

Cognia Diagnostic Review Report

Results for: Young 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.

Stakeholder Groups	Number
District-Level Administrators	2
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	4
Certified Staff	20
Noncertified Staff	22
Students	27
Parents	4
Total	81

Cognia Standards Diagnostic Results

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

Leadership Capacity Domain

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

Leadership Capacity Essential Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Initiating
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Insufficient
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Initiating
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Initiating
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	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.	Initiating
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Initiating
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	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.	Improving
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Insufficient
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Initiating
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Insufficient



Resource Capacity Domain

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

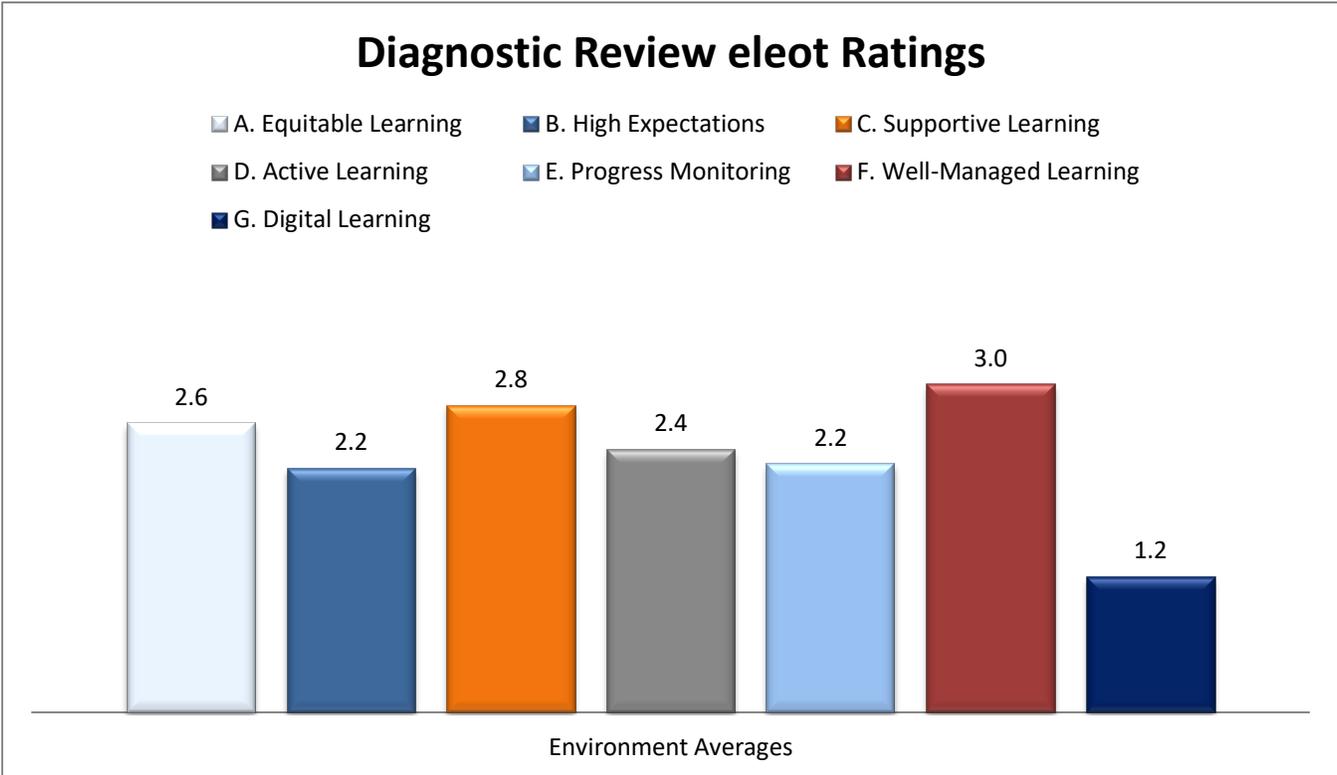
Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Initiating
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Insufficient
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Insufficient
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Insufficient



Effective Learning Environments Observation Tool[®] (eleot[®]) Results

The eProve™ Effective Learning Environments Observation Tool (eleot) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 17 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	2.1	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	29%	35%	29%	6%
A2	3.2	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	12%	59%	29%
A3	3.2	Learners are treated in a fair, clear, and consistent manner.	6%	12%	35%	47%
A4	1.9	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	47%	29%	12%	12%
Overall rating on a 4 point scale:			2.6			

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.	18%	41%	29%	12%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	0%	71%	18%	12%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	53%	35%	6%	6%
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).	0%	71%	24%	6%
B5	2.2	Learners take responsibility for and are self-directed in their learning.	12%	59%	24%	6%
Overall rating on a 4 point scale:			2.2			



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.	6%	24%	65%	6%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	6%	41%	47%	6%
C3	2.9	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	35%	41%	24%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	6%	24%	41%	29%
Overall rating on a 4 point scale:			2.8			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.6	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	0%	47%	47%	6%
D2	2.1	Learners make connections from content to real-life experiences.	24%	53%	18%	6%
D3	2.6	Learners are actively engaged in the learning activities.	6%	47%	29%	18%
D4	2.2	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	24%	41%	24%	12%
Overall rating on a 4 point scale:			2.4			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	2.0	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	24%	59%	12%	6%
E2	2.6	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	6%	35%	47%	12%
E3	2.6	Learners demonstrate and/or verbalize understanding of the lesson/content.	0%	47%	41%	12%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	59%	24%	12%	6%
Overall rating on a 4 point scale:			2.2			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.2	Learners speak and interact respectfully with teacher(s) and each other.	0%	24%	29%	47%
F2	2.9	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	29%	47%	24%
F3	2.9	Learners transition smoothly and efficiently from one activity to another.	12%	12%	53%	24%
F4	2.8	Learners use class time purposefully with minimal wasted time or disruptions.	0%	47%	29%	24%
Overall rating on a 4 point scale:			3.0			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	76%	6%	12%	6%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	94%	0%	6%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	94%	6%	0%	0%
Overall rating on a 4 point scale:		1.2				

eleot Narrative

The Diagnostic Review Team conducted 17 classroom observations that provided team members sufficient opportunity to observe instructional practices and learning environments across the school. On a four-point scale, the Well-Managed Learning Environment earned an overall average rating of 3.0, making it the highest rated of the seven learning environments. The Digital Learning Environment had the lowest overall average rating of 1.2.

Classroom observation data revealed strengths within the seven learning environments. The highest-rated items were found in the Equitable Learning Environment and the Well-Managed Learning Environment. In 88 percent of the classrooms, it was evident/very evident that “Learners have equal access to classroom discussions, activities, resources, technology, and support” (A2). In 82 percent of the classrooms, it was evident/very evident that “Learners are treated in a fair, clear, and consistent manner” (A3). In the Well-Managed Learning Environment, students who “speak and interact respectfully with teacher(s) and each other” (F1) were evident/very evident in 76 percent of the classrooms observed.

During classroom observations, the Diagnostic Review Team became aware of absent or inconsistent instructional practices across multiple learning environments. In the High Expectations Learning Environment, students who “demonstrate and/or are able to describe high quality work” (B3) were evident/very evident in 12 percent of the classrooms observed. In the Progress Monitoring and Feedback Learning Environment, it was evident/very evident in 18 percent of the classrooms that “Learners understand and/or are able to explain how their work is assessed” (E4).

In multiple classrooms, the Diagnostic Review Team observed low expectations with instruction frequently failing to engage students in a rigorous and challenging curriculum. For example, it was evident/very evident in 30 percent of the classrooms that “Learners engage in activities and learning that are challenging but attainable” (B2), “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4), and “Learners take responsibility for and are self-directed in their learning” (B5). Although many classrooms had one, two, or three additional assistants working with students, most students received identical methods of instruction as opposed to differentiated or personalized instruction for each student. This observation was confirmed as it was evident/very evident in 35



percent of the classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1).

The team seldom observed student collaboration or instruction that connected lessons to real-life circumstances. Few students collaborated with their peers to solve problems or complete assignments. To illustrate, it was evident/very evident in 36 percent of classrooms that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments” (D4). Also, it was evident/very evident that “Learners make connections from content to real-life experiences” (D2) in 24 percent of the classrooms.

The Diagnostic Review Team observed few students using digital tools. All items in the Digital Learning Environment were rated low. For example, students who “use digital tools/technology to communicate and/or work collaboratively for learning” (G3) were evident/very evident in zero percent of classrooms. Also, it was evident/very evident that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2) in six percent of the classrooms. Finally, it was evident/very evident that “Learners use digital tools/technology to gather, evaluate, and/or use information for learning” (G1) in 18 percent of classrooms.

Classroom observation data are a valuable tool for school staff and leaders to identify additional areas of focus for improved instructional capacity and student learning. These data, coupled with the improvement priorities outlined in this report, can guide the staff and leadership in their work to improve student achievement.



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

Create, implement, monitor, and evaluate a system that involves all stakeholders in a continuous improvement process using multiple measures to identify, address, and monitor student learning needs and effective instructional practices within a rigorous curriculum. (Standard 1.3)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, demonstrated that a system involving all stakeholders to address student learning and effective instructional practices in a rigorous curriculum was not embedded into the school's continuous improvement process. With the exception of third- and fourth-grade math, the percentage of students who scored Proficient/Distinguished on the 2018-2019 Kentucky Performance Rating for Educational Progress (K-PREP) in reading, math, science, social studies, and writing declined from the previous year (2017-2018).

From 2017-2018 to 2018-2019, the percentage of students scoring Proficient/Distinguished in third-grade reading fell 11.5 percentage points, from 18.6 percent to 7.1 percent. During that same period, fourth-grade reading fell 2.4 percentage points from 21.7 percent to 19.3 percent, and fifth-grade reading fell 2.7 percentage points from 28.0 percent to 25.3 percent. From 2017-2018 to 2018-2019, the percentage of students who scored Proficient/Distinguished in fifth-grade math fell 8.1 percentage points, from 25.3 percent to 17.2 percent, fourth-grade science fell one percentage point from 9.8 percent to 8.8 percent, fifth-grade social studies fell 12.9 percentage points from 26.7 percent to 13.8 percent, and fifth-grade writing on-demand fell 10.8 percentage points from 28.0 percent to 17.2 percent.

Although reading achievement scores declined from 2017-2018 to 2018-2019, the 2018-2019 reading score was above the state level in growth by 8.2 percent (66 percent school compared to 57.8 percent state). In addition, the English learner score in 2018-2019 was above the state level by 7.1 percentage points (77.6 percent school compared to 70.5 percent state). The overall Growth Indicator score in 2018-2019 was above the state level by 0.5 percentage points (58.2 percent school compared to 57.7 percent state).

Classroom Observation Data:

Classroom observation data suggested a lack of rigor, high expectations, and instruction personalized to meet each student's needs. The High Expectations Learning Environment received an overall rating of 2.2. During classroom observations, instances of students who "strive to meet or are able to articulate the high expectations established by themselves and/or the teacher" (B1) were evident/very evident in 41 percent of the classrooms. Classroom observations revealed that students who "engage in activities and learning that are challenging but attainable" (B2) were evident/very evident in 30 percent of the classrooms. It was also evident/very evident in 30 percent of the classrooms that "Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4) and that "Learners take responsibility for and are self-directed in their learning" (B5). Students who "demonstrate and/or are able to describe high quality work" (B3) were evident/very evident in 12 percent of classrooms.



The Diagnostic Review Team noted little evidence to indicate students understood how their work was assessed or that they monitored their own progress. Classroom observations revealed that learners who “understand and/or are able to explain how their work is assessed” (E4) and learners who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in 18 percent of the classrooms.

Stakeholder Interview Data:

Stakeholder interview data revealed that a development of systems and processes for continuous improvement were not formally established or effectively communicated. School leader interview data indicated that systems and formal processes were in their infancy stages. Staff member interview data corroborated this sentiment and showed that no process was in place to evaluate their systems, programs, or documentation. Although Young Elementary had a Comprehensive School Improvement Plan (CSIP), interview data showed that some staff members had not seen it. Stakeholder interview data revealed that some initiatives and goals stated in the CSIP were not the same as those initiatives and goals being addressed. Staff interview data indicated that various meetings called by the school’s leadership often revealed a lack of congruency between the communicated intent of the meetings and the actual content of the meetings. In addition, a disconnect existed as to how the topics of the meetings applied and could be used to improve student achievement. Stakeholder interview data indicated that communication from the leadership was often ineffective and led to a miscommunication among staff and thus fostered a negative culture.

Staff member interview data revealed that initiative after initiative was added to improve student learning, but no clear focus on desired outcomes from each initiative was defined, monitored, or evaluated. Interview data also indicated that no clear curriculum was articulated to the staff. Parent interview data showed a lack of communication from school leadership. Interview data also revealed that parents had knowledge about Measures of Academic Progress (MAP) scores but lacked knowledge of the CSIP and other instructional initiatives.

Stakeholder Perception/Experience Data:

Stakeholder survey data suggested inconsistencies in perceptions among stakeholders. Parent survey data indicated that 83 percent of parents agreed/strongly agreed that “Our school ensures that all staff members monitor and report the achievement of school goals” (G1), but 71 percent of staff members agreed/strongly agreed “Our school has a systematic process for collecting, analyzing, and using data” (G3). Eighty-one percent of staff members also agreed/strongly agreed that “Our school has a continuous improvement process based on data, goals, actions, and measures of growth” (C5), and 80 percent agreed/strongly agreed with “Our school leaders monitor data related to school continuous improvement goals” (G7). Interview data and a review of documents revealed that MAP data are collected and analyzed, but additional types of data are not as consistently collected and analyzed.

Parent survey data revealed that 75 percent agreed/strongly agreed that “Our school communicates effectively about the school’s goals and activities” (D5); however, 52 percent of staff survey data agreed/strongly agreed that “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction” (D9). Survey data indicated that 49 percent of staff members agreed/strongly agreed that “Our school’s leaders hold themselves accountable for student learning” (D5). Student survey data revealed that 77 percent agreed/strongly agreed with “My principal and teachers tell children when they do a good job” (G2). Parent survey data showed that 82 percent agreed/strongly agreed that “Our school has established goals and a plan for improving student learning” (C3). These data suggested that perceptions are diverse based on stakeholders’ experiences.

Documents and Artifacts:

A review of documents and artifacts revealed an absence of documentation of a formal process used for monitoring progress toward the achievement of goals. MAP and K-PREP data were stored in the data hub and used to monitor student growth and achievement respectively, but documentation of additional, multiple sources

of formative and summative data were missing. Interview data revealed that many teachers monitored classroom data and stored data in the data hub, but this was not a universal process and not consistently reviewed by school leaders. No systematic process existed for the use of common formative assessments to drive instruction. School leader and staff interview data indicated a move toward creating common formative assessments, but this process was in its early stages.

The two-way communication with external and internal stakeholders was minimal but documented, and did not include a process to gather or request feedback to be used for collective decision-making. Interview data indicated a lack of effective communication from school leadership. School leadership and staff member interview data indicated that teachers were involved in the creation of the mission and vision, but no evidence existed that indicated external stakeholders were involved. Based on interview data, teachers had minimal participation on the school's leadership team.



Improvement Priority #2

Establish, communicate, implement, and monitor a formal process for analyzing student performance data to adjust instruction and to ensure quality instructional practices are used to meet individual learner needs. This process should include 1) a schoolwide monitoring schedule, 2) data analysis tools, and 3) a communication plan that focuses on informing all stakeholders about individual learners' needs and progress. (Standard 2.7)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, revealed that the instruction for different groups of students was not personalized according to each student's needs. White students scored noticeably higher than all other student groups. In reading, the percentage of White students who scored Proficient/Distinguished was 2.7 times higher than that of African American students (33.3 percent compared to 12.3 percent). In math, the percentage of White students who scored Proficient/Distinguished was 3.7 times higher than that of African American students (40.0 percent compared to 10.9 percent). The percentage of students with Individualized Education Plans (IEP) who scored Proficient/Distinguished was below the Consolidated Student Group in reading (10.7 percent compared to 17.2 percent) and in math (10.7 percent compared to 19.1 percent). The percentage of Hispanic students who scored Proficient/Distinguished was above the Consolidated Student Group in reading, math, and science.

Classroom Observation Data:

Classroom observation data, as previously mentioned, supported the need for a formal process to analyze student data in order to ensure quality instructional practices are used to meet individual student needs. The Diagnostic Review Team noted that it was evident/very evident in 35 percent of the classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs" (A1). It was evident/very evident in 30 percent of the classrooms that "Learners engage in activities and learning that are challenging but attainable" (B2).

The Progress Monitoring and Feedback Learning Environment received an overall rating of 2.2. During classroom observations, it was evident/very evident in 18 percent of classrooms that "Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored" (E1) and "Learners understand and/or are able to explain how their work is assessed" (E4). In 53 percent of classrooms, it was evident/very evident that "Learners demonstrate and/or verbalize understanding of the lesson/content" (E3) and in 59 percent of classrooms, it was evident/very evident that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2).

The Supportive Learning Environment was one of the higher rated environments at 2.8. During classroom observations, it was evident/very evident in 65 percent of classrooms that "Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks" (C3).

Stakeholder Interview Data:

Stakeholder interview data revealed that some student performance data were analyzed but were minimally used to adjust instruction and improve instructional practices to ensure that students' individual needs were met. A professional learning community (PLC) process was in place, but interview data indicated that although some data were discussed during PLCs, teachers frequently did not have the assistance needed to transfer this learning to personalize student learning and improve instructional practices. The interview data indicated that teachers wanted training in classroom implementation once the data had been collected and analyzed, and needed modeling to learn how to use this data to drive instruction, improve student learning, and translate the findings into instructional practices. MAP data were collected and analyzed; however, staff interview data showed that the analysis and use of these data were interpreted incorrectly last year. Their analysis and use of these data for this school year was corrected.



Instructional staff also participated in vertical planning time once per week. Staff interview data revealed that teachers seldom reviewed student work or planned during this time. Although school leaders and teachers discussed the design of common formative assessments, school leadership indicated that school-created assessments matching the standards and state assessment were needed. School leaders stated that formal processes were in their infancy stages.

Stakeholder Perception/Experience Data:

Stakeholder survey data revealed inconsistencies in stakeholder perceptions. Parent surveys indicated that 88 percent agreed/strongly agreed that “All of my child’s teachers use a variety of teaching strategies and learning activities” (E3); however, 70 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). Also, 83 percent of parents agreed/strongly agreed that “All of my child’s teachers meet his/her learning needs by individualizing instruction” (E4).

Instructional staff members were consistent in their perception of the use of data and assessments. Staff survey data showed 75 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). Fifty-eight percent of staff members agreed/strongly agreed that “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7) and 61 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 (e.g., action research, examination of student work, reflection, study teams, and peer coaching)” (E10).

Student perceptions were positive. Eighty-two percent of students agreed that “In my school I am learning new things that will help me” (C2). Also, 89 percent agreed that “My teachers help me learn things I will need in the future” (E1) and “My teachers tell me how I should behave and do my work” (E4).

Documents and Artifacts:

Instructional staff and leadership met during PLCs, vertical planning time, and job-embedded professional development (PD) every week; however, no process for communicating a focus on informing stakeholders about individual learners’ needs and progress was documented. A Multiple Tier Support System (MTSS) for each grade level was documented, and examples of student progress in math and reading domains were posted, but actual results and use of the data were not. No Response to Intervention (RTI) process was evident, although some grade levels used flexible grouping based on classroom assessments. Students used Exact Path, an adaptive diagnostic assessment with individualized learning pathways, to promote growth for K-12 students in math, reading, and language arts. It was documented that students received awards for MAP and Exact Path growth. Assessment calendars were posted.

Based on MAP data, Number Talks for high performing third-, fourth-, and fifth-grade students were introduced, but scheduling conflicts reduced this practice to fourth-grade students only. All teachers were expected to use Jan Richardson’s Guided Reading protocols in their classroom instructions. Running record sheets were documented for all students. Student behavior data were collected, analyzed, and documented. A Behavior Support Plan was documented, and Student Response Team (SRT) data were collected. The MTSS plan included behavior, as well as academic, tiered instruction and achievement protocols. Student attendance was monitored by the school attendance team members. A documented school attendance improvement plan (AIP) and school attendance data were used to assist in improving student attendance. Students were also introduced to the Promoting Alternative THinking Strategies (PATHS) curriculum for social/emotional growth. Students, teachers, and leadership all echoed the belief that this curriculum was helping with improved student behaviors. These data substantiated the need for the school to create a process that includes a monitoring schedule, data analysis tools to be used by all staff, and a communication plan that focuses on informing stakeholders about individual learners’ needs.



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 school's leadership, along with input from internal stakeholders, created a vision and mission to drive the work of the school. This was corroborated by both school leader and staff interview data. The principal elaborated on this process during the overview presentation about the school. The vision and mission statements were visible in the school. The school leadership had a vision of school improvement although that vision had not been realized. Staff member survey data communicated that the school's purpose statement was reviewed and revised with involvement from stakeholders.

Students at Young Elementary were well behaved and respectful of peers and adults. Team members observed these behaviors in the hallways, cafeteria, and classrooms. The Well-Managed Learning Environment was the highest rated learning environment at 3.0. Students followed classroom rules and behavioral expectations, worked well with others, and interacted respectfully with their teachers and each other. During the principal's overview, it was noted that discipline referrals decreased from 2,299 in the 2017-2018 school year to 428 at this point in the 2019-2020 school year. Also, out-of-school suspensions decreased from 177 in 2017-2018 to 30 at this point in the 2019-2020 school year, and fights decreased from 476 in 2017-2018 to 90 at this point during the 2019-2020 school year. Interview data supported the strong relationship between staff and students. The behavior team and the MTSS protocols complemented a staff who were proactive in supporting positive student behavior. The introduction of the PATHS curriculum was credited with improvement in student behaviors. School leaders, teachers, and student interview data supported this conclusion.

Young Elementary had multiple opportunities for staff to receive professional development. Members of the leadership team were involved in multiple district training sessions for Jan Richardson's Guided Reading. Recently, two teachers were also invited to attend district training in order to increase the train-the-trainer model so that information could be brought back to the school to assist with training all instructional staff in the guided reading protocols. Teachers and school leaders were participants in PLCs weekly, as well as vertical planning and job-embedded professional development. Staff interview data revealed that protocols, although some had been established, were not always followed and caused confusion in expected activities during these times. Staff members also stated that communication concerning these planning and professional development times often created confusion and misinformation.

A data hub was established to house different types of data. The data from MAP was the primary data included, but teachers had the opportunity to include their own classroom data. Information concerning student achievement and growth data was posted on a wall in the room used for vertical planning, some PLCs, and job-embedded professional development. Interview data revealed that some teachers input data into the data hub



and used this data to group students within grade levels. School leadership discussed the data hub and the MAP data included in it.

All teachers were expected to include Jan Richardson's Guided Reading protocols in their classrooms. School leaders revealed that the training in this protocol was ongoing and most teachers had adopted the protocols as part of their classes. Interview data confirmed inclusion of guided reading in the classrooms. Team members witnessed the use of the protocols during classroom observations.

School leadership and staff implemented and coordinated programs, services, and resources to address the learners' needs in social, emotional, developmental, and academic areas. Training in PATHS and Trauma Informed Care assisted staff in working with students socially and emotionally. School leaders and staff interviews supported the conclusion that these programs were helping students adjust to the trauma in their lives. Academically, the school employed multiple classroom instructional assistants and coaches to help students with mastery of the standards.

Continuous Improvement Process:

Addressing data, instruction, and assessment practices are areas of needed improvement for Young Elementary. Classroom observation data revealed an absence of rigorous instruction in many classrooms. Assessment practices indicated that teachers sometimes use data in purposeful ways to inform instruction. Observations revealed few instances when instruction was personalized to meet individual students' needs. Teachers participated in PLCs, but staff interview data revealed that examining student work was rarely included in the PLC agenda. The use of formative assessments to assist teachers in personalizing instruction and informing instruction was discussed, and some assessments were created, but no process was defined or documented about how teachers should use these assessments to increase student achievement. As school leaders and teachers stated, students were growing academically; however, student achievement was falling far behind the state average and/or expected Proficient/Distinguished percentages. Instructional staff members had multiple opportunities to collaborate during vertical planning and PLCs, but the current collaboration often was not related to student work and finding ways to differentiate instruction in order to meet each student's needs. Protocols need to be established for effective PLCs and vertical planning, and these protocols need to be monitored for effectiveness and fidelity.

Many initiatives (e.g., PATHS, Trauma Informed Care, MTSS, guided reading, mastery rubrics, common formative assessments) were introduced at Young Elementary. According to staff interview data, many of these initiatives were started without the needed buy-in from the staff and/or needed definition of what the initiative was designed to accomplish. Interview data indicated that teachers often felt confused and misinformed because communication concerning these initiatives was not effective. Not only had this led to difficult implementation of the desired initiative, but it also created a negative climate. Interview data revealed a climate not always conducive to positive relationships among some staff members or to successful implementation of the various initiatives. The team did not find any developed processes for monitoring or evaluating the programs or practices used in the classrooms. The development of a process for monitoring and evaluating the programs and processes used will assist the leadership and staff in determining whether initiatives are implemented effectively and achieving the desired results or not. It can also assist the leadership and staff in focusing on the few initiatives that are actually improving student learning and achievement. Data can be used to decrease the number of initiatives so that school improvement and student learning can be the focus.

Stakeholder interview data indicated that communication from leadership was not always effective. Parent interview data revealed that communication was not forthcoming from leadership. Interview data revealed that the mode of internal and external communication was often not the most effective way to transfer information. Interview data also revealed a perception that everyone did not always get the same message, thus creating confusion and misinformation. By working with teachers to determine the best modes of communication and to develop positive relationships with all stakeholders, a better working environment will be created.



Student use of technology at Young Elementary was sporadic. Some teachers used interactive white boards in their classrooms. Students were observed using computers in some of the learning centers in the classrooms. Interview data indicated one grade level had forgone the use of computers so that another grade level could be 1:1. The Digital Learning Environment was the lowest-rated environment at 1.2. Students were rarely observed gathering or evaluating information, conducting research or solving problems, or working collaboratively for learning with their use of technology. Providing professional development on the integration of technology into the classroom would assist in creating a culture of higher-order thinking and high expectations.

Another concern of the Diagnostic Review Team was the constant pulling of teachers from the classrooms to attend various job-embedded professional development, vertical planning, and quarterly half-day professional development sessions. This, coupled with the need for instructional assistants and other ancillary instructional personnel needed to “cover” each pulled teacher’s classroom, left students without a licensed, qualified teacher in the classroom on a regular basis. School leaders need to prioritize the protection of instructional time so that students have licensed, qualified teachers in their classrooms as much as possible. School leaders should be able to eliminate those activities that are not fostering improved student achievement and eliminate some of the time teachers are out of the classroom for professional development.

Teacher turnover has been a problem over the past two years. School leadership and staff member interview data revealed that new teachers were continually needing to be hired. It was noted that some teachers left in the middle of the school year or very late in the summer, thus making it difficult to have all positions completely filled. Constantly training new teachers can be a drain on financial resources and available time. In order to curb this exodus, the Diagnostic Review Team suggests that school leadership create a formal process for recruiting and retaining qualified staff. This process needs to be implemented, monitored, and evaluated. As part of this process, school leaders need to ascertain why teachers are leaving. An exit interview with appropriate questions could provide this information. The school leaders can only correct the problem if the reasons are known.

Interview data suggested a willingness to improve the learning opportunities and experiences provided to students at Young Elementary . The Diagnostic Review Team encourages school leaders and staff members to use the results of this report and the Improvement Priorities to strengthen their foundation of growth and improvement for all students and staff. This focus will assist in ensuring that all students receive a challenging, personalized, and equitable education through a high-expectation learning environment, differentiated learning experiences, and improved instruction.

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
Dr. Joan L. Keller	Dr. Joan Keller works with Cognia as a lead evaluator for school and diagnostic reviews and as a team member for diagnostic, school, and systems reviews in Indiana, Ohio, and Kentucky. She has also worked with the Indiana Department of Education, Indiana Educators Employee Relations Board as a financial consultant, Indiana University, Vincennes University as a student teacher supervisor, and school corporations as a consultant in various capacities. During Dr. Keller's 43 years as an educator, she served as a junior-senior high school teacher of language arts, high school principal, elementary principal, superintendent of schools, and full-time university lecturer. Because of her diverse background in education, she has experience at all levels of education from educating students, teachers, and future principals to being responsible for single schools and entire corporations.
Crystal Higgins	Crystal Higgins has 26 years experience in education in Kentucky. She is currently an Education Recovery Specialist for the Kentucky Department of Education, a role in which she has worked for eight years. During that time, she has worked with K-12 teachers, administrators, and students. Her primary role has been to work with school personnel to establish sustainable systems to foster and maintain continuous improvement in student performance. In tandem with school administrators, Crystal has worked to embed sustainable systems to run the educational and cultural aspects of the school. She has worked with teachers to foster a high level of classroom instruction, as well as to establish classroom systems to sustain improvement over time. Crystal has also earned the certification of School Improvement Specialist and has completed the National Institute of School Leadership course.
Angela Fraley	Angela Fraley is an educator who has had a natural ability to build relationships and help teams work together for all kids. Ms. Fraley represents the Kentucky Department of Education as an Education Recovery Specialist. Fraley's professional career in education includes 18 years in the fields of Exceptional Child Education and Counseling, to include Special Education Teacher of the Year for Franklin County due to her work with novice reduction in the area of exceptional education and National Board Certification and renewal. Ms. Fraley has presented at the district and state level on topics such as behavior intervention, safe crisis management, and piloting student lead programs at the school level. Ms. Fraley is involved in her local school and community through Leadership Scott County and Transform Scott County to include ground level development of mentorship programs for middle school and Jr. Leadership Scott County.
Brandi Hon	Brandi Hon has a diverse background in education and human services. She currently serves as the Director of Pupil Personnel and Director of Student Achievement and Innovation in the Lincoln County School District in Stanford, Kentucky. In her role as Director of Pupil Personnel, she coordinates student services such as mental health, truancy, and juvenile justice. She is the district coordinator for the 21st Century programs, Family Resource Centers, Social/Emotional/Behavior Support Team, FAIR team, and Coordinated School Health Teams at each school. As the Director of Student Achievement and Innovation, she assists the Chief Academic Officer in oversight and implementation of curriculum, assessment, and instruction throughout the seven schools in the district. Prior to her current role, Mrs. Hon served as the principal at Stanford Elementary School in Lincoln County, an Education Recovery Specialist in Perry County, and both a general and an exceptional child educator in Madison County.

Sabrina Reed	<p>Sabrina Reed is a district literacy specialist with 20 years of experience in education. She is currently the elementary Reading and Writing Instructional Specialist for Fayette County Public Schools (FCPS) in Lexington, Kentucky. She was also a National Board Certified Teacher in Literacy: Reading-Language Arts. Prior to joining FCPS, Sabrina was an intermediate classroom teacher in Ohio County, KY, and Scott County, KY, as well as a writing coach. During her tenure in Fayette County, she has served as the K-12 Literacy Instructional Specialist and the project manager for both the New Teacher Induction program and the National Board cohort of candidates and mentors. In addition to serving the teachers and students of FCPS, Sabrina has served on state committees such as the Writing Advisory Committee and the Literacy Enduring Skills Committee (TPGES).</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	18.6	52.3	7.1	52.7
	4	21.7	53.7	19.3	53.0
	5	28.0	57.8	25.3	57.9
Math	3	12.9	47.3	20.0	47.4
	4	13.0	47.2	21.1	46.7
	5	25.3	52.0	17.2	51.7
Science	4	9.8	30.8	8.8	31.7
Social Studies	5	26.7	53.0	13.8	53.0
Writing	5	28.0	40.5	17.2	46.6

Plus

- Third-grade reading performance increased from 18.6 percent Proficient/Distinguished in 2017-2018 to 19.3 percent Proficient/Distinguished as fourth-grade reading performance in 2018-2019, a gain of 0.7 percentage points.
- Fourth-grade reading performance increased from 21.7 percent Proficient/Distinguished in 2017-2018 to 25.3 percent Proficient/Distinguished as fifth-grade reading performance in 2018-2019, a gain of 3.6 percentage points.

Delta

- Reading performance decreased in all grade levels from 2017-2018 to 2018-2019. In third-grade reading, performance decreased 11.5 percentage points: 18.6 percent Proficient/Distinguished to 7.1 percent Proficient/Distinguished. In fourth-grade reading, performance decreased 2.4 percentage points: 21.7 percent Proficient/Distinguished to 19.3 percent Proficient/Distinguished. In fifth-grade reading, performance decreased 2.7 percentage points: 28.0 percent Proficient/Distinguished to 25.3 percent Proficient/Distinguished.
- From 2017-2018 to 2018-2019, fifth-grade math performance decreased 8.1 percentage points: 25.3 percent Proficient/Distinguished to 17.2 percent Proficient/Distinguished.
- From 2017-2018 to 2018-2019, fourth-grade science performance decreased 1.0 percentage point: 9.8 percent Proficient/Distinguished to 8.8 percent Proficient/Distinguished.
- From 2017-2018 to 2018-2019, fifth-grade social studies performance decreased 12.9 percentage points: 26.7 percent P/D Proficient/Distinguished to 13.8 percent Proficient/Distinguished.
- From 2017-2018 to 2018-2019, fifth-grade writing on-demand performance decreased 10.8 percentage points: 28.0 percent Proficient/Distinguished to 17.2 percent Proficient/Distinguished.



Growth index elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	18.0	19.7	66.0	57.8
Math	17.1	14.5	50.4	57.6
English Learner	24.3	18.8	77.6	70.5
Growth Indicator	17.6	17.1	58.2	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

- While the elementary school reading score was below the state level in Growth by 1.7 points (18.0 school to 19.7 state) in 2017-2018, it was above the state level by 8.2 points (66.0 school to 57.8 state) in 2018-2019.
- Math, English Learner, and Growth Indicator scores were all above the state level in 2017-2018.
- The English Learner scores in 2018-2019 was above the state level by 7.1 percentage points (77.6 school to 70.5 state).
- The Growth Indicator score in 2018-2019 was above the state level by 0.5 percentage points (58.2 school to 57.7 state).

Delta

- The Math growth was below the state level by 7.2 points (50.4 school to 57.6 state) in 2018-2019.

2018-19 percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	12.3	10.9	6.1	8.5	13.6
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	17.2	19.1	7.8		
Disabilities (IEP)	10.7	10.7	0.0		
Disabilities Regular Assessment	0.0	0.0			
Disabilities with Acc.					
Economically Disadvantaged	17.3	18.9		13.5	18.9
English Learners	9.1	18.2	12.5	0.0	8.0
English Learners Monitored	13.7	24.7	11.8	6.7	13.3
Female	16.8	17.7	0.0	14.6	22.9
Foster					



Group	Reading	Math	Science	Social Studies	Writing
Gifted and Talented					
Hispanic	25.5	35.3	18.2	26.1	21.7
Homeless		0.0			
Male	18.8	20.8	13.9	12.8	10.3
Migrant					
Military					
No Disabilities	18.8	20.4	10.6	14.1	17.9
Non-Economically Disadvantaged	20.7	20.7		15.4	7.7
Non-English Learners	21.6	19.6	7.3	19.4	21.0
Non-Migrant	17.8	19.2	8.8	13.8	17.2
Not Consolidated Student Group	30.0	20.0			
Not English Learners Monitored	19.9	16.3	7.5	17.5	19.3
Not Gifted and Talented	17.8	19.2	8.8	13.8	17.2
Not Homeless		20.3	9.6		
Pacific Islander					
Total Students Tested	17.8	19.2	8.8	13.8	17.2
Two or More					
White	33.3	40.0			

Plus

- In reading, the percentage of Economically Disadvantaged students scoring Proficient/Distinguished was 0.1 percentage points above those in the Consolidated Student Group (17.3 percent to 17.2 percent).
- The percentage of Hispanic students scoring Proficient/Distinguished was above the Consolidated Student Group in reading, math, and science.

Delta

- In Reading, the percentage of White students scoring Proficient/Distinguished was 2.7 times higher than that of African American students (33.3 percent to 12.3 percent).
- In Math, the percentage of White students scoring Proficient/Distinguished was 3.7 times higher than that of African American students (40.0 percent to 10.9 percent).
- The percentage of students with IEPs who scored Proficient/Distinguished was below the Consolidated Student Group in reading (10.7 percent to 17.2 percent).
- The percentage of students with IEPs who scored Proficient/Distinguished was below the Consolidated Student Group in math (10.7 percent to 19.1 percent).



Schedule

Monday, January 13, 2020

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. - 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 14, 2020

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:30 a.m. - 3:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
3:45 p.m. - 4:00 p.m.	Team returns to hotel		
4:30 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 15, 2020

Time	Event	Where	Who
8:15 a.m.	Team arrives at institution	School	Diagnostic Review Team Members
8:30 a.m. - 4:50 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
5:00 p.m. - 5:20 p.m.	Team returns to hotel		
5:45 p.m. - 10:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 16, 2020

Time	Event	Where	Who
8:15 a.m. - 11:00 a.m.	Final Team Work Session	School	Diagnostic Review Team Members



School Diagnostic Review Summary Report
Young Elementary

Jefferson County Public Schools

January 13-16, 2020

The members of the Young 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 Young 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 Young Elementary.

_____ Date: _____
Principal, Young Elementary

_____ Date: _____
Superintendent, Jefferson County Public Schools