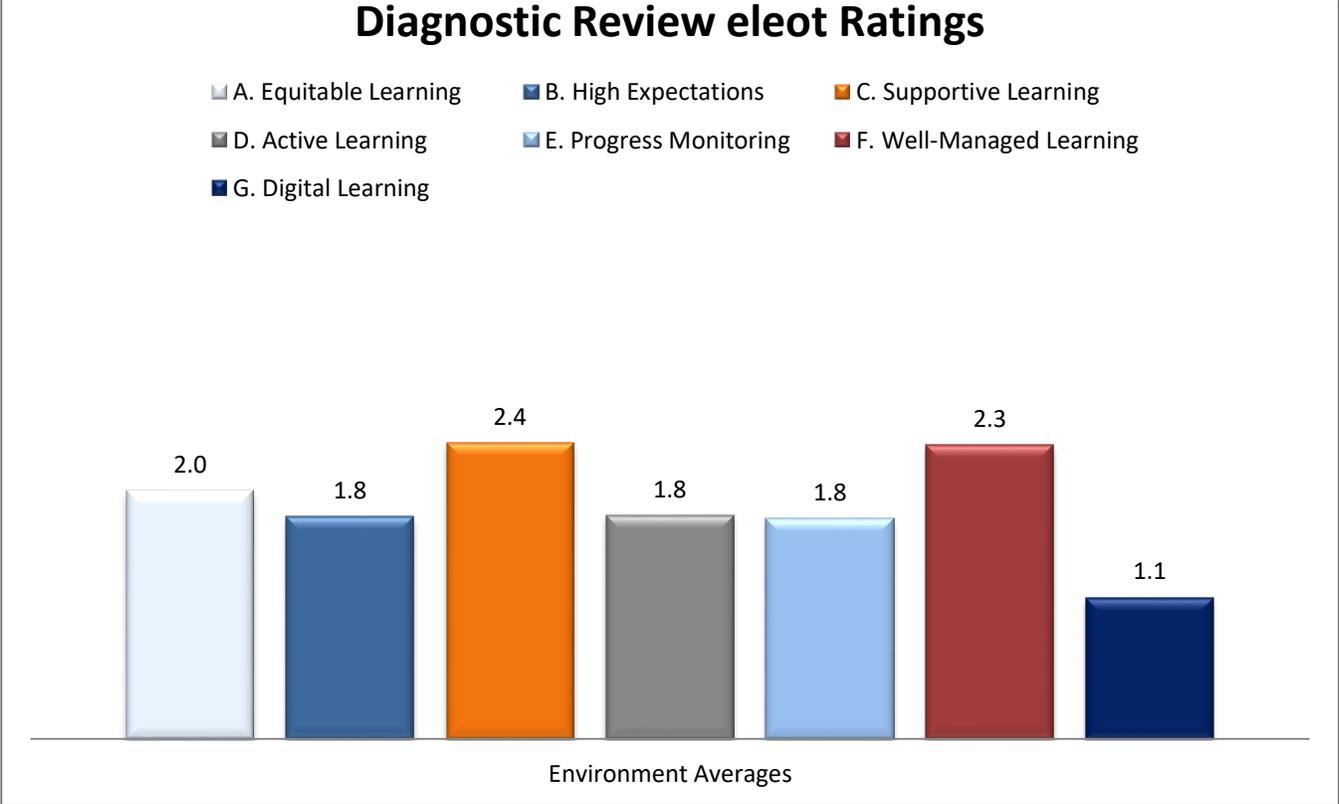
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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.	Initiating
3.2	The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution’s purpose and direction.	Insufficient
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.	Insufficient
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 19 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	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	58%	37%	5%	0%
A2	2.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	5%	58%	37%	0%
A3	2.8	Learners are treated in a fair, clear, and consistent manner.	0%	26%	68%	5%
A4	1.3	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.	74%	21%	5%	0%
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	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	26%	63%	11%	0%
B2	1.8	Learners engage in activities and learning that are challenging but attainable.	32%	53%	16%	0%
B3	1.3	Learners demonstrate and/or are able to describe high quality work.	68%	32%	0%	0%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	32%	53%	16%	0%
B5	2.0	Learners take responsibility for and are self-directed in their learning.	21%	58%	21%	0%
Overall rating on a 4 point scale:			1.8			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	16%	42%	42%	0%
C2	2.1	Learners take risks in learning (without fear of negative feedback).	26%	42%	32%	0%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	42%	58%	0%
C4	2.5	Learners demonstrate a congenial and supportive relationship with their teacher.	16%	21%	58%	5%
Overall rating on a 4 point scale:			2.4			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.0	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	21%	58%	21%	0%
D2	1.5	Learners make connections from content to real-life experiences.	68%	21%	5%	5%
D3	2.2	Learners are actively engaged in the learning activities.	21%	37%	42%	0%
D4	1.4	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	68%	21%	11%	0%
Overall rating on a 4 point scale:			1.8			



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.	47%	47%	5%	0%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	16%	63%	21%	0%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	21%	47%	32%	0%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	79%	16%	5%	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	2.5	Learners speak and interact respectfully with teacher(s) and each other.	0%	58%	37%	5%
F2	2.4	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	11%	47%	37%	5%
F3	2.2	Learners transition smoothly and efficiently from one activity to another.	21%	42%	32%	5%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	16%	37%	47%	0%
Overall rating on a 4 point scale:			2.3			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.4	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	74%	16%	11%	0%
G2	1.0	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	100%	0%	0%	0%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
Overall rating on a 4 point scale:		1.1				

eleot Narrative

The Diagnostic Review Team collected data in 19 core content classroom settings. Data from classroom observations revealed the highest percentage of evident/very evident in the following areas. Students generally were treated fairly and consistently in all observed settings. In 73 percent of classrooms, it was evident/very evident that “Learners are treated in a fair, clear, and consistent manner” (A3). It was evident/very evident in 63 percent of classrooms that “Learners demonstrate a congenial and supportive relationship with their teacher” (C4).

Conversely, the classroom observation data showed most instruction was whole-group or center-based. It was evident/very evident in 32 percent of classrooms that students “have equal access to classroom discussions, activities, resources, technology, and support” (A2). It was evident/very evident in zero percent of classrooms that students “demonstrate and/or are able to describe high quality work” (B3). Observation data revealed it was evident/very evident in 16 percent of classrooms that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). In 42 percent of classrooms, students “demonstrate a sense of community that is positive, cohesive, engaged, and purposeful” (C1). It was evident/very evident that students in 10 percent of classrooms “make connections from content to real-life experiences” (D2). In addition, it was evident/very evident in 11 percent of classrooms that students “collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments” (D4). Collectively, these findings illustrated the need to establish high academic expectations, implement instruction that embeds the appropriate level of rigor, and use data to adjust instruction to meet the needs of students.

Observers noted it was evident/very evident in five percent of classrooms that students “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). In addition, the team noted that students rarely used rubrics or examples of high-quality work to guide their learning and help them understand the attributes of proficiency. It was evident/very evident in 42 percent of classrooms that students “speak and interact respectfully with teacher(s) and each other” (F1) and “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2).



The lowest-rated of the seven learning environments, the Digital Learning Environment, earned 1.1 on the four-point scale. Students who use digital tools/technology “to communicate and work collaboratively for learning” (G3) and “to conduct research, solve problems, and/or create original works for learning” (G2) were evident/very evident in zero percent of classrooms. It was evident/very evident that students “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1) in 11 percent of classrooms. The Diagnostic Review Team observed students using technology individually with little depth, differentiation, or rigor. Low ratings for items within this learning environment provide an opportunity for the school to systemically increase the depth and breadth of student use of technology to conduct research, solve problems, and create original work with a level of rigor that is enhanced by these tools.

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



Findings

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Diagnostic Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1

Develop, implement, and monitor a systemic and collaborative continuous improvement process that increases student learning, enriches professional practice, and enhances organizational effectiveness. Ensure the process includes an approach that engages stakeholders, develops collaborative commitments, and provides clear direction for improving conditions that support instruction and impact student learning. (Standard 1.3)

Evidence:

Student Performance Data:

Student performance data indicated the school had not implemented a continuous improvement process that includes effective behavioral and instructional practices to meet the needs of all students. The Kentucky Performance Rating for Educational Progress (K-PREP) results for Ninth District Elementary students, as detailed in an addendum of this report, revealed the percentage of students who scored Proficient/Distinguished was significantly below the state average in all assessed areas for 2017-2018 and 2018-2019. The percentage of students scoring Proficient/Distinguished in fifth-grade reading dropped 11.8 percentage points from 2017-2018 to 2018-2019. The percentage of students scoring Proficient/Distinguished in third-grade reading dropped seven percentage points from 2017-2018 to 2018-2019. The student performance data showed that the growth index for 2018-2019 was below the state index in all four areas: reading, math, English Learner, and Growth Indicator. Data revealed a significant achievement gap between economically disadvantaged students and non-economically disadvantaged students in math (13.9 percent Proficient/Distinguished compared to 60.0 percent Proficient/Distinguished) and reading (25.9 percent Proficient/Distinguished compared to 80.0 percent Proficient/Distinguished).

The percentage of fourth-grade students scoring Proficient/Distinguished increased in reading from 27.1 in 2017-2018 to 28.8 in 2018-2019 and increased in math from 11.9 in 2017-2018 to 13.6 in 2018-2019. The percentage of fifth-grade students scoring Proficient/Distinguished increased in math from 17.3 in 2017-2018 to 20.4 in 2018-2019 and increased in writing from 15.4 in 2017-2018 to 24.5 in 2018-2019.

Classroom Observation Data:

The classroom observation data, detailed in the eleot Narrative, indicated that processes and protocols would be enhanced by a systemic approach to continuous improvement, evaluation, feedback, and monitoring.

Stakeholder Interview Data:

The Diagnostic Review Team did not find evidence that a collaborative culture of continuous improvement existed at Ninth District Elementary. Interview data indicated an absence of systems to monitor the regular collection and analysis of data required to support continuous improvement in positive behavioral management, curriculum, instructional design, and delivery. While interview data revealed efforts were made to provide professional learning, the team did not find a systemic approach for using student achievement data to align training with current student academic and behavioral needs. Interview data suggested the school could maximize the use of coaches and mentors to collaboratively assist staff members in implementing behavioral and instructional



strategies. The team found no evidence that support provided to teachers was based on analysis of student behavioral and academic data or monitored for effectiveness. In fact, the team found that a collaborative continuous improvement process using data to implement, monitor, and revise systems to support teaching and learning was not implemented.

Stakeholder Perception/Experience Data:

Survey data indicated that 58 percent of staff agreed/strongly agreed that “Our school has a continuous improvement process based on data, goals, actions, and measures of growth” (C5). Survey data also indicated that 47 percent of staff members agreed/strongly agreed that “Our school has a systematic process for collecting, analyzing, and using data” (G3). Fifty-six percent of staff members agreed/strongly agreed that “Our school leaders monitor data related to school continuous improvement goals” (G7).

Parent survey data revealed that 69 percent of parents agreed/strongly agreed with the statement “Our school has established goals and a plan for improving student learning” (C3). Sixty-four percent of parents agreed/strongly agreed that “Our school communicates effectively about the school’s goals and activities” (D5). Additionally, parent survey data indicated that 81 percent agreed/strongly agreed that “Our school ensures that all staff members monitor and report the achievement of school goals” (G1).

Eighty-four percent of students agreed that “My teachers tell me how I should behave and do my work” (E4). Additionally, survey data indicated that 25 percent of students agreed that “My principal and teachers ask me what I think about school” (G1).

Parent and student survey data generally indicated consistent responses related to the school’s communication and engagement in a continuous improvement process that produces measurable improvement in student learning and in professional practice. The team found inconsistencies in staff data compared to parent and student data. The team did find evidence to support the overall perception and stated degree of agreement by staff.

Documents and Artifacts:

The Diagnostic Review Team did not find evidence of collaborative leadership decisions related to implementing, monitoring, and revising systems that support teaching and learning based on the analysis and use of data. However, the team did find examples of protocols and sample documents related to the ongoing activities of the grade-level professional learning community (PLC) meetings. However, this evidence did not align with the need for the school to provide professional learning opportunities specifically designed to enhance behavioral and instructional delivery of high-yield strategies. Although the review of documents and artifacts provided evidence of data collection, the team did not find evidence of data analyzation that led to implementation, monitoring, and revision of systems that support teaching and learning.

Improvement Priority #2

Collaboratively develop, implement, and monitor plans, processes, and protocols that identify and address the various social, emotional, development, and academic needs of all students. Ensure that faculty and staff are skilled in delivering behavior interventions and supports aligned to the emotional and academic needs of all students. (Standard 2.9)

Evidence:

Student Performance Data:

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

Classroom Observation Data:

It was evident/very evident in five percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) and “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). It was evident/very evident in 21 percent of classrooms that students “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2).

Stakeholder Interview Data:

Interview data indicated a lack of effective plans, processes, and protocols that identify and address the social, emotional, developmental, and academic needs of students. The Diagnostic Review Team observed that staff and administration were concerned about the overall social and emotional needs of students. Interview and observation data, and a review of documents, showed that a system of positive reinforcement of student behavior was employed at the school. Although the team heard from staff and administration that the district-wide implemented behavioral plan provided training and action steps necessary for effective behavior management, current implementation showed a lack of consistency and effectiveness. The team found no evidence of current staff training or retraining (e.g., modeling of protocols and procedures), which likely is the cause of inconsistent student behaviors in constantly changing classroom environments. The team found evidence of mutual staff and student concern that unacceptable student behavior created a disrespectful climate that was less than ideal for overall effective teaching and learning. The team found limited evidence of high expectations and systematic strategies for overall and individual acceptable behavior that would provide for a classroom climate that enhanced academic achievement.

Stakeholder Perception/Experience Data:

Survey data indicated that 55 percent of staff agreed/strongly agreed that “related learning support services are provided for all students based on their needs” (E12). Staff survey data indicated that 58 percent agreed/strongly agreed that “all staff members use student data to address the unique learning needs of all students” (E14). Forty-three percent of staff members agreed/strongly agreed that “Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)” (F8).

Parent survey data showed that 72 percent of parents agreed/strongly agreed that “All of my child’s teachers meet his/her learning needs by individualizing instructions” (E4). Additionally, parent survey data indicated that 76 percent agreed/strongly agreed that “My child has access to support services based on his/her identified needs” (E14).

Sixty-one percent of students agreed that “My teachers always help me when I need them.” (E6). Additionally, survey data indicated that 86 percent of students agreed that “My teachers care about students” (E8).



Parent and student survey data generally indicated consistent responses that address the various social, emotional, developmental, and academic needs of all students. There was a high level of inconsistency in staff data compared to parent and student data. The Diagnostic Review Team did find evidence to support the staff perception and stated degree of disagreement.

Documents and Artifacts:

Through an extensive review of documents and artifacts, the team found evidence that students were involved in afterschool programs that helped meet their social and emotional needs. However, all students were not participants in these programs. The team found evidence of a system-wide behavioral management program. The team found many artifacts, including displays in the school, associated with the tenets of the behavioral plan. However, the team found no evidence indicating that the language, protocols, and processes for positive behavioral management were implemented with fidelity. The team found no evidence that training was effective or included additional steps of retraining or modeling, or that successful interventions were taking place.

Improvement Priority #3

Systematically implement and monitor an evidence-based curriculum. Collect and analyze student performance data and use findings to align instruction with learning expectations, improve instructional practices, and ensure the implementation of a rigorous, aligned curriculum for all students. Ensure faculty and staff are highly skilled in understanding and delivering rigorous and engaging instruction that prepares learners for the next level.

(Standard 2.5)

Evidence:

Student Performance Data:

The student performance results from the 2017-2018 and 2018-2019 K-PREP assessments, as detailed in an addendum to this report, revealed that Ninth District Elementary performed below the state average in every content area for the last two years. A detailed analysis of student performance data was addressed in Improvement Priority #1. These data were among those considered when developing Improvement Priority #3.

Classroom Observation Data:

It was evident/very evident in 11 percent of classrooms that students “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1). It was evident/very evident in 16 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable” (B2). Also, in 21 percent of classrooms, it was evident/very evident that students “take responsibility for and are self-directed in their learning” (B5). In addition, instances of students who “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3) were evident/very evident in 58 percent of classrooms. In 21 percent of classrooms, it was evident/very evident that students “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). It was evident/very evident in 32 percent of classrooms that “Learners demonstrate and/or verbalize understanding of the lesson/content” (E3).

Stakeholder Interview Data:

Interview data showed little evidence that the learning culture promoted the use of evidence-based curriculum. Also, the Diagnostic Review Team found no formal description of processes and protocols to adopt and evaluate a coherent curriculum aligned to the rigor of the Kentucky Academic Standards across all grades and content areas. The team found no discernable evidence-based curriculum and was unable to find sufficient emphasis on processes and protocols that would lead to the implementation of core instructional content and subsequent development of specific and aligned instructional practices. The team found limited evidence of a multi-tiered approach that would provide support to the early identification and support of students with learning or behavior needs. Interview data revealed a lack of processes and protocols that, when fully executed, would provide specific actions that would lead to rigorous and engaging instruction.

Stakeholder Perception/Experience Data:

Survey data revealed that 67 percent of staff members agreed/strongly agreed with the statement “All teachers in our school use a process to inform students of their learning expectations and standards of performance” (E5). Fifty percent of staff members agreed/strongly agreed that “All teachers in our school provide students with specific and timely feedback about their learning” (E6). Forty-eight percent of staff members agreed/strongly agreed that “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7). In addition, 56 percent of staff members agreed/strongly agreed with the statement “Our school uses data to monitor student readiness and success at the next level” (G5).

Parent survey data indicated that 76 percent of stakeholders agreed/strongly agreed that “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs” (E1). Seventy-eight percent of parents agreed/strongly agreed that “My child knows the expectations for learning in all classes” (E10). Seventy-



four percent of parents agreed/strongly agreed that “My child is given multiple assessments to measure his/her understanding of what was taught” (E12).

Student survey data revealed that 71 percent agreed with the statement “In my school I am learning new things that will help me” (C2). Seventy-eight percent of students agreed with the statement “My teachers help me learn things I will need in the future” (E1). Student survey data indicated that 84 percent agreed that “My teachers tell me how I should behave and do my work” (E4).

Although parent and student survey data revealed mostly consistent responses related to curriculum, learning expectations, assessment of student work, and new learnings that will assist in future academic success, the team did not find evidence to support this perception or stated degree of agreement. Additionally, the team found staff perceptions were more in agreement with the evidence found during this review.

Documents and Artifacts:

A review of documents and artifacts did not indicate the school had systemic procedures, protocols, or monitoring that supported the implementation of a consistent evidence-based curriculum based on high expectations or that prepares learners for the next level of academic achievement. The Diagnostic Review Team did not find evidence or artifacts of analyzed and monitored achievement data that provided for differentiated learner engagement in high-yield and standards-aligned content. Although professional learning community (PLC) meetings were documented, the team found no evidence of a school-based protocol that provided a consistent body of work that would include data-based decision making, standards-based discussions, evidence-based curriculum for guidance and resources, and assessment development and alignment.

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 Diagnostic Review Team observed a well-maintained, clean, and inviting facility. Obvious improvements in the school plant was made to enhance comfort and security. Staff members were committed to and cared about their students. Faculty and staff members demonstrated advocacy for their students and families through efforts to collaborate with outside agencies to meet the social and emotional needs of students. Communications with parents and community provided insight into school activities. Parents appreciated the efforts of staff to communicate with them about the actions and activities of their children. Grade-level teachers led scheduled professional learning community (PLC) meetings and used formative data to make instructional decisions. An instructional coach was available to teachers. The behavioral management program used incentives to reinforce appropriate student behavior. The school partnered with the district to create aligned practices, including standardized lesson planning, response to intervention programming (RTI), and system-wide curriculum enhancements. The school had a vision and mission statement.

Continuous Improvement Process:

Data from interviews, stakeholder surveys, and classroom observations and a review of documents and artifacts indicated that school leaders and teachers had not institutionalized a collaborative continuous improvement process that increased student learning, enriched professional practice, and enhanced organizational effectiveness. The team found no evidence of a system for implementing, monitoring, and continuously evaluating programs and practices directly related to student academic success and continuous school improvement. The team did not find evidence of a collaborative school vision and mission statement process and little evidence that the culture embraced the guiding beliefs of the school. The team found some evidence of a behavioral management program. A review of documents and artifacts uncovered no evidence of a consistent collaboratively developed, implemented, and monitored plan that identified and addressed the various social, emotional, developmental, and academic needs of all students. The team did not find evidence of a consistent viable curriculum based on high expectations for students. In addition, the team found no formal description of a collaborative process to identify, adopt, align, and evaluate an evidence-based curriculum.

The team suggests the school implement distributed leadership that improves professional practice, enhances behavioral management, and works collaboratively toward achieving student academic success. The team also suggests a collaborative review of all behavior management practices and protocols, including components of modeling, retraining, reinforcement, and consistent consequences for inappropriate behavior. In addition, the team suggests that the school implement a consistent evidenced-based curriculum across all grades and content areas with specific instructional strategies that promote and enhance the diverse student social, emotional,



behavioral, and academic needs. Additionally, the team suggests the school provide learning opportunities to help teachers become highly skilled in delivering behavior interventions and supports while delivering rigorous and engaging instruction. The implementation of the recommendations should be targeted at, or exceed the rigor of, Kentucky Academic Standards and current research regarding the effectiveness of behavioral and instructional practices aligned to student needs.

Next Steps

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

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

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

Team Roster

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

Team Member Name	Brief Biography
<p>Dan A. Long</p>	<p>Dan A. Long currently serves as an educational consultant providing contracted services to states, local educational agencies, and schools. Dan provides services related to assessment and accountability systems, teacher and leader evaluation, curriculum standards and assessment alignment, principal mentoring, growth modeling, and eLearning. He has been an educator for over 30 years, serving as a high school teacher, high school assistant principal, K-12 principal, district secondary supervisor of instruction, district assessment supervisor, district career technical supervisor, district IT supervisor, district assistant superintendent, and Tennessee Deputy and Executive Director for Assessment. Dan was a writer and implementer for Tennessee's Race to the Top successful proposal. Additionally, he served as an advisor to the Southern Region Education Board technology committee on eLearning. He has served as the chairperson for the South Central Supervisor's Study Council, Executive Committee for the Tennessee Supervisor's Association, and Council of Chief State School Officers (CCSSO) Assessment Committee. Dan has served as a CCSSO State Department of Education Coach for Connecticut, Maine, Michigan, Nevada, Utah, Vermont, Virgin Islands, and Washington. He has provided direct assessment and accountability assistance to Delaware, Idaho, Illinois, Mississippi, and Nevada.</p>
<p>Leesa Moman</p>	<p>Leesa Moman has over 38 years of experience as a teacher and administrator. She is currently an Education Recovery Leader with the Kentucky Department of Education. In that position, she provides support to schools classified as Additional Targeted Support and Improvement (ATSI). She has extensive experience in assisting districts and schools as they build systems of continuous improvement resulting in increased student academic performance. Ms. Moman also has experience as an adjunct professor at both Western Kentucky University and Brescia University. She taught courses in the School of Education at both universities.</p>
<p>Vangie Altman</p>	<p>Vangie Altman has over 31 years of experience in education. She is currently in her eleventh year as an Education Recovery Specialist for the Kentucky Department of Education's Office of Continuous Improvement. Prior to her work in school turnaround, she was the Campbellsville Independent School's gifted and talented coordinator for four years. Prior to that, she was a literacy specialist teaching literacy, writing, and journalism to middle school students for over 17 years. Vangie has served on numerous Diagnostic Reviews in her 10 years with the Department of Education.</p>
<p>J'Nora Anderson</p>	<p>J'Nora Anderson has 12 years of experience as an educator and instructional coach. She is currently the district academic improvement coach for Warren County Public School District. In this position, she works with the district's 23 schools implementing continuous improvement efforts. J'Nora helps schools and the district develop, monitor, and evaluate plans for improvement. She provides professional learning and coaching, implementing effective instructional strategies and best practices to increase the achievement of underperforming student populations such as students with disabilities and minority students. Before joining the Warren County Public School District, J'Nora worked four years for the Kentucky Department of Education as a novice education/continuous improvement coach in the Office of Continuous Improvement and Support. In this role, she worked primarily with the schools and districts in the western part of the state developing and monitoring systems of continuous improvement to assist in increasing student academic performance.</p>

Rebecca Boden	Rebecca Boden currently serves as the director of elementary education for Grant County Schools in Williamstown, Kentucky. In her position, she provides support to the district's four elementary schools in the areas of curriculum, instruction, and assessment. Additionally, Rebecca provides support to district administrators with a certified evaluation system, professional development and teacher professional learning days, and the district's teacher internship program. Her work directly supports teachers by organizing peer learning labs, collaborating on the district leadership committee, and providing instructional feedback through classroom observations. Rebecca has been an educator for more than 26 years, serving as an elementary classroom teacher, a middle school mathematics teacher, a Title I instructor, a building assessment coordinator for the district high school, a secondary advocate for student achievement, and a district assessment coordinator.
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Addenda

Student Performance Data

Elementary School Performance Results

Content Area	Grade	%P/D School (17-18)	%P/D State (17-18)	%P/D School (18-19)	%P/D State (18-19)
Reading	3	36.5	52.3	29.5	52.7
	4	27.1	53.7	28.8	53.0
	5	40.4	57.8	28.6	57.9
Math	3	20.6	47.3	16.4	47.4
	4	11.9	47.2	13.6	46.7
	5	17.3	52.0	20.4	51.7
Science	4	13.6	30.8	15.2	31.7
Social Studies	5	26.9	53.0	18.4	53.0
Writing	5	15.4	40.5	24.5	46.6

Plus

- The percentage of students scoring Proficient/Distinguished in reading at the fourth-grade level increased from 27.1 in 2017-2018 to 28.8 in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in math at the fourth-grade level increased from 11.9 in 2017-2018 to 13.6 in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in math at the fifth-grade level increased from 17.3 in 2017-2018 to 20.4 in 2018-2019.
- The percentage of students scoring Proficient/Distinguished in writing increased from 15.4 in 2017-2018 to 24.5 in 2018-2019.

Delta

- The percentage of students scoring Proficient/Distinguished in all content areas performed below their peers at the state level in both 2017-2018 and 2018-2019.
- The percentage of students scoring Proficient/Distinguished in fifth-grade reading dropped 11.8 percentage points from 2017-2018 to 2018-2019.
- The percentage of students scoring Proficient/Distinguished in third-grade reading dropped seven percentage points from 2017-2018 to 2018-2019.

Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	18.9	19.7	47.1	57.8
Math	18.0	14.5	35.7	57.6
English Learner	19.9	18.8	39.7	70.5
Growth Indicator	18.5	17.1	41.4	57.7

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

Plus

- The student growth index for 2017-2018 in math was 18.0 and exceeded the state index of 14.5.
- The student growth index for 2017-2018 for English Learner was 19.9 and exceeded the state index of 18.8.
- The growth indicator for 2017-2018 was 18.5 and exceeded the state index of 17.1.

Delta

- The student growth index for the 2018-2019 school year in reading, math, English Learner, and Growth Indicator lagged behind the state index.

2018-19 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	22.8	5.3	14.8		
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	23.4	10.2		9.7	16.1
Disabilities (IEP)	23.5	11.8	16.7	7.7	7.7
Disabilities Regular Assessment					
Disabilities with Acc.					
Economically Disadvantaged	25.9	13.9			
English Learners	4.0	0.0	0.0		
English Learners Monitored	7.7	0.0	0.0		
Female	28.4	15.9	20.0	12.5	29.2
Foster					
Gifted and Talented					
Hispanic	13.3	6.7	0.0		
Homeless	33.3	8.3			



Group	Reading	Math	Science	Social Studies	Writing
Male	29.5	17.0	9.7	24.0	20.0
Migrant					
Military					
No Disabilities	30.3	17.6	14.8	22.2	30.6
Non-Economically Disadvantaged	80.0	60.0			
Non-English Learners	33.1	19.2	19.2	20.0	22.2
Non-Migrant	29.0	16.5	15.2	18.4	24.5
Not Consolidated Student Group	43.8	33.3		33.3	38.9
Not English Learners Monitored	32.7	19.3	19.6	20.0	22.2
Not Gifted and Talented			15.2	18.4	
Not Homeless	28.7	17.1	16.1		
Pacific Islander					
Total Students Tested	29.0	16.5	15.2	18.4	24.5
Two or More				16.7	8.3
White	39.3	31.1	17.6	28.6	33.3

Plus

- The highest percentage of students scoring Proficient/Distinguished was in reading (80 percent of non-economically disadvantaged students).
- Sixty percent of non-economically disadvantaged students scored Proficient/Distinguished in math.

Delta

- There was a significant achievement gap between economically disadvantaged students and non-economically disadvantaged students in math (13.9 percent Proficient/Distinguished compared to 60 percent Proficient/Distinguished) and reading (25.9 percent Proficient/Distinguished compared to 80 percent).
- Four percent of English Learners scored Proficient/Distinguished in reading.
- Zero percent of English Learners scored Proficient/Distinguished in math and science.
- Zero percent of Hispanic students scored Proficient/Distinguished in science.
- Five and three-tenths percent of African American students scored Proficient/Distinguished in math.
- Six and seven-tenths percent of Hispanic students scored Proficient/Distinguished in math.

Schedule

December 9, 2019

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
5:00 p.m.- 5:45 p.m.	Principal/Superintendent Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:45 p.m.- 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

December 10, 2019

Time	Event	Where	Who
7:15 a.m.	Team arrives at school	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
5:15 p.m. - 5:30 p.m.	Team returns to hotel		
5:30 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

December 11, 2019

Time	Event	Where	Who
7:30 a.m.	Team arrives at school	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

December 12, 2019

Time	Event	Where	Who
8:00 a.m. - 12:30 p.m.	Final Team Work Session	Hotel, School	Diagnostic Review Team Members



School Diagnostic Review Summary Report
Ninth District Elementary

Covington Independent Public Schools

December 9-12, 2019

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

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

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

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

_____ Date: _____
Interim Commissioner, Kentucky Department of Education

I have received the Diagnostic Review for Ninth District Elementary.

_____ Date: _____
Principal, Ninth District Elementary School

_____ Date: _____
Superintendent, Covington Independent Schools