

# Cognia Diagnostic Review Report

**Results for: Trunnell Elementary**

**January 13-16, 2020**

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# Introduction

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

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

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

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

<b>Stakeholder Groups</b>	<b>Number</b>
<b>District-Level Administrators</b>	1
<b>Building-Level Administrators</b>	2
<b>Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)</b>	2
<b>Certified Staff</b>	14
<b>Noncertified Staff</b>	4
<b>Students</b>	18
<b>Parents</b>	8
<b>Total</b>	49

# Cognia Standards Diagnostic Results

The Cognia Standards Diagnostic was used by the Diagnostic Review Team to evaluate the institution's effectiveness based on the Cognia'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.	Initiating
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Initiating
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Initiating
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Initiating



# 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.	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.

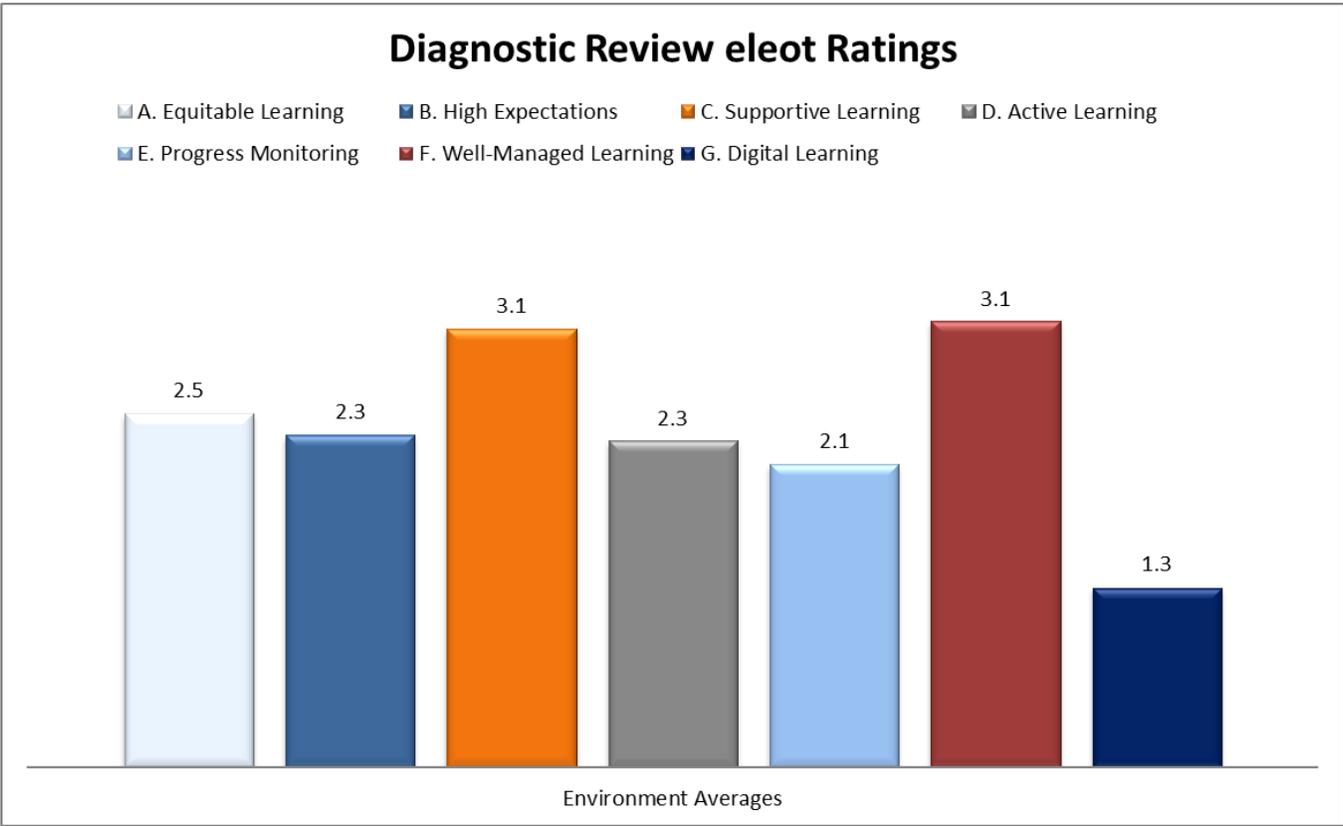
Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Initiating
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Insufficient
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.	Initiating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Initiating



# Effective Learning Environments Observation Tool<sup>®</sup> (eleot<sup>®</sup>) 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 14 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	2.0	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	29%	50%	14%	7%
A2	3.1	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	14%	64%	21%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	14%	57%	29%
A4	1.7	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.	50%	36%	7%	7%
<b>Overall rating on a 4 point scale:</b>			<b>2.5</b>			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.4	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	14%	43%	36%	7%
B2	2.5	Learners engage in activities and learning that are challenging but attainable.	7%	43%	43%	7%
B3	1.9	Learners demonstrate and/or are able to describe high quality work.	43%	36%	7%	14%
B4	2.4	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	7%	57%	21%	14%
B5	2.4	Learners take responsibility for and are self-directed in their learning.	7%	50%	36%	7%
<b>Overall rating on a 4 point scale:</b>			<b>2.3</b>			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.7	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	14%	21%	43%	21%
C2	3.0	Learners take risks in learning (without fear of negative feedback).	0%	21%	57%	21%
C3	3.1	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	21%	43%	36%
C4	3.4	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	7%	43%	50%
<b>Overall rating on a 4 point scale:</b>			<b>3.1</b>			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.8	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	14%	21%	36%	29%
D2	1.6	Learners make connections from content to real-life experiences.	50%	36%	14%	0%
D3	2.6	Learners are actively engaged in the learning activities.	7%	36%	50%	7%
D4	2.1	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	29%	29%	43%	0%
<b>Overall rating on a 4 point scale:</b>			<b>2.3</b>			



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.	43%	29%	21%	7%
E2	2.3	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	29%	21%	43%	7%
E3	2.5	Learners demonstrate and/or verbalize understanding of the lesson/content.	14%	36%	36%	14%
E4	1.8	Learners understand and/or are able to explain how their work is assessed.	36%	50%	14%	0%
<b>Overall rating on a 4 point scale:</b>			<b>2.1</b>			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.4	Learners speak and interact respectfully with teacher(s) and each other.	0%	7%	43%	50%
F2	3.1	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	21%	43%	36%
F3	3.1	Learners transition smoothly and efficiently from one activity to another.	0%	21%	43%	36%
F4	2.8	Learners use class time purposefully with minimal wasted time or disruptions.	7%	29%	43%	21%
<b>Overall rating on a 4 point scale:</b>			<b>3.1</b>			

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.	57%	29%	14%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	93%	7%	0%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	93%	0%	7%	0%
<b>Overall rating on a 4 point scale:</b>		<b>1.3</b>				

## eleot Narrative

The Diagnostic Review Team observed 14 core classrooms using the Effective Learning Environment Observation Tool (eleot) and conducted other informal observations. Three core classrooms were not observed because they were staffed with substitute teachers due to teacher vacancies. Based on a four-point scale, the eleot observations showed that the Supportive Learning and Well-Managed Learning Environment had the highest average rating of 3.1. Following these were the Equitable Learning Environment with an average rating of 2.5 and the Active Learning and High Expectations Learning Environments with average ratings of 2.3. The Progress Monitoring and Feedback Learning Environment had an average rating of 2.1 and the Digital Learning Environment had an average rating of 1.3.

The Equitable Learning Environment had average ratings ranging from 1.7 to 3.1. It was evident/very evident that “Learners have equal access to classroom discussions, activities, resources, technology, and support” (A2) in 85 percent of observed classrooms and that “Learners are treated in a fair, clear, and consistent manner” (A3) in 86 percent of classrooms, suggesting positive learning environments. It was evident/very evident that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1) in 21 percent of classrooms and that “Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, culture, and/or other human characteristics, conditions, and dispositions” (A4) in 14 percent of classrooms.

The High Expectations Learning Environment had an average rating of 2.3. It was evident/very evident that “Learners engage in activities and learning that are challenging but attainable” (B2) in 50 percent of classrooms. It was evident/very evident in 43 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1) and “Learners take responsibility for and are self-directed in their learning” (B5). In 35 percent of classrooms, it was evident/very evident that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking” (B4). It was evident/very evident that “Learners demonstrate and/or are able to describe high quality work” (B3) in 21 percent of classrooms.

One of the most highly rated learning environments was the Supportive Learning Environment with an average rating of 3.1 and a range of indicator ratings from 2.7 to 3.4. Students who “demonstrate a congenial and



supportive relationship with their teacher” (C4) were evident/very evident in 93 percent of classrooms. Students who “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” were evident/very evident in 79 percent of classrooms. In 78 percent of classrooms, it was evident/very evident that “Learners take risks in learning” (C2). It was evident/very evident that “Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful” (C1) in 64 percent of classrooms.

The Active Learning Environment had an average rating of 2.3 with a range of indicator ratings from 1.6 to 2.8. It was evident/very evident that “Learners’ discussions/dialogues/exchanges with each other and teacher predominate” (D1) in 65 percent of classrooms and that “Learners are actively engaged in the learning activities” (D3) in 57 percent of classrooms. Students who “collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments” (D4) were evident/very evident in 43 percent of classrooms. Of concern to the Diagnostic Review Team and consistent with low complexity student expectations was that “Learners make connections from content to real-life experiences” (D2) was evident/very evident in 14 percent of classrooms.

The Progress Monitoring and Feedback Learning Environment had an average rating of 2.1 with indicator ratings from 1.8 to 2.5. It was evident/very evident in 50 percent of classrooms that “Learners demonstrate and/or verbalize understanding of the lesson/content” (E3) and “Learners receive/respond to feedback to improve understanding and/or revise work” (E2). Students who “monitor their own progress or have mechanisms whereby their learning is monitored” (E1) were evident/very evident in 28 percent of classrooms. Students who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in 14 percent of classrooms.

The Well-Managed Learning Environment had an average item rating of 3.1 on the 4-point scale with a range of indicator ratings of 2.8 to 3.4. Students who “speak and interact respectfully with teacher(s) and each other” (F1) were evident/very evident in 93 percent of classrooms. It was evident/very evident in 79 percent of classrooms that students “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2) and “transition smoothly and efficiently from one activity to another” (F3). In 64 percent of classrooms, it was evident/very evident that “Learners use class time purposefully with minimal wasted time or disruptions” (F4).

The Digital Learning Environment showed an average rating of 1.3 on the 4-point scale and indicator ratings of 1.1 to 1.6. It was evident/very evident that “Learners use digital tools/technology to gather, evaluate, and/or use information for learning” (G1) in 14 percent of classrooms and that “Learners use digital tools/technology to communicate and work collaboratively for learning” (G3) in seven percent of classrooms. Students who “use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2) were evident/very evident in zero percent of classrooms.

# Findings

## Improvement Priorities

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

### Improvement Priority #1

Develop, implement, and monitor a systematic curricular and instructional process based on high expectations for students, aligned to and congruent in rigor with the Revised Kentucky Academic Standards and school district on-grade-level curriculum framework. (Standard 2.5)

#### **Evidence:**

##### **Student Performance Data:**

Student performance data, as detailed in an addendum to this report, showed that during the 2018-2019 school year the percentages of students scoring Proficient/Distinguished were below the state averages in all tested areas and grades, declining from the 2017-2018 school year. The Growth Indexes for the 2017-2018 and 2018-2019 school years were below the state average also suggesting that a systematic curricular and instructional process aligned to the expectations of the Kentucky assessment system should be implemented.

Student subgroups of Hispanic, African American, English Learners, and Economically Disadvantaged percent Proficient/Distinguished in reading, mathematics, and social studies were outperformed by the White student subgroup. 2018-2019 science performance was low across all student groups with 1.3 percent of Total Students Tested scoring Proficient/Distinguished.

The Economically Disadvantaged subgroup had fewer Proficient/Distinguished students overall than their Non-Economically Disadvantaged peers. Ten percent of students with a Disability and an Individualized Education Plan (IEP) scored Proficient/Distinguished in Reading and Math. Specific data on student achievement can be found in the addendum.

##### **Classroom Observation Data:**

Most teachers posted the learning target for the day and examples of student work required to show proficiency in the learning target. However, the learning targets and student work requirements were not aligned in many of the classes observed. Student work expectations were at a lower level of complexity than the learning target.

Classroom observation data, as previously detailed, revealed an overall rating of 2.3 on a four-point scale for the High Expectations Learning Environment. It was evident/very evident in 43 percent of classrooms that “Learners strive to meet or are able to articulate high expectations established by themselves and/or the teacher” (B1). In 21 percent of classrooms, it was evident/very evident that “Learners demonstrate and/or are able to describe high quality work” (B3). In regard to students doing rigorous work and using higher-level thinking, it was evident/very evident in 35 percent of classrooms that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking” (B4).

The Diagnostic Review Team was concerned that the Progress Monitoring and Feedback Learning Environment had an overall rating of 2.1. It was evident/very evident in 28 percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). Further, students who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in 14 percent of classrooms. In 50 percent of classrooms, it was evident/very evident that “Learners demonstrate and/or



verbalize understanding of the lesson/content” (E3). Finally, in 50 percent of classrooms, it was evident/very evident that “Learners receive/respond to feedback to improve understanding and/or revise work” (E2).

### **Stakeholder Interview Data:**

Data from staff interviews revealed a lack of a fully implemented standards-based on-grade-level instruction aligned to the school district curriculum framework. One interviewee shared that some teachers use summative assessment data from the previous year to inform their curriculum decisions rather than focusing on teaching state standards or the school district curriculum framework. Furthermore, interviewees shared that professional learning communities (PLCs) were implemented for the purpose of developing standards-based instructional plans, but often the meetings had other agendas. The Diagnostic Review Team was concerned that there was no discussion related to vertical alignment of curriculum and associated resource utilization, according to the interview data.

Interview data indicated there was a lack of adequate instruction aligned to state standards and school district curriculum framework implementation to improve student learning outcomes. Specifically, staff members noted the lack of textbooks and teaching resources for reading, mathematics, science, and social studies. Comments such as “I wish we had textbooks, especially for social studies” and “We are expected to implement guided reading, but the leveled texts are kept in the reading lab and hard to access” captured the sentiment of most interviewees. Other staff concerns emerged about fiscal allocations to support curriculum implementation and research-based instruction to improve student learning outcomes related to certified staff members who had duties other than teaching or intervening with students.

Trunnell Elementary has a Science, Technology, Engineering, Arts, and Mathematics (STEAM) lab, which interviewees indicated provides isolated learning experiences for students. The Diagnostic Review Team encourages the school to leverage the teacher’s expertise, time, and resources to focus the STEAM lab on standards-based science and math learning experiences to support improved student performance.

### **Stakeholder Perception/Experience Data:**

Of the 29 staff members who completed the survey, 54 percent agreed/strongly agreed that “All teachers in our school use a process to inform students of their learning expectations and standards of performance” (E5). Fifty-three percent agreed/strongly agreed that “All teachers in our school provide students with specific and timely feedback about their learning” (E6).

Forty parents completed the survey. Eighty-one percent of parents agreed/strongly agreed that “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs” (E1). Similarly, 85 percent of parents agreed/strongly agreed that “My child knows the expectations for learning in all classes” (E10). Finally, 77 percent of parents agreed/strongly agreed that “All of my child’s teachers give work that challenges my child” (E2).

Eighty-one percent of the surveyed students agreed/strongly agreed that “In my school I am learning new things that will help me” (C2). Further, 85 percent of students agreed/strongly agreed that “My teachers help me learn new things I will need in the future” (E1). Eighty-two percent of students agreed/strongly agreed that “My teachers tell me how I should behave and do my work” (E4).

### **Documents and Artifacts:**

Many documents provided to the Diagnostic Review Team were from the school district, such as the curriculum and instructional frameworks. A school assessment schedule indicated assessment timeframes. However, no protocols for monitoring classroom data analysis, usage of analyzed data to improve instruction, or results of assessments were provided. There was a common formative assessment protocol, but no evidence of use or examples were provided.

Collaborative unit instructional planning was projected to take place in professional learning communities (PLCs). Norms of collaboration to be used in the PLCs were provided to the Diagnostic Review Team. An expectation of development of formative assessments and success criteria were included in the documents provided. There was

a lack of detail related to assessments with one word denoting an assessment, such as a rubric or checklist, but the actual rubric or checklist was not provided. Therefore, alignment of the rubric or checklist elements to the standard, learning target, or instructional plan could not be determined.

District collaborative and calibration visits provided feedback on learning and instruction from the 2018-2019 school year. Recommendations included that systems be developed to support improvement in teacher effectiveness. Feedback from February 1, 2019, recommended implementation of numeracy and literacy frameworks with an intentional focus on standards and clarity for rigorous expectations. Additional documentation of feedback indicated that little instructional differentiation and collaborative planning was observed. Feedback also recommended moving to small-group instruction and that observed learning tasks were not engaging.

The school professional development plan included focus on core instruction, lesson rigor, and implementation of the state standards. No evidence was provided supporting the implementation or results of professional development.



## Improvement Priority #2

Monitor and adjust instruction to meet individual learners' needs and the school's learning expectations.  
(Standard 2.7)

### Evidence:

#### Student Performance Data:

As indicated in Improvement Priority 1, there was a downward trend and large differences among student subgroups' achievement, particularly for English Learners and Students with Disabilities. According to 2018-2019 Kentucky Performance Rating for Educational Progress (K-PREP) data, all tested areas and grade levels were significantly below the state average. As compared to 2017-2018 K-PREP data, scores in all tested areas and grade levels declined in the 2018-2019 school year. The Diagnostic Review Team was concerned that the percent Proficient/Distinguished in 2018-2019 for science was low across all student subgroups and was zero for males. Specific data can be seen in Improvement Priority 1 and in the addendum.

#### Classroom Observation Data:

Because one fourth-grade teacher was on leave at the time of the Diagnostic Review, students were dispersed among the rest of the fourth-grade teachers, a third-grade teacher, and a fifth-grade teacher. Moving students to different grades, rather than temporarily assigning a certified staff member within the school to teach these students was a concern of the Diagnostic Review Team, as some students were not being taught on-grade-level standards-based content.

Instructional differentiation to personalize learning for individual students was observed in the Reading Lab that serves the lowest-level readers. Within core classrooms, individual instructional differentiation was not observed. During guided reading time, students were grouped by guided reading level for small-group instruction. Opportunities for differentiation to meet individual student needs (e.g., intervention, on-grade-level support, and advanced learning) were missed, as the learning stations had the same work expectations for all students, and all students rotated through each station regardless of academic performance.

Eleot data, as previously discussed, revealed that the Equitable Learning Environment had an average overall rating of 2.5. Students who "engage in differentiated learning opportunities and/or activities to meet their needs" (A1) were evident/very evident in 21 percent of classrooms. It was evident/very evident that "Learners engage in activities and learning that are challenging but attainable" (B2) in 50 percent of classrooms. In 28 percent of classrooms, it was evident/very evident that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored" (E1).

#### Stakeholder Interview Data:

Staff member interview data indicated that opportunities for continuous improvement were missed. During interviews the Diagnostic Review Team noted a lack of attention by leadership to organizational systems to assure that procedural deadlines are met, along with planning and implementation of initiatives in a timely manner.

Interview data revealed a lack of classroom observations, monitoring, and feedback to teachers. Calibration of administrators' perceptions of instruction took place at the beginning of the school year, but periodic calibration had not occurred at the time of the Diagnostic Review. Most staff members indicated they did not receive specific and helpful feedback after walkthroughs and observations. When asked how administrators know what teachers are doing and teaching in their classroom every day, one staff member replied, "I don't think that they do." Most teachers wanted more feedback from the administration on how to improve their instruction.

Interviews with staff members reported frustration because of the negative effects on students who did not have a permanently assigned teacher. Other staff members pointed out that several certified teachers were on staff in other roles and indicated these teachers spend entire days planning. At the same time, classroom teachers were



covering classes that did not have substitute teachers and lost their planning time. Furthermore, students from one fourth-grade class were placed in third-, fourth-, and fifth-grade classrooms due to the teacher being on leave. As a result, students placed in third-grade classrooms were not getting access to fourth-grade standards.

When asked about curriculum, staff stated that there was a district curriculum framework, but no set school curriculum. One comment echoed the sentiment of others, reflecting that teachers had to “create everything on their own.” Interview data indicated that staff morale was low and that leadership did not hold teachers accountable.

Interview data revealed that some teachers had begun developing common formative assessments, although this was not a consistent practice. They also had begun to examine formative assessment data at a basic level during their PLC meetings. Staff also indicated that instruction was neither adjusted nor individualized based on the data examined. The Diagnostic Review Team was concerned with the lack of deep understanding of formative assessment development and data analysis, along with how to disaggregate data and how to adjust instruction to meet students’ individual needs.

Students were concerned that their peers did not have adequate supplies. They also were concerned about a student who could not speak English but sat in their classrooms every day with little to no adult support and relied on other students for help.

According to staff and student interview data, science instruction was lacking. Staff shared that some classrooms had 30-minute time blocks for science shared with social studies, but science was inconsistently taught. Interview data revealed that fourth-grade science was not taught during the previous school year and that some students did not have science instruction during the current year.

Serving the needs of individuals and special populations was of concern to the Diagnostic Review Team. Interviews revealed that few students were referred for evaluation, although little progress was made with classroom interventions. Additionally, gifted students’ needs were to be provided by each classroom teacher through differentiation, which was not believed to be taking place. Differentiation of instruction was neither documented nor monitored according to interviewees.

#### **Stakeholder Perception/Experience Data:**

Fifty-six percent of staff members 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). Furthermore, 57 percent of staff members agreed/strongly agreed that “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2). Sixty percent of staff members agreed/strongly agreed that “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7). Sixty-four percent of staff members agreed/strongly agreed that “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning” (E10).

Perceptions of parents were more positive than those of staff. Eighty-two percent of parents agreed/strongly agreed that “All of my child’s teachers use a variety of teaching strategies and learning activities” (E3). Seventy-six percent of parents agreed/strongly agreed that “All of my child’s teachers meet his/her learning needs by individualizing instruction” (E4).

Student perception was similar to that of parents, as 85 percent of students agreed/strongly agreed that “My teachers help me learn things I will need in the future” (E1) and 76 percent agreed/strongly agreed that “My teachers use different activities to help me learn” (E2).

#### **Documents and Artifacts:**

A review of the staff handbook indicated that each certified teacher was to maintain written evidence of instructional planning in their lesson plans that reflected Kentucky core standards and a variety of teaching

methods to meet the learning needs of all students. This document contradicts the lesson plan expectations shared by staff.

According to the School Improvement Plan, common formative assessments should exist at all grade levels. Evidence of such assessments was absent. Evidence provided by the school stated that standards-based common formative math assessments were developed, but teachers indicated that they were not consistently used.

Similarly, the Leadership 30-60-90 plan indicated that after analyzing data, individual learning plans would be developed for struggling learners and the Kentucky Department of Education goal calculator would be used to monitor progression. However, there was no evidence provided that this effort took place.

The school professional development plan projected strengthening small-group instruction and differentiation to meet individual student needs. Evidence of the professional development implementation was not available to the Diagnostic Review Team.



# Insights from the Review

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

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

## Strengths:

The Diagnostic Review Team noted that students were compliant and appeared to be happy at Trunnell Elementary. Student-teacher relationships were positive and respectful.

As a result of declining student performance, in October 2019 the school implemented a Reading Lab that provided individualized reading instruction for the lowest-level readers. It was indicated that two English as Second Language (ESL) teachers were pushed into two designated classrooms to support the English Learners in those specific classrooms, but not in other classrooms.

In October 2019, an Education Recovery Leader (ERL) was assigned to Trunnell Elementary. The partnership among the ERL, principal, and staff was mentioned by several teachers as positive. Improvements in student learning are anticipated as a result of this supportive partnership.

## Continuous Improvement Process:

Trunnell Elementary experienced student demographic changes during the 10-year tenure of the principal and seven-year tenure of the assistant principal. Of the 425 enrolled students, 75 percent were economically disadvantaged, 12 percent were served by special education, and 26 percent were English Learners at the time of the Diagnostic Review. Declining student performance, along with an increase in English Learners and other student subgroups needing high-quality instruction, did not create a sense of urgency for adjusting curriculum, instruction, and assessment practices or budget allocation practices, according to interview data and/or reviewed documents.

The Diagnostic Review Team was concerned with the lack of timeliness of leadership decision-making and actions. As an example, it was noted that initiatives were implemented mid-year and assessment data were not analyzed for weeks, delaying possible academic response to support student and teacher needs. Also, according to interview data, teacher assignments were not made before the deadline of spring 2019, hindering flexibility with staffing assignments and the ability to serve students in the best possible manner.

The Diagnostic Review Team recommends that intentional organizational systems and decision-making processes be developed and implemented, followed by analysis of changes in learning outcomes and revision of organizational systems as needed. The team also suggests that resources focus on the success of all students. Lack of focus on the success of all student subgroups (e.g., English Learners, high achieving students) and all tested areas (social studies and science) was a concern of the team. Several interviewees indicated that the school prioritized "adult convenience over the primary purpose of student learning" and the preparation of



students for the next level. Overall, the Diagnostic Review Team was concerned with the lack of instructional leadership to improve teacher effectiveness and student achievement.

The Diagnostic Review Team was concerned with the lack of supervision of teachers and of accountability for standards-based on-grade-level instruction to improve student learning outcomes for student subgroups. The team encourages supervision of teaching to be planned, implemented, and monitored and to include meaningful feedback from walkthroughs and observations. Data on instructional effectiveness should be gathered and analyzed so that needed adjustments can be made for continuous improvement of instruction, and for instructional individualization. Attention to standards-based learning targets, alignment of student work expectations, and formative assessment items are important evidence and artifacts upon which to give feedback to teachers.

Although professional learning communities were implemented in October for the purpose of developing instructional plans and common formative assessments, the practice was in the initial stages. The Diagnostic Review Team was concerned that teachers did not have a deep understanding of the instructional plan expectations, pedagogy, assessment, and data analysis needed to adjust instruction. The school is encouraged to develop and implement professional learning to support developing curricular and instructional expertise, along with assessment development and data analysis to inform instructional decisions. Also encouraged is continued professional learning for teaching English Learners and gifted students, and for instructional differentiation for all students.

Furthermore, the school is encouraged to examine human, material, and temporal resources for standards-based reading, writing, mathematics, science, and social studies. At the time of the Diagnostic Review, three classrooms did not have permanent teachers, yet there were certified non-classroom teachers assigned to other tasks. According to staff, fourth-grade students in one of these classrooms were divided among other fourth-grade classes, a third-grade class, and a fifth-grade class, further exacerbating the lack of on-grade-level standards-based instruction and assessment experiences for some students. The team was concerned that many stakeholders indicated that science was not taught, yet there was a STEAM lab that could be leveraged to teach standards-based science, technology, and math. Stakeholders also noted the need for textbooks and other resources for teaching reading, mathematics, science, and social studies. Furthermore, the Diagnostic Review Team encourages the school to consider use of standards-aligned digital tools to support core content instruction and individualization for intervention and for on-grade-level and above students. Systematic and intentional instructional leadership from the principal and assistant principal is needed to improve teacher effectiveness and improve student learning outcomes.

## Next Steps

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

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

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



# Team Roster

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

Team Member Name	Brief Biography
<p><b>Rosemarye Taylor</b></p>	<p>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 k-12 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 district-level 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 in student learning outcomes. As a well-published author on leading, teaching, and learning, she has 10 books and numerous articles and chapters in print.</p>
<p><b>Jim Hamm</b></p>	<p>Jim Hamm has more than 35 years’ experience as a teacher and administrator. He is currently serving the Kentucky Department of Education as Co-Lead for Diagnostic Reviews and providing support for TSI schools. He has served as both an elementary and high school principal. He has also held central office positions. The last nine years of his career were spent with the Kentucky Department of Education. He served as a Professional Growth and Effectiveness Lead, Education Recovery Leader, State Assistance Monitor, and State Manager during this time. His last assignment was as State Manager of the Breathitt County School District.</p>
<p><b>Alden Mead</b></p>	<p>Alden Meade has 28 years in public and private education in Bourbon County, Lexington Christian Academy, and Woodford County as history teacher, assistant principal, and principal. Additionally, he coached boys’ and girls’ basketball and was Athletic Director. Currently, Mr. Meade serves as the Freshman Academy Principal at Frederick Douglas High School in Fayette County. Professional service includes being a member and lead on accreditation teams and being on the AdvancEd State Board. He is also a veteran of the U.S. Army and West Virginia Army National Guard.</p>

<p><b>Denva Smith</b></p>	<p>Denva Smith has over 20 years of experience as a teacher, literacy coach, and district administrator. She is currently serving as an Education 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. Experiences include professional development, curriculum, instruction and assessment implementation and monitoring, in addition to supervising a variety of district initiatives and evaluation.</p>
<p><b>Kim Whitt</b></p>	<p>Mrs. Whitt is a district-level administrator at Bath County Schools. She has teaching and administrative experience in preschool-twelfth grade settings. Administrative experiences include those as Director of Special Education, school-based decision-making district facilitator, district Response to Intervention coordinator, director of school age childcare, and director of state-funded preschool. She taught preschool special education through high school special education. She has a record in facilitating achievement gap closure at all levels, improving program performance and compliance, and assisting schools in continuous improvement for improved student outcomes. Mrs. Whitt's service includes being a member of several boards focused on improving outcomes for people with developmental disabilities.</p>

# Addenda

## Student Performance Data

Table title is missing

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	25.3	52.3	15.7	52.7
	4	55.4	53.7	16.9	53.0
	5	49.0	57.8	39.8	57.9
Math	3	27.6	47.3	15.7	47.4
	4	24.1	47.2	11.7	46.7
	5	46.9	52.0	25.3	51.7
Science	4	34.9	30.8	1.3	31.7
Social Studies	5	36.5	53.0	30.1	53.0
Writing	5	17.7	40.5	13.3	46.6

Plus

- During 2017-2018, the percentages of students in fourth-grade reading and science who scored Proficient/Distinguished were above state average.

Delta

- According to 2018-2019 Kentucky Performance Rating for Educational Progress (K-PREP) data, all tested areas and grade levels were below state average.
- As compared to 2017-2018 K-PREP data, the percent in all tested areas and grade levels declined in the 2018-2019 school year.

### Growth Index

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	17.5	19.7	46.6	57.8
Math	14.2	14.5	39.9	57.6
English Learner	14.3	18.8	53.9	70.5
Growth Indicator	15.9	17.1	43.3	57.7

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

Plus

- Growth in math was within 0.3 points of the state average in the 2017-2018 testing cycle.

Delta

- All 2017-2018 and 2018-2019 growth indexes in all tested areas were below state average.

### 2019-2020 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	19.0	14.3	3.3	30.0	6.7
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	17.8	12.5	2.0	20.4	9.3
Disabilities (IEP)	10.0	10.0			
Disabilities Regular Assessment	10.0	10.0			
Disabilities with Acc.					
Economically Disadvantaged	23.8	15.5	0.0	28.6	11.4
English Learners	9.5	9.5	0.0		
English Learners Monitored	13.0	10.9	0.0	9.1	9.1
Female	29.9	20.6	2.8	35.0	17.5
Foster					
Gifted and Talented					
Hispanic	14.6	9.8	0.0	9.1	9.1
Homeless	6.7	0.0			
Male	20.3	15.4	0.0	25.6	9.3
Migrant					
Military					
No Disabilities	26.2	18.6		32.0	
Non-Economically Disadvantaged	29.7	29.7	7.1	38.5	23.1
Non-English Learners	28.2	19.7	1.7	33.3	14.7
Non-Migrant	24.8	17.8	1.3	30.1	13.3
Not Consolidated Student Group	38.5	28.2	0.0	48.3	20.7
Not English Learners Monitored	27.7	19.6	1.7	33.3	13.9
Not Gifted and Talented	24.8	17.8	1.3	30.1	13.3
Not Homeless	26.0	19.1	1.4	31.2	14.3
Pacific Islander					

Group	Reading	Math	Science	Social Studies	Writing
<b>Total Students Tested</b>	24.8	17.8	1.3	30.1	13.3
<b>Two or More</b>	33.3	8.3			
<b>White</b>	32.5	21.7	0.0	34.5	13.8

Plus

- The percentage of African American students who scored Proficient/Distinguished was greater than their White peers in science.
- Economically Disadvantaged students outperformed African American, English Learner, and Hispanic students in writing.
- Social studies appeared to be a strong point among most student demographics.

Delta

- Science percentages were low among all student groups.
- Economically Disadvantaged students performed lower in all tested areas compared to their Non-Economically Disadvantaged peers.
- Ten percent of students with an IEP scored Proficient/Distinguished in both reading and math.



# Schedule

## Monday, January 13, 2010

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 Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:15 p.m. - 8:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

## Tuesday, January 14, 2020

Time	Event	Where	Who
7:45 a.m.	Team arrives at school	School Office	Diagnostic Review Team Members
7:50 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Wednesday, January 15, 2020

Time	Event	Where	Who
7:45 a.m.	Team arrives at school	School	Diagnostic Review Team Members
7:50 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, January 16, 2020

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



**School Diagnostic Review Summary Report**  
**Trunnell Elementary**

Jefferson County Public Schools

January 13-16, 2020

The members of the Trunnell 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 Trunnell 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 Trunnell Elementary.

\_\_\_\_\_ Date: \_\_\_\_\_  
Principal, Trunnell Elementary

\_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent, Jefferson County Public Schools