

Cognia Diagnostic Review Report

Results for: Rangeland Elementary

December 2-5, 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	3
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	3
Certified Staff	24
Noncertified Staff	13
Students	17
Parents	10
Total	72

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.	Initiating
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.	Insufficient
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Insufficient
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Initiating

Resource Capacity Domain

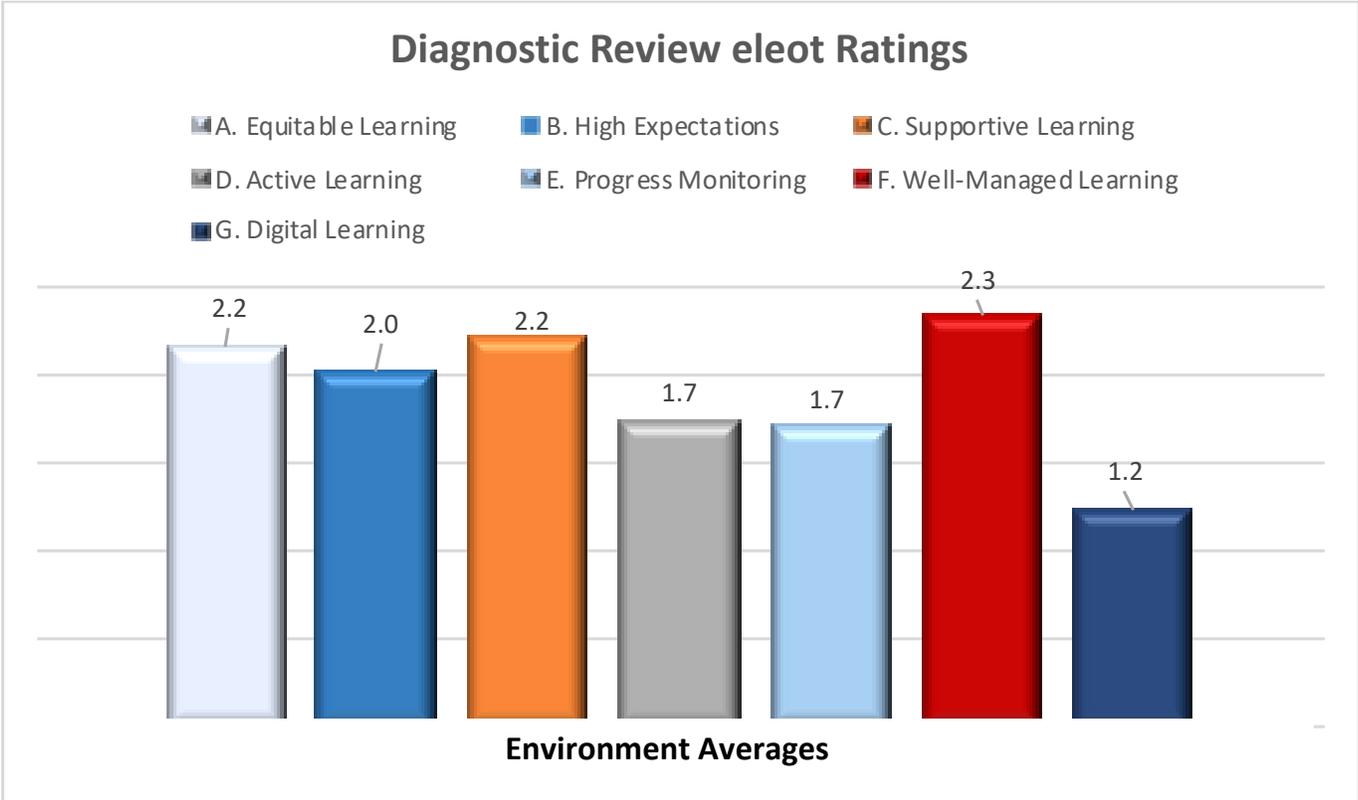
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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.	Insufficient

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 17 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	1.7	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	53%	29%	12%	6%
A2	2.9	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	35%	41%	24%
A3	2.8	Learners are treated in a fair, clear, and consistent manner.	6%	24%	53%	18%
A4	1.2	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.	82%	12%	6%	0%
Overall rating on a 4 point scale:			2.2			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.2	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	24%	41%	29%	6%
B2	2.3	Learners engage in activities and learning that are challenging but attainable.	6%	59%	35%	0%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	47%	41%	12%	0%
B4	1.7	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	41%	47%	12%	0%
B5	2.3	Learners take responsibility for and are self-directed in their learning.	18%	41%	35%	6%
Overall rating on a 4 point scale:			2.0			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.2	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	18%	53%	24%	6%
C2	1.9	Learners take risks in learning (without fear of negative feedback).	47%	24%	24%	6%
C3	2.2	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	12%	59%	24%	6%
C4	2.5	Learners demonstrate a congenial and supportive relationship with their teacher.	6%	47%	35%	12%
Overall rating on a 4 point scale:			2.2			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.0	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	24%	53%	24%	0%
D2	1.3	Learners make connections from content to real-life experiences.	71%	29%	0%	0%
D3	2.3	Learners are actively engaged in the learning activities.	12%	47%	41%	0%
D4	1.3	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	76%	18%	6%	0%
Overall rating on a 4 point scale:			1.7			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.9	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	41%	29%	29%	0%
E2	1.6	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	47%	47%	6%	0%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	24%	59%	18%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	71%	18%	12%	0%
Overall rating on a 4 point scale:			1.7			

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.	6%	41%	53%	0%
F2	2.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	12%	47%	41%	0%
F3	2.4	Learners transition smoothly and efficiently from one activity to another.	6%	53%	35%	6%
F4	2.2	Learners use class time purposefully with minimal wasted time or disruptions.	6%	76%	12%	6%
Overall rating on a 4 point scale:			2.3			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.6	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	53%	35%	6%	6%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	94%	6%	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:		1.2				

eleot Narrative

The Diagnostic Review Team conducted 17 classroom observations in core content classrooms. The Well-Managed Learning Environment had the highest overall rating of 2.3 on a four-point scale. For example, it was evident/very evident in 53 percent of classrooms that students “speak and interact respectfully with teacher(s) and each other” (F1). Also, in the Equitable Learning Environment it was evident/very evident in 65 percent of classrooms that students “have equal access to classroom discussions, activities, resources, technology, and support” (A2) and in 71 percent of classrooms that students “are treated in a fair, clear, and consistent manner” (A3).

The High Expectations Learning Environment scored an overall 2.0. In 12 percent of classrooms, it was evident/very evident that students “demonstrate and/or are able to describe high quality work” (B3) and that students “engage in rigorous coursework . . . that require the use of higher order thinking” (B4). In addition, it was evident/very evident in 35 percent of classrooms that students “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) and that students “engage in activities and learning that are challenging but attainable” (B2). It was evident/very evident in 41 percent of classrooms that students “take responsibility for and are self-directed in their learning” (B5).

The team was concerned with the Active Learning Environment. Instances of classrooms where students’ “discussions/dialogues/exchanges with each other and teacher predominate” (D1) were evident/very evident in 24 percent of classrooms. Also, the opportunities that students were given to “make connections from content to real-life experiences” (D2) was evident/very evident in zero percent of classrooms. It was evident/very evident that students “are actively engaged in the learning activities” (D3) in 41 percent of classrooms and that students “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4) in six percent of classrooms.

The low ratings in the Progress Monitoring and Feedback Learning Environment also emerged as an area in need of improvement. Instances of students who “monitor their own progress or have mechanisms whereby their learning is monitored” (E1) were evident/very evident in 29 percent of classrooms. Also concerning was the lack of opportunities that students were given to “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2), which was evident/very evident in six percent of classrooms. It

was evident/very evident that students “demonstrate and/or verbalize understanding of the lesson/content” (E3) in 18 percent of classrooms and “are able to explain how their work is assessed” (E4) in 12 percent of classrooms.

The Digital Learning Environment received the lowest rating overall with a 1.2. Classroom observations revealed it was evident/very evident in 12 percent of classrooms that students “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1) and in zero percent of classrooms that students “use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2) and that students “use digital tools/technology to communicate and work collaboratively for learning” (G3).

The Equitable Learning Environment rated an overall 2.2 on the four-point scale. While this learning environment is not one of the lowest-rated environments, as long as students are not receiving instruction and support that meets their specific needs both academically and behaviorally, learning at the anticipated high level will continue to be disrupted. In 18 percent of the classrooms observed, it was evident/very evident that “learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Also, in six percent of classrooms observed, it was evident/very evident that students “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).

In summary, while the Well-Managed Learning Environment received the highest rating, and some students are well-behaved and strive to learn, the disruptive behavior of other students interferes and/or prevents learning from occurring. Instances where students “use class time purposefully with minimal wasted time or disruptions” (F4) was evident/very evident in 18 percent of classrooms. To address the combination of disruptions and low level of rigor, the team suggested that the school develop structures to set clear behavior expectations for all students in order to leverage the learning expectations for students and to provide classroom instruction aligned with the level of rigor included in the state standards and performance levels on state assessments.

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

Use data to design, communicate, implement, monitor, and evaluate a continuous improvement process that provides high academic and behavioral expectations for students and clearly defines roles and responsibilities for all stakeholders. (Standard 1.3)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, suggested that instructional processes for supporting student learning and improving the success of all students at all levels were not developed. Rangeland Elementary students performed below the state average for proficiency in every content area for two consecutive years on the Kentucky Performance Rating for Educational Progress (K-PREP) assessment. Rangeland scored above the state average in 2017-2018 for reading growth; however, the school was below the state average in math and growth indicator for the same year. While the school scored above the state average in reading growth for the 2018-2019 academic year, they were below the state average in all other growth areas for the same year.

During the 2017-2018 academic year, the English Learners subgroup at Rangeland Elementary scored above the state average for growth; however, during the 2018-2019 academic year, this same subgroup was below the state average for growth.

Additional student performance data revealed that the Not Consolidated Student Group scored the highest in all tested areas for 2018-2019 and that writing was the overall highest scoring area for Rangeland Elementary in the same year. The lowest performing subgroups in all tested areas for 2018-2019 were the African American, English Learners, Homeless, and Consolidated subgroups. Science produced the lowest overall score for Rangeland Elementary in 2018-2019.

Classroom Observation Data:

The classroom observation data, as previously discussed in this report, suggested that the school did not systematically implement a continuous improvement process that clearly informed the faculty of expectations and standards of performance. The observation data revealed that instances of learners who “are able to articulate the high expectations established by themselves and/or the teacher” (B1) were evident/very evident in 35 percent of classrooms and instances of learners who “demonstrate and/or are able to describe high quality work” (B3) were evident/very evident in 12 percent of classrooms. Instances where students “use class time purposefully with minimal wasted time or disruptions” was evident/very evident in 18 percent of classrooms (F4).

Stakeholder Interview Data:

Stakeholder interview data showed that many interviewees could not share specifics about expectations surrounding student behavior other than being aware of restorative discipline as a goal for behavior. There was limited discussion around expectations related to standards-based mastery (except in second grade). Teachers shared that they received initial communication/information, but there was little to no follow-up from administration. While administrator interviews communicated that stakeholders were involved in the



Comprehensive School Improvement Plan (CSIP), teacher interview data revealed that teachers had little input in the plan's development other than to agree or not agree with what they were shown. Aligned with what the teacher interview data revealed, parent interviews showed a lack of awareness as to how the CSIP was developed. Both teacher and parent interviews revealed that neither had an awareness of the final plan.

Interview data disclosed confusion as to roles and responsibilities among staff members, as evidenced by one staff member who stated, "I am confused if the librarian is an administrator." When asked what their roles and responsibilities were, classified staff members stated their responsibility related to their job title but added (as a group) that they help where they are needed.

The English Learner subgroup represents close to one-half of the student population. It was shared during staff interviews that one staff member provided non-academic assistance to English Learners, while eight to ten individuals provided non-academic assistance non-English Learners.

In relation to the culture and climate of Rangeland Elementary, teacher interviews revealed frustration among the faculty. One teacher went so far as to share, "I feel undervalued. This is a toxic environment. This will be my last year here. I literally get sick pulling into the parking lot. I don't want to get out of the car." Another shared, "As a new, pretty new, teacher, I don't know that I'm doing a good job." This was supported by other teachers who shared that they had not received feedback on their performance.

Stakeholder Perception/Experience Data:

The survey data revealed that 55 percent of staff members agreed/strongly agreed that "Our school has a continuous improvement process based on data, goals, actions, and measures for growth" (C5) while parent survey data revealed that 85 percent agreed/strongly agreed that "Our school has established goals and a plan for improving student learning" (C3).

Perceptions surrounding data collection and the use of data revealed differing opinions between staff and parents. Sixty-one percent of teachers agreed/strongly agreed that "Our school leaders monitor data related to school continuous improvement goals" (G7) while 86 percent of parents revealed that "Our school ensures that all staff members monitor and report achievement of school goals" (G1). Additionally, 67 percent of staff agreed/strongly agreed that "Our school has a systematic process for collecting, analyzing, and using data" (G3). Ninety-one percent of parents say, "Our school communicates effectively about the school's goals and activities" (D5).

Student surveys revealed that 86 percent of students agreed/strongly agreed that "My teachers tell me how I should behave and to do my work" (E4); however, 37 percent of students agreed/strongly agreed that "In my school students treat adults with respect" (D2).

Documents and Artifacts:

Rangeland Elementary provided the review team with ample documents and artifacts. One document, *Rangeland Elementary School-wide Behavior Plan*, included a school pledge, the school vision and mission statements, a staff pledge, Rangeland's High Five, five rules and expectations, a behavior flow chart, a list of classroom procedures and routines, and duty charts. Interviews revealed that behavioral expectations and consequences are inconsistently implemented, monitored, and applied.

While there is an Organizational Chart in existence, stakeholder interviews indicated that roles and responsibilities were not clearly defined.

There was a professional learning community (PLC) schedule, an agenda, and copies of meeting minutes that reflected the school's newly implemented PLC protocol (November 2019); however, the protocol is in its infancy and has not shown evidence that supported improving student achievement.



Improvement Priority #2

Design and implement a curriculum that is based on high expectations for every learner that includes (1) a process that integrates grade-level standards-based monitoring, (2) integrates high-yield classroom strategies, (3) provides a level of rigorous instruction and performance expectations that prepares every student for success at the next level, and (4) requires teachers to monitor student learning and provide feedback to students.

(Standard 2.5)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, suggested that instructional processes for supporting student learning and improving the success of all students at all levels were not developed. Rangeland Elementary student performance data demonstrated declining performance in reading from third grade to fourth grade. The K-PREP 2017-2018 results for reading indicated that 21.7 percent of third-grade students were considered proficient/distinguished. The K-PREP 2018-2019 results for reading indicated that 17.6 percent of fourth-grade students were considered proficient/distinguished.

Data from the 2018-2019 K-PREP also revealed that the percentage of proficient/distinguished students was below 20 percent in numerous areas: 17.6 percent of fourth-grade students scored proficient/distinguished in reading, 19.7 percent of third-grade students scored proficient/distinguished in math, 10.3 percent of fourth-grade students scored proficient/distinguished in math, 7.4 percent of fourth-grade students scored proficient/distinguished in science, and 13.3 percent of fifth-grade students scored proficient/distinguished in social studies.

Classroom Observation Data:

The classroom observation data, as previously discussed in this report, suggested that the school did not systematically implement an instructional process that promoted high learning expectations for students and did not incorporate high-yield instructional strategies that promote student collaboration and higher-order thinking skills. The observation data revealed that instances of learners who “are able to articulate the high expectations established by themselves and/or the teacher” (B1) and who “engage in activities and learning that are challenging but attainable” (B2) were evident/very evident in 35 percent of classrooms. Instances of learners who “demonstrate and/or are able to describe high quality work” (B3) and who “engage in rigorous coursework . . . that require the use of higher order thinking” (B4) were evident/very evident in 12 percent of classrooms. It was evident/very evident in 41 percent of classrooms that students “take responsibility for and are self-directed in their learning” (B5).

The Progress Monitoring and Feedback Learning Environment received an overall score of 1.7 on a four-point scale. Instances of students who “monitor their own progress or have mechanisms whereby their learning is monitored” (E1) were evident/very evident in 29 percent of classrooms. Also concerning was the lack of opportunities that students were given to “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2), which was evident/very evident in six percent of classrooms. It was evident/very evident that students “demonstrate and/or verbalize understanding of the lesson/content” (E3) in 18 percent of classrooms and “are able to explain how their work is assessed” (E4) in 12 percent of classrooms.

Stakeholder Interview Data:

Interview data showed that teachers did engage in the creation of formative and summative assessments, but they struggled with a lack of resources in the reading area. In relation to math, teachers shared that they used the district-adopted Envisions curriculum; however, they felt the need to modify the depth of knowledge (DOK) level based on “what students can do on their own.” During teacher interviews, it was also shared that teachers from the school were not part of professional learning around the new standards rollout. In addition, teachers shared that they do not use them, because they do not understand the district-created frameworks for social studies.



During interviews with the district-level support, it was communicated that an increase in rigor in the classroom, the use of high-yield strategies in the classroom, and standards-based monitoring were areas that could be improved.

Stakeholder Perception/Experience Data:

During classroom observations, the review team saw that learning targets and success criteria were posted in the majority of classrooms. In some classrooms, the learning targets and success criteria were read aloud by students prior to the start of instruction. These observations were supported through perception data where 64 percent of staff agreed/strongly agreed that “all teachers in our school use a process to inform students of their learning expectations and standards of performance” (E5) and where 95 percent of parents agreed/strongly agreed that “my child knows the expectations for learning in all classes” (E10).

As to providing students with feedback related to learning, 51 percent of staff agreed/strongly agreed that “all teachers in our school provide students with specific and timely feedback about their learning” (E6) while 86 percent of students agreed/strongly agreed that “my teachers tell me how I should behave and do my work” (E4).

While 46 percent of staff agreed/strongly agreed that “all teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7), 76 percent of parents agreed/strongly agreed that “my child is given multiple assessments to measure his/her understanding of what was taught” (E12).

Additionally, 74 percent of staff agreed/strongly agreed with the statement, “our school uses data to monitor student readiness and success at the next level” (G5), while 85 percent of students agreed/strongly agreed that “my teachers help me learn things I will need in the future” (E1), and 76 percent of students agreed/strongly agreed that “in my school, I am learning new things that will help me” (C2).

The Backpack of Skills Success initiative that is in place could be leveraged to increase opportunities for staff, parents, and students to share and discuss high-level learning expectations and could be an additional opportunity for monitoring learning over time. This district initiative captures individual student learning over time as students are expected to add information each year. Students are required to “defend” their Jefferson County Public Schools backpack of Success Skills in grades 5, 8, and 12. These intervals provide school- and district-level personnel opportunities to ensure each student is prepared to transition from elementary to middle, from middle to high, and from high school to work and/or college.

Documents and Artifacts:

A review of documents and artifacts that were shared with the review team provided evidence of written expectations; however, in some circumstances, observation, interview, and survey data did not support the implementation and monitoring of the expectations. One example was a document of essential standards and standards deconstruction that provided explicit expectations; however, teacher interviews indicated that standards work was done at the district level only and not implemented or monitored at the school level. Teachers are provided *Instructional Framework, Scope & Sequence* and *Unit Planning Tool* documents; however, classroom observations indicated a lack of rigorous coursework.

Additionally, the artifacts and documents included a *Backpack Planning* tool, an *Emerging Innovator* artifact, and a *Literacy Lab* plan; however, student achievement data indicated that the majority of students are not reaching proficient/distinguished level on state assessments in reading, math, social studies, science, and writing.

Improvement Priority #3

Design, implement, monitor, and evaluate a systematic and sustainable process that does the following: (1) identifies and addresses the foundational behavior expectations for all students, (2) is responsive to individual student social, emotional, and academic needs, (3) clearly defines and informs students of behavior expectations and standards of performance, and (4) provides for clear and timely communication to all stakeholders in reference to behavior and consequences that provide a learning environment that promotes success for all students. (Standard 2.9)

Evidence:

Student Performance Data:

Classroom observational and interview data suggested that instructional processes for supporting student learning and improving the success of all students at all levels were not implemented due to classroom disruptions surrounding student behavior. Rangeland Elementary students performed below the state average for proficiency in every content area for two consecutive years on the K-PREP assessment. Rangeland scored above the state average in 2017-2018 for reading growth; however, the school was below the state average in math and growth indicator for the same year. While the school scored above the state average in reading growth for the 2018-2019 academic year, they were below the state average in all other growth areas for the same year.

In addition to the academic data, student behavior data revealed that there was an increase in the number of referrals, from 204 in the 2017-2018 academic year to 288 in 2018-2019.

Classroom Observation Data:

The Equitable Learning Environment rated an overall 2.2 on a four-point scale. While this learning environment was not one of the lowest-rated environments, learning at the anticipated high level will continue to be disrupted as long as students are not receiving instruction and support that meets their specific needs both academically and behaviorally. In 18 percent of the classrooms observed, it was evident/very evident that “learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Also, in six percent of classrooms, it was evident/very evident that students “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).

In addition to the areas described above, in 30 percent of the observed classrooms, it was evident/very evident that students “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3). In six 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).

Stakeholder Interview Data:

In the interviews, parents indicated that assistance is needed with addressing behavioral issues. When a student was asked if they were given a magic wand to change one thing, the response was “I would stop bullying, stop classmates from being disruptive, and that everyone would be kind.”

Staff indicated that the existing behavior plan did not adequately address the needs of the school. Staff interviews revealed frustration related to a lack of follow-up and support in terms of trauma-care and restorative practices. The perception was that behavioral consequences were applied inconsistently (e.g., a lack of a progressive discipline matrix) and that behavior impeded learning for all students. One staff member stated, “I don’t get much support. I call the office and get put on the list. Sometimes they come... maybe not.”

Teacher interviews indicated that the existing culture did not promote student-to-student respect or student-to-staff respect. One teacher stated, “They downplay what’s going on here. These kids are going through a lot at home. I can’t always use restorative practices to calm a child down. I can’t always just ‘deal with it.’ Sometimes



they will take a kid out for five minutes, but they are back and it's the same." Another teacher stated, "A lot of new teachers coming from rural areas don't know what to do."

There are also occurrences of physical aggression from students toward staff and students toward students. Another teacher stated, "They flip over a desk or put hands on a teacher. I call Student Response Team (SRT). We try to use restorative practices. Administration is supposed to come. They don't always come. I can't teach when this happens."

Several of the behaviors described by teachers were observed by the review team during classroom observations and in the hallways.

Stakeholder Perception/Experience Data:

During classroom observations, the review team saw little to no differentiated learning supports/tasks for students. There is a gap between what was observed and what the perception survey data revealed. For instance, in the Equitable Learning Environment, in 18 percent of classrooms it was evident/very evident that "learners engage in differentiated learning opportunities and/or activities that meet their needs" (A1) while the surveys revealed that 49 percent of staff agreed/strongly agreed that "in our school, related learning support are provided for all students based on their needs" (E12) and 68 percent of parents agreed/strongly agreed that "all of my child's teachers meet his/her learning needs by individualizing instruction" (E4).

While the only student performance data made available to the review team was the K-PREP data for the past two years, 57 percent of staff agreed/strongly agreed that "in our school, all staff members use student data to address the unique learning needs of all students" (E14). Sixty-nine percent of students agreed/strongly agreed that "my teachers always help me when I need them" (E6).

Additionally, 53 percent of parents agreed/strongly agreed that "our school provides high quality student support services (e.g. counseling, referrals, educational, and career planning)" (F8) and 79 percent of parents agreed/strongly agreed that "my child has access to support services based on his/her identified needs" (E14).

Documents and Artifacts:

The school has a Behavior Management Plan and Academic and Behavioral Response to Intervention (ABRI) minutes. Stakeholder interviews indicated that behavioral expectations and consequences are inconsistently implemented, monitored, and applied. Response to Instruction Data Tracking forms and Response to Instruction Identification Pool documents were shared. Stakeholder interviews indicated a lack of support in meeting the individual academic needs of students.

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 current principal has been at Rangeland Elementary for 15 years. It was evident that she worked to build positive relationships with the community, students, and staff during her tenure at the school. Parents and community members are strong supporters of the leadership and the school. The faculty, staff, and leadership love and care for their students.

Through her leadership, the administration and faculty demonstrated that they cared about their students. A strong, collaborative spirit was among all staff members. Through the principal's leadership, a weekly instructional walkthrough schedule and a feedback tool based on the Kentucky Framework for Teaching (KfT) was developed.

There is evidence through artifacts and documents that the school established structures for staff and students to promote learning and build collaborative relationships (e.g., PLC, teams, professional development opportunities). Artifacts and documents were organized, and the information included in them was clear and concise. Initiatives to address and guide student behavior were and/or are being put in place through Academic and Behavioral Response to Intervention (ABRI) and restorative practices. There was a strong support staff built around their love for the students. The principal's distributive leadership style provides opportunities to grow leaders. The professional learning community (PLC) framework was adapted to implement the Plan-Do-Study-Act (PDSA) cycle in November 2019 and faculty members communicated that the PLC was now making sense and they were better able to plan for students' instructional needs.

Continuous Improvement Process:

While the evidence of documents and artifacts focused on providing support for teachers and students in attaining student success are available and listed as a strength, the observation, interview, and survey data do not support that there was full implementation and follow-up beyond initial communication. The interview and survey data and review of documents and artifacts indicated that teachers and leaders inconsistently engaged in continuous improvement and decision-making processes to build instructional and organizational capacity. An ongoing and effective use of data to drive decision-making by teachers and leaders was not evident in practices or processes. Although students were assessed and teachers had multiple sources of data to analyze, school leadership had no expectation that findings from data analysis would be translated into instructional practices. A continuous improvement focus or process was not established.

While the school had structures (e.g., faculty, PLC, meetings) that provided time for teachers to collaboratively learn and plan, teachers and school leadership rarely used data to drive instructional decisions. The classroom observation and interview data confirmed that students had few opportunities to engage in personalized or

differentiated learning tasks. While some research-based instructional strategies were used in some classrooms, implementation was inconsistent across the school. When asked about the expectation of using data to plan for and deliver differentiated instruction, teachers were able to discuss the process of analyzing data; however, most fell short in explaining how findings changed instructional practices. The interview data also suggested that an expectation existed for data to inform daily instructional practice, but the practice was not formally monitored or used specifically to determine how or when the practices were implemented.

Evidence revealed that school leaders rarely conducted classroom walkthroughs or observations beyond the required evaluation process to provide teachers with non-evaluative feedback in order to improve instructional practices. Evidence indicated that feedback to teachers, when provided, typically consisted of generic phrases (e.g., good job) rather than constructive and meaningful guidance.

Overall, effective, results-driven, and continuous improvement planning processes with systems, programs, and practices were not established or used to monitor individual student achievement. Further, the school did not routinely use data to evaluate program effectiveness or monitor the impact of specific strategies. The team suggests the school use performance benchmarks and measures to monitor and determine its ability to meet improvement goals. School leaders created structures to provide ongoing opportunities for data-driven collaborative work to occur through the PLC meetings. These structures could be leveraged if data-driven processes and procedures were uniformly developed, implemented, and monitored.

To continue growth toward proficiency and to create opportunities for school improvement, teachers and leaders would benefit from intentional coaching and mentoring designed to maximize the implementation of high-yield instructional practices. Additional support for classroom teachers to effectively analyze data to differentiate instruction could be a lever for improvement. Further, teaching and learning could be leveraged by systematically infusing higher levels of thinking, problem-solving, and creativity into instruction and student learning tasks. Finally, the team suggests that school leadership and staff members collectively embrace and consistently use a research-based instructional walkthrough process that provides teachers with authentic feedback focused on high-yield instructional strategies to improve individual and schoolwide instructional practices.

Student performance declined over the past two years on state assessments. To address the designation of Comprehensive Support and Improvement status, the team encourages the school to not focus on external barriers but address internal factors under the school's control and create a sense of urgency through continuous improvement planning and instructional practices. A concerted effort to develop, implement, and monitor uniform expectations for all stakeholders could create a culture of academic and behavioral excellence within the school.

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
Kellie Yeager	Kellie Yeager has over 34 years' experience as a teacher, district specialist, and Alabama Department of Education School Improvement Specialist. She served as the Assessment and Accountability Coordinator for the Jefferson County District in Birmingham, Alabama, until her retirement on July 1, 2018. In that position, she coordinated the assessment implementation process, accountability tracking, and school improvement activities for 56 schools. Kellie also has experience as an instructional coach for grades K-12, a school improvement coach with the Alabama Department of Education, and a Regional School Improvement Field Coordinator with the Alabama Department of Education. Currently, Kellie serves as a Cognia Lead Evaluator for diagnostic reviews and as a professional consultant with Cognia.
Zachary Hibbs	Zachary D. Hibbs has been in education for 16 years. He is currently serving the Kentucky Department of Education as an Education Recovery Specialist. After 12 years in the classroom as a special education teacher, he now works alongside staff, students, and administration of Comprehensive Support and Improvement schools. His four years in this position have allowed him the opportunity to partner with schools in curriculum planning, assessments, teacher coaching and development, leadership management, and many other aspects of daily and yearly operations. Mr. Hibbs is a certified trainer for Jim Shipley and Associates and is an advocate for the systems approach in continuous improvement.
Bridget Brown	Bridget Brown has been working in the field of education for the last 14 years. She currently serves as an Education Recovery Specialist for the Kentucky Department of Education. Prior to this work, she served as a teacher and consultant specializing in literacy instruction, ACT preparation, and Advanced Placement content and strategies. Additionally, Bridget is a Rank I certified Teacher Leader.
Rochelle Brown	Rochelle Brown has been working in the field of education for 15 years. She currently serves as an Elementary English Learner Instructional Specialist for Fayette County Public Schools in Lexington, Kentucky. In this position, she supports effective English Learner service delivery by providing job-embedded coaching and initiating, coordinating, and planning professional learning to maintain and improve instruction. She ensures that district and school leaders are equipped with instructional best practices for teaching English Learners and supports data analysis for instructional decision-making. Prior to this work, she served as a K-5 English Learner teacher and has experience as a classroom teacher in grades 2-4.
Wayne Stevens	Wayne Stevens has 22 years of experience as a teacher, Kentucky Department of Education effectiveness coach, district instructional specialist for social studies, and dean of literacy, and currently serves as the instructional supervisor for Washington County Schools. In this current position, he supports teachers, instructional coaches, and principals with the effective implementation of the Kentucky Academic Standards. In addition, Mr. Stevens facilitates the Teacher Learning Lab for Social Studies at the Central Kentucky Educational Cooperative and the Literacy Leaders Cadre at the Kentucky Educational Development Cooperative.

Addenda

Student Performance Data

Rangeland Elementary 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	21.7	52.3	21.1	52.7
	4	30.5	53.7	17.6	53.0
	5	30.5	57.8	37.3	57.9
Math	3	8.7	47.3	19.7	47.4
	4	28.0	47.2	10.3	46.7
	5	29.3	52.0	31.3	51.7
Science	4	14.6	30.8	7.4	31.7
Social Studies	5	28.0	53.0	13.3	53.0
Writing	5	32.9	40.5	28.9	46.6

Plus

- The percent of students scoring proficient/distinguished in reading increased from 30.5 percent for fourth-grade students in 2017-2018 to 37.3 percent for fifth-grade students in 2018-2019.
- The percent of students scoring proficient/distinguished in math increased from 8.7 percent for third-grade students in 2017-2018 to 10.3 percent for fourth-grade students in 2018-2019, and from 28 percent for fourth-grade students in 2017-2018 to 31.3 percent for fifth-grade students in 2018-2019.
- The percentages of students scoring proficient/distinguished that increased from 2017-2018 to 2018-2019 included fifth-grade reading, third-grade math, and fifth-grade math.

Delta

- The percent of students scoring proficient/distinguished in reading decreased from 21.7 percent for third-grade students in 2017-2018 to 17.6 percent for fourth-grade students in 2018-2019.
- The percentages of students scoring proficient/distinguished that decreased from 2017-2018 to 2018-2019 included third- and fourth-grade reading, fourth-grade math, and all separate academic indicators (science, social studies, and writing).
- Rangeland Elementary was below the state average in all tested areas for proficiency in both 2017-2018 and 2018-2019.

Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	19.6	19.7	61.0	57.8
Math	13.8	14.5	47.9	57.6
English Learner	24.2	18.8	56.9	70.5
Growth Indicator	16.7	17.1	54.5	57.7

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

Plus

- Rangeland Elementary was above the state average in English Learner (EL) growth in 2017-2018 and above the state average in reading growth for 2018-2019.

Delta

- Rangeland Elementary was below the state average in reading, math, and growth indicator in 2017-2018. They were also below the state average in math, English Learner, and growth indicator for 2018-2019.

2018-19 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	20.9	10.9	6.1	2.3	18.2
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	21.1	16.5	3.4	8.3	23.6
Disabilities (IEP)	0.0				
Disabilities Regular Assessment	0.0				
Disabilities with Acc.	0.0				
Economically Disadvantaged	24.0	20.0	6.8	10.7	26.7
English Learners	14.1	12.5	0.0	0.0	8.3
English Learners Monitored	18.9	20.3	3.8	10.0	20.0
Female	25.4	20.2	12.8	7.9	31.6
Foster					
Gifted and Talented					
Hispanic	31.4	29.4	0.0	23.8	38.1
Homeless	14.3	7.1		9.1	18.2
Male	26.9	22.2	0.0	17.8	26.7

Group	Reading	Math	Science	Social Studies	Writing
Migrant					
Military					
No Disabilities	28.2		6.6		29.9
Non-Economically Disadvantaged	45.5	31.8			
Non-English Learners	31.0	24.7	11.6	15.5	32.4
Non-Migrant	26.1	21.2	7.4	13.3	28.9
Not Consolidated Student Group	60.7	53.6		45.5	63.6
Not English Learners Monitored	29.7	21.6	9.5	14.3	31.7
Not Gifted and Talented	26.1	21.2	7.4	13.3	28.9
Not Homeless	27.8	23.2	6.6	13.9	30.6
Pacific Islander					
Total Students Tested	26.1	21.2	7.4	13.3	28.9
Two or More	16.7	33.3			
White	35.1	32.4	14.3	27.3	45.5

Plus

- The Non-Consolidated Student Group scored the highest in all tested areas for 2018-2019.
- Writing was the highest overall scoring area for Rangeland Elementary in 2018-2019.

Delta

- African American, English Learner, Homeless, and the Consolidated student groups scored the lowest in all tested areas for 2018-2019.
- Science was the lowest overall scoring area for Rangeland Elementary in 2018-2019.

Schedule

Monday, December 2, 2019

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. - 6:15 p.m.	Principal Presentation/Overview	Hotel Conference Room	Diagnostic Review Team Members
6:30 p.m. - 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, December 3, 2019

Time	Event	Where	Who
8:15 a.m.	Team arrives at Rangeland Elementary	School Office	Diagnostic Review Team Members
9:15 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 4, 2019

Time	Event	Where	Who
8:15 a.m.	Team arrives at Rangeland Elementary	School Office	Diagnostic Review Team Members
9:20 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 9:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 5, 2019

Time	Event	Where	Who
9:15 a.m. - 11:50 a.m.	Team arrives at Rangeland Elementary Informal Observations / Interviews / Make-up Formal Observations (if needed)	School Office	Diagnostic Review Team Members
1:00 p.m. – 3:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members

School Diagnostic Review Summary Report
Rangeland Elementary

Jefferson County Public Schools

December 2-5, 2019

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

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

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

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

_____ Date: _____
Associate Commissioner, Kentucky Department of Education

I have received the Diagnostic Review for Rangeland Elementary.

_____ Date: _____
Principal, Rangeland Elementary

_____ Date: _____
Superintendent, Jefferson County Public Schools