

Cognia Diagnostic Review Report

Results for: Roosevelt Perry Elementary

November 18-21, 2019

Table of Contents

- Introduction1**
- Cognia Standards Diagnostic Results.....2**
 - Leadership Capacity Domain.....2
 - Learning Capacity Domain3
 - Resource Capacity Domain4
- Effective Learning Environments Observation Tool® (eleot®) Results.....5**
 - eleot Narrative.....9
- Findings11**
 - Improvement Priorities.....11
 - Improvement Priority #111
 - Improvement Priority #214
 - Insights from the Review17
 - Next Steps18
- Team Roster.....20**
- Addenda.....22**
 - Student Performance Data22
 - Schedule.....25

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)	6
Certified Staff	11
Noncertified Staff	3
Students	15
Parents	6
Total	46

Cognia Standards Diagnostic Results

The Cognia Standards Diagnostic was used by the Diagnostic Review Team to evaluate the institution’s effectiveness based on the Cognia’s Performance Standards identified as essential for realizing growth and sustainable improvement in underperforming schools. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Point values are established within the diagnostic, and a percentage of the points earned by the institution for each Essential Standard is calculated. Results are reported within four categories: Impacting, Improving, Initiating, and Insufficient. The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Essential Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Initiating
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Insufficient
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Insufficient
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Insufficient
1.8	Leaders engage stakeholders to support the achievement of the institution’s purpose and direction.	Insufficient
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Insufficient
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Insufficient

Learning Capacity Domain

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

Learning Capacity Essential Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Insufficient
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.	Initiating
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Initiating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Insufficient
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	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.	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.

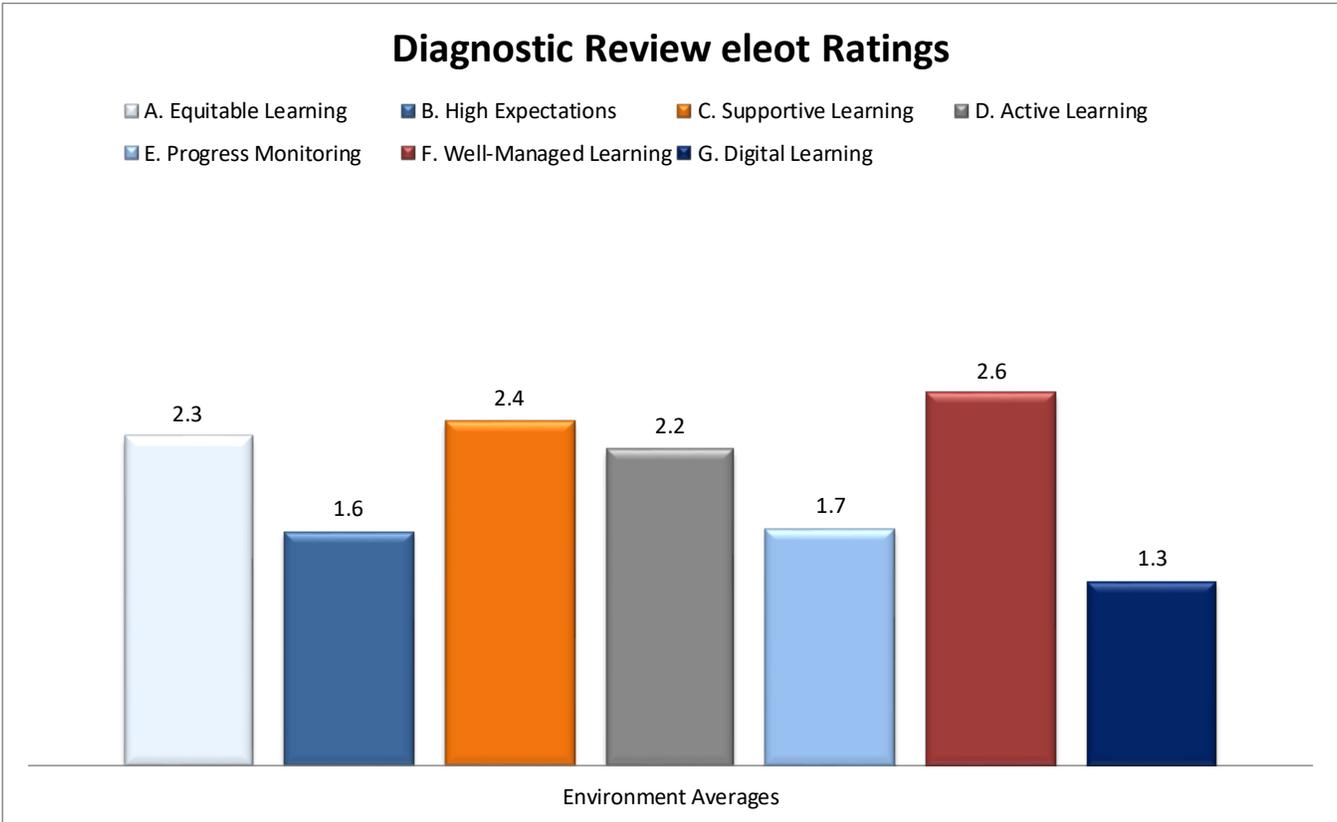
Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Initiating
3.2	The institution's professional learning structure and expectations promote collaboration 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.	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 nine 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	1.9	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	33%	44%	22%	0%
A2	2.8	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	33%	56%	11%
A3	3.2	Learners are treated in a fair, clear, and consistent manner.	0%	22%	33%	44%
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.	78%	11%	11%	0%
Overall rating on a 4 point scale:		2.3				

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.	44%	33%	22%	0%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	11%	56%	33%	0%
B3	1.2	Learners demonstrate and/or are able to describe high quality work.	78%	22%	0%	0%
B4	1.3	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	67%	33%	0%	0%
B5	1.7	Learners take responsibility for and are self-directed in their learning.	44%	44%	11%	0%
Overall rating on a 4 point scale:		1.6				



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.0	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	33%	33%	33%	0%
C2	2.2	Learners take risks in learning (without fear of negative feedback).	22%	44%	22%	11%
C3	2.8	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	33%	56%	11%
C4	2.7	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	56%	22%	22%
Overall rating on a 4 point scale:			2.4			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.3	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	11%	44%	44%	0%
D2	2.0	Learners make connections from content to real-life experiences.	33%	33%	33%	0%
D3	2.7	Learners are actively engaged in the learning activities.	0%	67%	0%	33%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	44%	33%	11%	11%
Overall rating on a 4 point scale:			2.2			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.2	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	78%	22%	0%	0%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	33%	22%	44%	0%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	11%	67%	22%	0%
E4	1.2	Learners understand and/or are able to explain how their work is assessed.	78%	22%	0%	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	2.9	Learners speak and interact respectfully with teacher(s) and each other.	11%	22%	33%	33%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	11%	44%	11%	33%
F3	2.3	Learners transition smoothly and efficiently from one activity to another.	33%	33%	0%	33%
F4	2.6	Learners use class time purposefully with minimal wasted time or disruptions.	11%	44%	22%	22%
Overall rating on a 4 point scale:			2.6			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.6	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	56%	33%	11%	0%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	78%	11%	11%	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:		1.3				

eleot Narrative

The Diagnostic Review Team conducted nine eleot classroom observations in core classrooms and multiple informal observations across the school. These observations resulted in the findings displayed in the previous tables, reflecting that the Well-Managed Learning Environment was the most highly rated (2.6) and the Digital Learning Environment was the lowest rated (1.3) on a four-point scale. Other learning environment ratings in descending order were Supportive Learning Environment (2.4), Equitable Learning Environment (2.3), Active Learning Environment (2.2), Progress Monitoring and Feedback Learning Environment (1.7), and High Expectations Learning Environment (1.6). Overall, the Diagnostic Review Team observed most classrooms used management routines with students during whole-class and small-group instruction. The Diagnostic Review Team was concerned that most instruction was at a lower level than expected and not aligned to the district curriculum framework.

In the Equitable Learning Environment, the team found that students who “demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions” (A4) were evident/very evident in 11 percent of classrooms. Additionally, students who “engage in differentiated learning opportunities and/or activities to meet their needs” (A1) were evident/very evident in 22 percent of classrooms. Individualization and personalization of instruction to meet diverse needs of individual learners were noted to take place a few times in teacher-led, small-group instruction, but not noted during times when students were in centers, as all students had the same assignments, mostly worksheets. It was evident/very evident in 77 percent of classrooms that students “are treated in a fair, clear, and consistent manner” (A3), the most highly rated item in the Equitable Learning Environment. The Diagnostic Review Team observed that teachers were patient, caring, and consistent with the students in the classrooms, reflecting the school’s emphasis on students’ social and emotional needs.

High expectations for student learning were found to be lacking in most classrooms. Students who “engage in rigorous coursework, discussions, and/or tasks that require use of higher order thinking” (B4) and “demonstrate and/or are able to describe high quality work” (B3) were evident/very evident in zero percent of classrooms. The team was concerned with the lack of rigorous on-grade-level standards-aligned instruction and noted that teachers did not scaffold students’ learning up to the standard and instead taught students at lower levels. It was evident/very evident in 22 percent of the classrooms that students “strive to meet or are able to articulate the high



expectations established by themselves and/or the teacher” (B1), while students who “take responsibility for and are self-directed in their learning” (B5) were evident/very evident in 11 percent of the classrooms. Similarly, students who “engage in activities and learning that are challenging but attainable” (B2) were evident/very evident in 33 percent of the classrooms. Given that most classrooms did not have differentiated instruction, the highest-achieving students were given the same expectations and assignments as the lowest-achieving students; thus, teachers missed opportunities to provide high and attainable expectations for learners at varying achievement levels.

In the Supportive Learning Environment, the lowest-rated items emerged as students who “demonstrate a sense of community that is positive, cohesive, engaged, and purposeful” (C1) and “take risks in learning” (C2) which were evident/very evident in 33 percent of the classrooms. The classroom cultures were not observed to have the sense of community in which there was a common purpose. The most highly rated items were those for students who “demonstrate a congenial and supportive relationship with their teacher” (C4) and students who “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3) with 44 percent and 67 percent evident/very evident respectively. Overall, the team noticed positive relationships between teachers and students; however, some students disrupted others students’ learning.

The Diagnostic Review Team identified areas of concern in the Active Learning Environment. It was evident/very evident in 22 percent of classrooms that students “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4). The team noted the classroom collaboration was at a recall level of thinking. It was evident/very evident in 33 percent of classrooms that students “make connections from content to real-life experiences” (D2) and students “are actively engaged in the learning activities” (D3). Most instructional exchanges were teacher to student with students responding to the teacher instead of discussions with multiple speakers. It was evident/very evident in 44 percent of classrooms that student “discussions/dialogues/exchanges with each other and teacher predominate” (D1). Although students were engaged in the work, most of the expectations were to complete some type of paper-pencil worksheet and a few students were using digital tools to play learning games.

The Progress Monitoring and Feedback Learning Environment results indicated a lack of evidence-informed instruction. The lowest-rated items included students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) and students who “understand and/or are able to explain how their work is assessed” (E4), which were evident/very evident in zero percent of the classrooms. Additionally, students who “receive/respond to feedback to improve understanding and/or revise work” (E2) were evident/very evident in 44 percent of classrooms, and students who “demonstrate and/or verbalize understanding of the lesson/content” (E3) were evident/very evident in 22 percent of the classrooms. The Diagnostic Review Team was concerned with the lack of evidence and data gathered, analyzed, and used to monitor instruction and to make adjustments to instruction.

The Well-Managed Learning Environment was the most highly rated of the seven environments (2.6) with a range of item averages from 2.9 to 2.3. It was evident/very evident in 33 percent of the classrooms that students “transition smoothly and efficiently from one activity to another” (F3). Additionally, it was evident/very evident in 44 percent of classrooms that students “use class time purposefully with minimal wasted time or disruptions” (F4), and students who “speak and interact respectfully with teachers and each other” (F1) were evident/very evident in 66 percent of classrooms.

As the lowest-rated learning environment, the Digital Learning Environment had an average of 1.3 and item ratings ranged from 1.6 to 1.0. Students who “use digital tools/technology to communicate and work collaboratively for learning” (G3) was observed in zero percent of classrooms. It was evident/very evident in 11 percent of classrooms that students “use tools digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2) and “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1). The Diagnostic Review Team suggests the use of technological tools for individualized instruction that also gathers data to inform instruction may be helpful in improving learning outcomes.



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, document, and communicate a formal continuous improvement process that includes an authentic and useful school improvement plan. Such a plan will have detailed specific goals, strategies, and measures based on identified needs from intentional data. (Primary Standard 1.3)

Evidence:

Student Performance Data:

The Diagnostic Review Team was concerned that student performance data did not show continuous improvement and decreased overall from 2017-2018 to 2018-2019. There was a lack of data-informed goals, monitoring of goals, and commensurate adjustment of the goals.

Reading performance of percent Proficient/Distinguished decreased from 2017-2018 to 2018-2019 for third, fourth, and fifth grades. Third grade percent Proficient/Distinguished decreased from 15.8 to 4.5; fourth grade percent Proficient/Distinguished decreased from 12.2 to 9.8; and fifth grade percent Proficient/Distinguished decreased from 17.9 to 7.1.

Similarly, math performance of percent Proficient/Distinguished decreased in third and fifth grades from 7.9 to 2.3 and 15.4 to 4.8, respectively. In contrast, math performance of percent Proficient/Distinguished increased in fourth grade from 4.1 to 7.3.

Science performance of percent Proficient/Distinguished in fourth grade remained at zero, although the state percent Proficient/Distinguished increased slightly from 30.8 to 31.7.

Social studies and writing of percent Proficient/Distinguished decreased in fifth grade to zero from 5.1 and 2.6, respectively. In contrast, state level data showed consistent percent Proficient/Distinguished of 50 for social studies and an increase of percent Proficient/Distinguished from 40.5 to 46.6 for writing.

Growth Index data (see Growth Index table in the addenda) revealed that students lagged behind the statewide growth in reading and math, and for the student subgroup of English Learners, although there were improvements from 2017-2018 to 2018-2019. The English Learner growth index data were closer to the state average than reading and mathematics, although the school had only six English Learners.

The Diagnostic Review Team was concerned that all student subgroup performance was low. The 2019-2020 Percent Proficient/Distinguished table in the addenda showed the comparison of school and state data. African American students lagged behind their white counterparts in reading (4.9 compared to 16.7) and math (3.9 compared to 8.3). Further analysis revealed that males lagged behind females in reading (2.9 compared to 11.9), but males exceeded performance of females in math (5.9 compared to 3.4). Economically disadvantaged students, performed similarly to the total tested general school population in reading (7.5 compared to 7.1) and math (4.2 compared to 4.7).

Classroom Observation Data:

Of concern to the Diagnostic Review Team was the lack of expectations for challenging student work to provide for improved learning outcomes. It was evident/very evident in 33 percent of classrooms that students “engage in activities that are challenging but attainable” (B2). Students who “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking” (B4) were evident/very evident in zero percent of classrooms. The team noted the need to adjust expectations for continuous on-grade-level instruction. Further evidence from the eleot observations include that students who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in zero percent of classrooms, and students who “demonstrate and/or verbalize understanding of the lesson/content” (E3) were evident/very evident in 22 percent of classrooms. Students were compliant and their classwork was low level, whether in centers or in teacher-led small groups.

Stakeholder Interview Data:

The process shared by the administration for internal stakeholder involvement began with the administrative and leadership teams to develop goals for improvement. Following input from these teams, the plan was shared with teachers for more input. In contrast, staff perceived the improvement process as less collaborative and more directive. They indicated that plans were told to them, rather than having their input solicited and included. Furthermore, the six parents interviewed indicated that they were unaware of the school improvement goals. Similarly, staff were unsure of how improvement goals were addressed.

The Diagnostic Review team had concerns that the plan lacked specific measures, monitoring, data gathering, analysis of data, and follow-up implementation. The team suggested that a systematic and predictable collaborative process based on analyzing student achievement data be developed, implemented, and monitored for creating the improvement plan for the school.

Staff members voiced that consistency with initiatives and follow-through were absent. An example of an initiative to improve teacher effectiveness and student learning was the implementation of the Rutherford coaching model by administrators and instructional coaches. However, no evidence of monitoring the process for instructional improvement was found and instructional coaches had yet to participate in the professional development.

Continuous improvement of student learning may be hindered by some students’ disruptive behavior and by the response to disruptive behavior by teachers and interventionists. Students expressed concern for the interference of their learning by disruptive students. Interview data showed that the system of disruptive students getting “breaks” or “walks” and then getting rewarded later in the school day for good behavior may not be effective in reducing inappropriate behavior long term.

The Diagnostic Review Team had concerns with the lack of sense of urgency for improved systematic processes leading to improved student learning. As one interviewee said, “The scores say one thing. We will keep doing what we are doing. Stay the course.” Roosevelt Perry Elementary School is slated to close at the end of the 2021 school year, and this anticipated closing may influence attitudes toward improvement, as noted by stakeholders.

Stakeholder Perception/Experience Data:

Of the 24 staff members who completed the survey, 62 percent agreed/strongly agreed with “Our school has a continuous improvement process based on data, goals, actions, and measures of growth” (C5). Seventy-five percent of staff members agreed/strongly agreed that “Our school has a systematic process for collecting, analyzing, and using data” (G3) and “Our school leaders monitor data related to school continuous improvement goals” (G7).

Twenty parents completed the survey and 100 percent agreed/strongly agreed that “Our school has established goals and a plan for student learning” (C3) and 87 percent agreed/strongly agreed that “Our school communicates effectively about the school’s goals and activities” (D5).



Ninety-seven percent of the 93 students who completed the survey agreed/strongly agreed with “My teachers tell me how I should behave and do my work” (E4) and with “My principal and teachers tell children when they do a good job” (G2).

Documents and Artifacts:

Lack of evidence of an improvement plan that directly addressed the improvement priorities of 1.3 and 2.7 identified in the February 2018 Diagnostic Review was of concern to the Diagnostic Review Team. Furthermore, there was neither evidence that data had been gathered nor a plan for gathering and monitoring data to inform adjustments.

Improvement Priority #2

Develop, implement, and monitor a systematic curricular and instructional process aligned to and congruent in rigor to the Kentucky Academic Core Standards and school district on-grade-level curriculum framework. Establish, implement, and monitor high expectations to prepare students for success at the next level. (Primary Standard 2.5)

Evidence:

Student Performance Data:

Declining student achievement was detailed in an addendum to this report and noted in Improvement Priority #1 for student subgroups and in reading, math, science, and social studies. Writing declined to zero percent Proficient/Distinguished from the previous year score of 2.7 percent Proficient/Distinguished.

Classroom Observation Data:

In the elect observation data, as previously discussed, the High Expectations Learning Environment was one of the lowest rated, 1.6. Furthermore, it was evident/very evident in zero percent of classrooms that students “demonstrate and/or are able to describe high quality work” (B3), and that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking” (B4). In no classroom were specific learning targets posted related to standards; rather, the team found only vague statements, such as “I can understand addition and subtraction.”

Also, teachers did not scaffold instruction to students from what they knew up to the level of a target standard through research-based instruction. Clarity in teacher intentions is essential for clarity in students’ understanding of the learning intention and for them to work toward achieving learning intention. Only with clarity in the intentions can both teachers and students monitor students’ learning.

Classroom observation data revealed that students were not receiving data-informed individualized learning opportunities in their core classes. Students who “engage in differentiated learning opportunities and/or activities to meet their needs” (A1) were evident/very evident in 22 percent of classrooms. The Diagnostic Review Team suggests that within the core classrooms that students have personalized learning opportunities to stretch higher, including those students who achieve at grade-level expectations. Additionally, the most-evident examples of personalization for intervention in first to third grades were in the Reading Lab small groups, which were not included in the elect observation data.

Observations revealed that classroom instructional time was not consistently protected, specifically the 90-minute math and reading blocks. As an example, the social and emotional time was scheduled at the beginning of the school day and was observed to extend into math instructional time for 30 minutes in one classroom and for 15 minutes in another classroom. Related interruptions included the tolerance that teachers had for lack of student engagement, which appeared to be an attempt to avoid confrontations. However, the lack of student engagement not only interfered with the individual’s learning progress, but also interfered with other students’ learning.

Stakeholder Interview Data:

Ongoing monitoring of standards-based on-grade-level instruction and assessment was needed. Teachers indicated there was conflict with the expectation of on-grade-level instruction and the need for instructional intervention; therefore, they “adjust downward.” Teachers indicated compliance in accessing the Curriculum Frameworks, but did not believe the level of rigor was appropriate for their students. Furthermore, teachers were unsure of how to scaffold instruction to bring students’ learning up to the expectations of the standards. Teachers also indicated that the plethora of resources caused confusion about which ones were aligned to the curriculum and student instructional needs.



Confirming the lack of rigor in instruction, one student, when asked if class work was challenging, said, “The work is decent” and another said, “A little bit.” Parents were unsure of the goals of classroom instruction and believed that the access to technological tools was helpful for increasing learning.

Assessment of learning and monitoring of assessment were needs identified by stakeholders. At the time of the interview, seven students in fourth through seventh grades indicated that they had not taken tests in reading, science, or social studies; however, they did have weekly math tests. The lack of classroom-level assessment to generate objective monitoring data to inform instruction and instructional differentiation was a concern of the Diagnostic Review Team. The team suggests that classroom assessments be developed at the time the target standard is selected and instructional plans developed to ensure systematic alignment of classroom assessment items with the target standard and also to ensure that assessments are administered.

Professional learning communities were implemented and determined that if fidelity to the collaborative model would be monitored, improved instruction might follow. However, there are only two teachers for each grade in first grade through third grade. The fourth- and fifth-grade grade teachers formed a professional learning community as they did not have counterparts for collaboration who were teaching the same curriculum.

Interview data indicated that the expectation for principals was for them to be the instructional leader of the school. An aligned comment was made that the Danielson Framework was used for teacher evaluation and to provide teachers data-informed feedback to improve effectiveness. However, although there had been numerous administrative walkthroughs of classrooms early in the school year, teachers indicated that they did not receive helpful feedback afterward. The Diagnostic Review Team suggests use of the Danielson Framework to focus on improvement of teacher effectiveness with helpful feedback from administrators.

Student interview data indicated that students had homework once per week, although parents related that they “never saw homework.” Similarly, parents indicated that their students did not have enough homework. Students all indicated that class time was frequently interrupted.

Stakeholder Perception/Experience Data:

Stakeholder perception data supported that there was need for improvement in high expectations for most students. Survey data showed that 59 percent of staff members agreed/strongly agreed that “Our schools’ leaders expect staff to hold all students to high academic standards” (D4). Similarly, 59 percent of staff members agreed/strongly agreed that “Our school’s leaders hold themselves accountable for student learning” (D5).

Improvement of student learning through improvement of teacher effectiveness was a concern of the Diagnostic Review Team, which was confirmed by staff responses. Forty-two percent of staff members agreed/strongly agreed that “Our school’s leaders hold all staff members accountable for student learning” (D6). Thirty-eight percent of staff members agreed/strongly agreed to “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning” (D8). Further, 67 percent of staff members agreed/strongly agreed that “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning” (D7). Additionally, 38 percent of staff members agreed/strongly agreed that “In our school all staff members participate in continuous professional learning based on identified needs of the school” (E16).

Parent survey data revealed that 94 percent agreed/strongly agreed that “Our school has high expectations for students in all classes” (D3). Furthermore, 75 percent of parents agreed/strongly agreed “All of my child’s teachers give work that challenges my child” (E2).

Forty-two percent of staff agreed/strongly agreed that “In our school, challenging curriculum and learning experiences provide equity for all students in development of learning, thinking, and life skills” (E11). Sixty-two percent of staff agreed/strongly agreed that “Our school provides protected instructional time (F4).

The staff was consistent in responses related to the lack of using assessments to inform instructional decision-making and personalization of learning for individuals. Forty-two percent of staff members agreed/strongly agreed that “All teachers use multiple types of assessments to modify instruction and to revise curriculum” (E7). Also, 82



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

Staff survey results showed 54 percent agreed/strongly agreed that “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice (E1). Related to meeting students’ diverse needs, 37 percent agreed/strongly agreed that “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2). Eighty-two percent of parents agreed/strongly agreed that “All of my child’s teachers meet his/her learning needs by individualizing instruction” (E4).

Documents and Artifacts:

The team found a schedule for administrative walkthroughs, but no data or evidence of results were provided. The Diagnostic Review Team was provided with a handout indicating that teachers were given feedback on their professional growth goals and student growth goals. Two teachers attended professional development on culturally responsive teaching of math, according to the same handout.

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:

Consistently, most stakeholders emphasized that the school focus was on emotional and social learning, which they believed would result in improved student achievement. The principal and leadership team were purposefully focused on creating a culture in which students who had experienced trauma would feel safe and learn how to manage their feelings and behaviors in appropriate ways. Further, the staff mentioned that the focus on social and emotional issues was also related to the 99 percent of students in poverty, who they believed had factors outside of school that interfered with their learning.

The school engaged with the professional learning community model during this school year, although there were only two teachers per grade level in first through third grades, and one teacher each in fourth and fifth grades. The professional learning community model is a step toward improving instructional collaboration to improve student learning outcomes, particularly when there are at least two teachers assigned to a grade level.

Another strength was the initiation of the Reading Lab. The lab provided differentiated small-group intervention for students in first through third grades who need reading intervention.

Continuous Improvement Process:

Roosevelt Perry Elementary School is a high-needs school that lost student enrollment over the last several years with a decline in enrollment from 220 to 194 from 2018-2019 to the 2019-2020 school year. In addition to the loss of enrollment, student mobility increased. The loss in student enrollment resulted in funding for only nine core classroom teachers out of the total staff of 42 for the 2019-2020 school year. Out of the 42 staff, 23 are certified with five of those being new to the school.

These challenges are exacerbated by the lack of clear and consistent systematic processes, resources, and support for teaching and learning. Overall, the Diagnostic Review Team was concerned with the lack of systematic processes for teaching, learning, and leading across the school. While there were numerous initiatives, they were not clearly delineated nor communicated to all internal stakeholders, resulting in initiative fatigue. A noted example was lack of alignment of similar services, such as those for student emotional and social learning, provided by the school district, school-based resources, and outside entities. Neither teachers nor those on the leadership team were able to articulate the differences among these various support services. Therefore, the Diagnostic Review Team suggests that the school consider a behavior improvement approach consistent with clear expectations and consequences for students to learn appropriate classroom behavior and to support teachers in the instructional process. Other examples of lack of consistency relate to the change in instructional



resources within a short period of time, such as the adoption of a core reading text and then abandonment of the core text within a year. Teachers expressed that it was difficult to know which resources to use for lessons.

The team was concerned with the lack of a systematic approach to implementing standards-based instruction, followed by ongoing monitoring of instruction, assessment, and use of data to inform instructional differentiation. Although the curriculum frameworks were available, teachers indicated that they were compliant in accessing them. Furthermore, interviews revealed that walkthroughs by administrators took place, but there was a lack of helpful feedback. To illustrate the need for actionable feedback, one teacher said that she wanted to improve and wanted to have meaningful feedback after walkthroughs. Another said, “We are told a lot, but we need help to show us how to do things.”

The staff, including the leadership team, did not seem to understand data analysis to the extent that they used inquiry to dig deeply into data to inform leadership and instructional decisions. While discrepancies in data were noted by administrators, such as differences in formative assessment data and state level data, the staff and leadership team did not generate and implement solutions to align formative classroom assessments with state assessment expectations for learning. As a result of a lack of deep knowledge about data gathering and analysis to inform instructional decisions, staff relied on surface data and attributed low achievement on state assessments to the students’ poverty and the context.

The Diagnostic Review Team suggests school administrators and staff provide high expectations for rigorous on-grade-level standards-based curriculum and evidence-based instruction to mediate the out-of-school factors. Prioritizing funding of equitable student-to-teacher ratios in all grade levels will demonstrate support for student learning. Furthermore, students who are near grade-level achievement should have challenging and engaging instruction, just as those achieving below grade level are challenged and have intervention support.

Additionally, the Diagnostic Review Team was concerned with the lack of a sense of urgency for improvement for student learning outcomes by the administration. There was a Comprehensive Improvement Plan, but there was no record of implementation nor monitoring of the implementation. No data on the results of implementation were found. According to the principal, the two previous Diagnostic Reviews of 2016 and 2018 had vague statements regarding steps to take and, therefore, the improvement priorities were not directly addressed, although findings of both reviews were consistent.

In conclusion, the Diagnostic Review Team recommends that systematic and deliberate processes be generated and implemented for the school organization and for continuous improvement. The school is encouraged to use deliberate processes to identify and address student learning needs both for intervention and acceleration in all grade levels. Implementation of a system of data and evidence-informed feedback to teachers following walkthroughs will improve teacher effectiveness and student learning. Analysis of the data over time will help to determine common professional development that can be job-embedded and that transfers to professional practice in a systematic, results-driven, and sustainable manner. Given the concerns noted and recommendations made by the Diagnostic Review Team, support outside of the school may be needed for data-informed development, implementation, and sustainability of improvement. Initiation of predictable and consistent processes with clear expectations and feedback to students, teachers, and administrators will help focus the work.

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
Schuronda Morton	In January 1980, Schuronda W. Morton began her teaching career in Fayette County Public Schools, Lexington, Kentucky, at Julia R. Ewan Elementary School. She currently serves as Chief of Staff and Interim Senior Director of Leadership. The role of Chief of Staff is to coordinate leadership through training and collaboration for best practices and to design professional learning for district staff, school leaders, and teachers to impact student learning. She plans and implements monthly District-wide Leadership Meetings (DLM) for 100 principals and district leaders. As Interim Senior Director of Leadership, she supervises School Chiefs and principals. In her 30 years of teaching, Mrs. Morton has served her district in various capacities, including a 15-year tenure at Julia R. Ewan Elementary School as an LBD and fifth-grade teacher. Mrs. Morton served in an administrative capacity at Ashland Elementary School for two years as the literacy coach and Professional Staff Assistant. Awards include being recognized by her peers and district leaders as the 2008 “Administrator of the Year.”
Mike Murphy	Mike Murphy is currently serving as a State Manager for Kentucky Department of Education, Office of Continuous Improvement and Support. In this role, he serves as the designee for the Chief State School Officer. His responsibilities include all administrative, operational, financial, personnel, and instructional aspects of the management of the school district formerly exercised by the local school board and the superintendent. Prior to this role, Mr. Murphy was an Education Recovery Leader for KDE. He has taught special education and regular education Science classes at the elementary and middle school levels. He has served as an elementary and high school principal. During his tenure as a high school principal in Kentucky, he led a bottom five percent school to the top five percent within three years.
Denva Smith	Denva Smith has more than 20 years of experience as a teacher, literacy coach, and school district administrator. She is currently serving as Educational Recovery Leader for the Kentucky Department of Education. In that position, she works in a State Managed district to assist and support staff in building sustainable core systems for school improvement and student achievement. Mrs. Smith also co-leads turnaround efforts in a Comprehensive Support and Improvement (CSI) school that is ranked in the bottom five percent of schools according to their most recent state accountability. Her support guides administrative teams to think and plan strategically toward school turnaround and school improvement. Mrs. Smith holds professional certificates for Instructional Leadership Supervisor of Instruction and School Superintendent, as well as the endorsement in Teaching Reading and Writing. Her experiences include professional development, curriculum, instruction, and assessment implementation and monitoring, in addition to supervision of a variety of school district initiatives and evaluations.
Rosemarye Taylor	Dr. Rosemarye Taylor was Professor of Educational Leadership at the University of Central Florida in Orlando. She has teaching and administrative experience at all levels of K-12 education in rural, suburban, and urban settings. Dr. Taylor’s administrative experience ranges from school-based administration to executive leadership at the school-district level. Her experience in classroom, school, and school-district level

	<p>analyses of organizational strengths and areas to strengthen is nationwide. She has a proven track record of evidence-based collaboration to develop potential solutions for continuous improvement in teacher and leader effectiveness and hence, in student learning outcomes.</p>
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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	15.8	52.3	4.5	52.7
	4	12.2	53.7	9.8	53.0
	5	17.9	57.8	7.1	57.9
Math	3	7.9	47.3	2.3	47.4
	4	4.1	47.2	7.3	46.7
	5	15.4	52.0	4.8	51.7
Science	4	0.0	30.8	0.0	31.7
Social Studies	5	5.1	53.0	0.0	53.0
Writing	5	2.6	40.5	0.0	46.6

Plus

- Fourth-grade math had a 3.2 percent increase in the percentage of Proficient/Distinguished in the 2018-2019 school year when compared to the 2017-2018 school year.

Delta

- Reading at all grade levels experienced a decrease in percent Proficient/Distinguished in 2018–2019 when compared to the 2017–2018 school year.
- Math performance decreased in third grade and fifth grade from the previous year.
- Science percent Proficient/Distinguished remained at zero percent for two consecutive years.
- Writing decreased from 2.6 percent Proficient/Distinguished to zero percent Proficient/Distinguished on the most recent state assessment.

Growth Index

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	16.5	19.7	39.4	57.8
Math	17.2	14.5	35.3	57.6
English Learner	29.7	18.8	57.5	70.5
Growth Indicator	16.9	17.1	37.4	57.7

Plus

- English Learner performance was closer to the state average than were the other two areas.

Delta

- State growth index in all areas was above the school's growth index.

2019-2020 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	4.9	3.9	0.0		
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	6.0	4.3			
Disabilities (IEP)	0.0	0.0			
Disabilities Regular Assessment	0.0	0.0			
Disabilities with Acc.					
Economically Disadvantaged	7.5	4.2	0.0		
English Learners					
English Learners Monitored					
Female	11.9	3.4	0.0	0.0	
Foster					
Gifted and Talented					
Hispanic					
Homeless					
Male	2.9	5.9	0.0	0.0	
Migrant					
Military					
No Disabilities	8.7	5.8	0.0	0.0	
Non-Economically Disadvantaged					
Non-English Learners	7.5	5.0			
Non-Migrant	7.1	4.7	0.0	0.0	0.0
Not Consolidated Student Group	20.0	10.0			
Not English Learners Monitored	6.7	5.0		0.0	
Not Gifted and Talented	7.1	4.7	0.0	0.0	0.0
Not Homeless					
Pacific Islander					
Total Students Tested	7.1	4.7	0.0	0.0	0.0

Group	Reading	Math	Science	Social Studies	Writing
Two or More					
White	16.7	8.3			

Plus

- Females have a higher percent Proficient/Distinguished than that of the consolidated student group.

Delta

- Students with disabilities performed at zero percent Proficient/Distinguished Reading and Math.
- African American were lowest performing in reading and math.
- Females performed lower in math than males.
- Males performed lower in reading than females did.

Schedule

November 18, 2019

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

November 19, 2019

Time	Event	Where	Who
7:15 a.m.	Team leaves for school	School Office	Diagnostic Review Team Members
8:00 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

November 20, 2019

Time	Event	Where	Who
7:30 a.m.	Team leaves for school	School	Diagnostic Review Team Members
8:00 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

November 21, 2019

Time	Event	Where	Who
8:00 a.m. - 11:00 p.m.	Final Team Work Session, Observations, Interviews	School	Diagnostic Review Team Members

School Diagnostic Review Summary Report
Roosevelt-Perry Elementary

Jefferson County Public Schools

November 18-21, 2019

The members of the Roosevelt-Perry 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 Roosevelt-Perry Elementary and should be reassigned to a comparable position in the school district.

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

_____ Date: _____
Associate Commissioner, Kentucky Department of Education

I have received the Diagnostic Review for Roosevelt-Perry Elementary.

_____ Date: _____
Principal, Roosevelt-Perry Elementary

_____ Date: _____
Superintendent, Jefferson County Public Schools