Cognia Diagnostic Review Report

Results for: Cane Run Elementary School

November 18-21, 2019

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Table of Contents

Introduction **1**
Cognia Standards Diagnostic Results **2**
Leadership Capacity Domain 2
Learning Capacity Domain 3
Resource Capacity Domain 4
Effective Learning Environments Observation Tool® (eleot®) Results **5**
eleot Narrative 9
Findings **11**
Improvement Priorities 11
Improvement Priority #1 11
Improvement Priority #2 14
Improvement Priority #3 17
Insights from the Review 18
Next Steps 19
Team Roster **20**
Addenda **21**
Student Performance Data 21
Schedule 24

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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)	7
Certified Staff	24
Noncertified Staff	7
Students	42
Parents	4
Total	88

Cognia Standards Diagnostic Results

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

Leadership Capacity Domain

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

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

Resource Capacity Domain

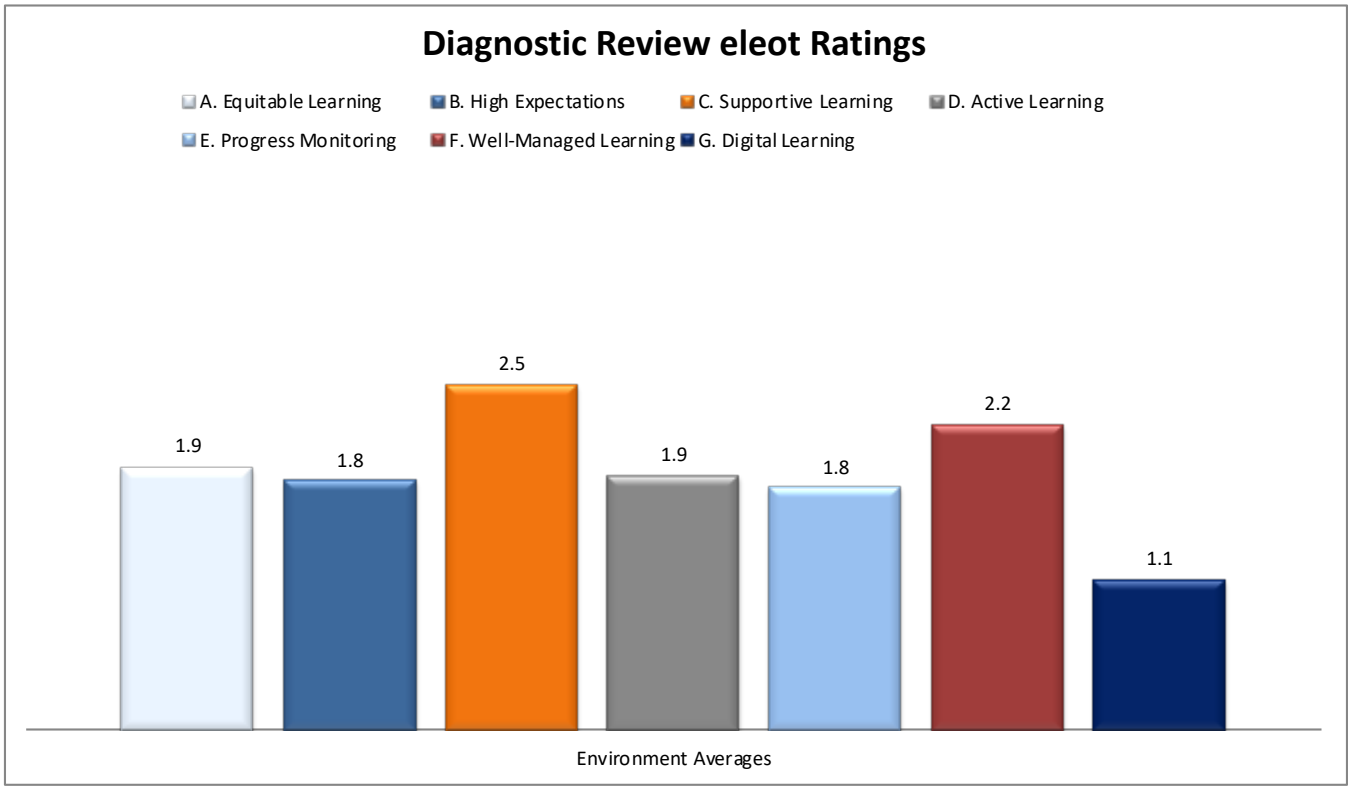
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning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

Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Initiating
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Insufficient
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	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® (eleot®) Results

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

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



A. Equitable Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
A1	1.6	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	53%	35%	12%	0%
A2	2.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	6%	47%	41%	6%
A3	2.4	Learners are treated in a fair, clear, and consistent manner.	12%	41%	41%	6%
A4	1.2	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	82%	18%	0%	0%
Overall rating on a 4 point scale:		**1.9**				

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	1.8	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	41%	35%	24%	0%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	12%	59%	29%	0%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	41%	59%	0%	0%
B4	1.7	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	47%	35%	18%	0%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	35%	59%	0%	6%
Overall rating on a 4 point scale:		**1.8**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	12%	53%	29%	6%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	6%	41%	53%	0%
C3	2.6	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	47%	41%	12%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	6%	35%	47%	12%
Overall rating on a 4 point scale:		**2.5**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.2	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	12%	53%	35%	0%
D2	1.5	Learners make connections from content to real-life experiences.	65%	24%	12%	0%
D3	2.1	Learners are actively engaged in the learning activities.	12%	65%	24%	0%
D4	1.6	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	41%	59%	0%	0%
Overall rating on a 4 point scale:		**1.9**				

E. Progress Monitoring and Feedback Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.2	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	76%	24%	0%	0%
E2	2.2	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	6%	71%	24%	0%
E3	2.2	Learners demonstrate and/or verbalize understanding of the lesson/content.	6%	65%	29%	0%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	59%	41%	0%	0%
Overall rating on a 4 point scale:		**1.8**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	2.5	Learners speak and interact respectfully with teacher(s) and each other.	6%	41%	47%	6%
F2	2.4	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	6%	53%	35%	6%
F3	1.9	Learners transition smoothly and efficiently from one activity to another.	29%	53%	12%	6%
F4	2.0	Learners use class time purposefully with minimal wasted time or disruptions.	24%	53%	24%	0%
Overall rating on a 4 point scale:		**2.2**				

G. Digital Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
G1	1.2	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	82%	18%	0%	0%
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	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
Overall rating on a 4 point scale:		**1.1**				

eleot Narrative

The Diagnostic Review Team observed 17 core academic classes at Cane Run Elementary, which provided classroom observation data related to the seven learning environments presented in the previous section. The overall ratings on a four-point scale for the learning environments ranged from a low of 1.1 for the Digital Learning Environment to the highest rating of 2.5 for the Supportive Learning Environment.

The highest average scores were observed in the Supportive and Well-Managed Learning Environments, reflecting the school's emphasis on creating a climate of support for students, which was designed to decrease disruptive behaviors and increase engagement. It was evident/very evident in 59 percent of classrooms that learners "demonstrate a congenial and supportive relationship with their teacher" (C4). Furthermore, learners who "are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks" (C3) were evident/very evident in 53 percent of classrooms. Learners who "speak and interact respectfully with teacher(s) and each other" (F1) were evident/very evident in 53 percent of classrooms.

Stakeholder interviews with leaders and teachers revealed that student behavior was improving, but was not at the optimal level. Classroom observations revealed inconsistent use of effective evidence-based classroom management strategies by teachers. It was evident/very evident that students in 18 percent of classrooms "transition smoothly and efficiently from one activity to another" (F3) and in 24 percent of classrooms "use class time purposefully with minimal wasted time or disruptions" (F4), suggesting a lack of established classroom routines, structures, and rituals.

The team observed a superficial understanding of differentiated instruction, as learners who "engage in differentiated learning opportunities and/or activities that meet their needs" (A1) were evident/very evident in 12 percent of classrooms. Students who "demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions" (A4) were evident/very evident in zero percent of classrooms. This was an area of concern for the team and provides an opportunity as an area to leverage for increased student achievement.

The team observed inconsistent high academic expectations for all students, suggesting a possible negative impact on student achievement. Students who "demonstrate and/or are able to describe high quality work" (B3), that is what high quality looks like or sounds like, were evident/very evident in zero percent of classrooms. Students who "engage in rigorous coursework, discussions, and/or tasks that require the use of higher order

thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4) were evident/very evident in 18 percent of classrooms, which was a concern of the Diagnostic Review Team.

Another environment that concerned the team was the Progress Monitoring and Feedback Learning Environment. Classroom observation data revealed that the practices of progress monitoring and providing timely and helpful feedback to students were infrequently followed. During classroom observations, it was evident/very evident in zero percent of classrooms that "Learners monitor their own progress or have mechanisms whereby their learning is monitored" (E1). Neither the process nor criteria were articulated, resulting in students who "understand and/or are able to explain how their work is assessed" (E4) being evident/very evident in zero percent of classrooms. It was evident/very evident in 24 percent of classrooms that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2). In addition, students who "demonstrate and/or verbalize understanding of the lesson/content" (E3) were evident/very evident in 29 percent of classrooms. Students were not observed self-monitoring, so they could not gauge their own progress toward the daily learning expectations and make corrections to their work.

The team observed technology in the hands of students, but classroom observation data showed few students used technology effectively. Learners who "use digital tools/technology to gather, evaluate, and/or use information for learning" (G1) was evident/very evident in zero percent of classrooms. The use of digital tools and technologies to "conduct research, solve problems, and/or create original works for learning" (G2) was evident/very evident in six percent of classrooms. The practice of using "digital tools/technology to communicate and/or work collaboratively for learning" was evident/very evident in zero percent of classrooms. The low scores for the Digital Learning Environment items demonstrated the need to improve and expand the effective use of technology. Students need to be engaged through in-depth research, problem-solving, and new learning situations while encouraging different modes of communication through collaborative learning environments. Technology could serve as a catalyst to increase student engagement and 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

Establish, implement, monitor and communicate a continuous improvement process with clearly defined protocols for all systems and instructional practices. Use this process to guide the school in achieving measurable progress toward its mission and vision. (Standard 1.3)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, showed the percentage of students at Cane Run Elementary School who scored Proficient/Distinguished on the 2017-2018 and the 2018-2019 Kentucky Performance Rating for Educational Progress (K-PREP) assessments was below the state average in all content areas. Third-grade students experienced an increase of 16.3 percentage points in the percent of students scoring Proficient/Distinguished on K-PREP Reading from the 2017-2018 to the 2018-2019 school year. Additionally, third grade students increased 11.2 percentage points in the percent of students scoring Proficient/Distinguished on K-PREP math from the 2017-2018 to the 2018-2019 school year. The team was concerned over student performance trend data for fourth- and fifth-grade students whose reading and math K-PREP scores dropped from the 2017-2018 school year to the 2018-2019 school year. Students in fourth grade dropped 6.1 percentage points in reading and 0.3 percentage points in math. Students in fifth grade increased by 0.1 percentage points in reading and by 2.9 percentage points in math. Student cohorts did not remain constant from 2017-2018 to 2018-2019, illuminating a need for explicit expectations for on-grade-level curriculum, targeted interventions, and evidence-based instruction.

The percentage of students scoring Proficient/Distinguished on the 2018-2019 K-PREP reading was low in all groups: Total Students Tested scored 20.8 percent, Females scored 24.4 percent, Males scored 17.4 percent, Economically Disadvantaged scored 20 percent, Non-Economically Disadvantaged scored 26.1 percent, Consolidated Student scored 21.3 percent, Not Consolidated Student scored 15.4 percent, Disabilities (IEP) scored zero percent, No Disability scored 24.1 percent, Homeless Scored 13.3 percent, Not Homeless scored 21.6 percent, African American scored 20.3 percent, and White scored 13.3 percent. The percentage of students scoring Proficient/Distinguished on the 2018-2019 K-PREP math was also low for all subgroups: All Students Tested scored 16.7 percent, Females scored 17.1 percent, Males scored 16.3 percent, Economically Disadvantaged scored 16.6 percent, Non-Economically Disadvantaged scored 17.4 percent, Consolidated Student scored 16.8 percent, Not Consolidated Student scored 15.4 percent, Disabilities (IEP) scored 4.3 percent, No Disability scored 18.6 percent, Homeless Scored 6.7 percent, Not Homeless scored 17.6 percent, African American scored 15.9 percent, and White scored 13.3 percent.

Classroom Observation Data:

Classroom observation data revealed that off-task behaviors had an impact on the school's instructional program. It was evident/very evident in zero percent of classrooms that "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" (A4). Students who "demonstrate a sense of community that is positive, cohesive, engaged, and purposeful" (C1) were evident/very evident in 35 percent of classrooms. Moreover, students who "engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4) were evident/very evident in 18 percent of

classrooms. It was evident/very evident in six percent of classrooms that “Learners take responsibility for and are self-directed in their learning” (B5). Environments where high expectations and collaborative systems and structures were functioning effectively were not the norm during classroom observations. Team members observed an inconsistent application of classroom management techniques and strategies to address inappropriate behaviors. School leaders initiated systems and programs such as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Supports (MTSS), Behavior and Incentive Plan, and Professional Development Plan to address the need for a more collaborative, orderly, and innovative culture. The team was not able to find evidence indicating that the implementation of systems, programs, and structures were consistently and effectively monitored.

Stakeholder Interview Data:

Stakeholder interviews with leaders and professional staff revealed that most teachers participated in professional development activities on topics and programs listed in the school improvement plan. Professional development activities took place prior to the start of the school year or after school hours. Leaders and teachers confirmed that funds were set aside to compensate teachers for attending in-service sessions after work hours. School administrators and the Instructional Leadership Team identified the professional learning opportunities, which covered topics such as PBIS, Classroom Management, MTSS, Running Records, Jan Richardson/Guided Reading, and Mathematics Center Activities/Make-and-Take Sessions. The team reviewed documentation describing the various decision-making committees and the composition of the various committees. Stakeholder interview data from leaders, coaches, teachers, and classified staff revealed that teachers were not represented on the Instructional Leadership Team.

All stakeholder groups expressed concerns over student behavior and classroom management. Most teachers and students spoke to the issue of student behavior and/or the loss of instructional time due to poor student behavior. This concern was confirmed during classroom observations, as it was evident/very evident in 24 percent of classrooms that “Learners use class time purposefully with minimal wasted time or disruptions” (F4). School classrooms and hallways provided constant reminders of behavioral protocols and exemplars of appropriate behaviors. When asked, “If you had a magic wand, what would you change to make your school better?” a majority of students interviewed responded by identifying issues related to the lack of appropriate student behavior. The team was concerned that stakeholder interview data revealed student behavior improved from previous years, but, as evidenced through classroom observation, inappropriate student behaviors continue to negatively affect the instructional program.

Clearly delineated and effective lines of communication was another area of concern for team members. Student interviews revealed that teachers regularly communicated with them through ClassDojo. Interviews with classified staff indicated that the school communicated with parents in a variety of ways (e.g., newsletters, phone calls, Parent Teacher Association (PTA) meetings, School-Based Decision Making (SBDM) Council, school programs, teacher conferences). Stakeholder interviews with leaders and professional staff revealed that the lines of communication were not totally effective and often information was not shared consistently with all stakeholders. Examples were cited of late notices to meetings or “haphazard” systems of communication. The team found no systematic approach utilized to maintain a sustainable focus on continuous improvement of student learning and teacher effectiveness.

Stakeholder Perception/Experience Data:

The survey data provided insight into stakeholder perceptions of the continuous improvement process. Eighty-five percent of staff members agreed/strongly agreed that “Our school has systematic processes for collecting, analyzing, and using data” (G3). Similarly, 76 percent of staff members agreed/strongly agreed that “Our school has a continuous improvement process based on data, goals, actions, and measures of growth” (C5). Staff surveys indicated that 75 percent agreed/strongly agreed with the statement, “Our school leaders monitor data related to school continuous improvement goals” (G7).

The survey data showed that 19 percent of students agreed/strongly agreed that “In my school students treat adults with respect” (D2), substantiating stakeholder interview data from students, leaders, and professional staff for the need to address student behavior, as well as to provide more professional development and monitoring for

implementation of classroom management strategies. Seventy-five percent of students agreed/strongly agreed that “In my school, I am learning new things that will help me” (C2). These findings indicated limited agreement among students as to the connection between instructional content and its relationship to their daily lives. It suggested that while a percentage of students recognized the importance of instructional content, a significant portion could not confirm its consistent or systematic application across the school. Parent survey data revealed that 80 percent agree/strongly agreed with the statement, “Our school has established goals and a plan for improving student learning” (C3). Yet, 36 percent of students agreed/strongly agreed that “My principal and teachers ask me what I think about school” (G1). The Diagnostic Review Team found a lack of clarity about and focus on a consistent and sustainable improvement plan, suggesting the school has yet to leverage the process to embed continuous improvement in all facets of the school.

Documents and Artifacts:

A Comprehensive School Improvement Plan (CSIP) existed, but the team found limited evidence that the school established a continuous improvement process that included developing, reviewing, implementing, and monitoring school improvement processes, with written and shared procedures that provided opportunities for stakeholder input (e.g., CSIP, Professional Development Plan, Racial Equity Plan, Attendance Plan, PBIS Plan, Behavior Plan). Interview data suggested that while many systems and plans were developed, few stakeholders were deliberately and systematically implementing, monitoring, and adjusting plan activities with fidelity. Stakeholder interview data revealed that many stakeholders were not able to describe what the school’s improvement process for Cane Run Elementary School entailed.

Improvement Priority #2

Create and implement processes with input from all instructional staff to regularly monitor and adjust the implementation of data-driven instructional practices. Ensure instructional practices are implemented with quality and fidelity and provide specific individual feedback to ensure alignment with the school's mission, vision, and commitments; teaching of the approved curriculum; and use of content-specific standards to meet individual learners' needs through differentiated instruction. (Standard 2.7)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated that Cane Run Elementary School performed in the bottom five percent of all elementary schools in Kentucky for the 2018-2019. For the 2019-2020 school year, the school was designated a Comprehensive Support and Improvement (CSI) school by the Kentucky Department of Education. Jefferson County Public Schools (JCPS) designated the school during the 2018-2019 school year as an Accelerated Improvement School (AIS) in recognition of the schools' student performance challenges. During the past 18 months, the school received support from staff in the Office of Accelerated Improvement Schools. The school receives differentiated support from district staff. Accelerated Improvement Schools are given special emphasis, support, and attention when the district makes decisions and assigns resources in order to foster success.

In 2017-2018, the reading Growth Index for Cane Run Elementary School was below the state's score, 13.3 and 19.7 respectively. The Growth Index for math in the same school year was 18.9, above the state's 14.5 score. The Growth Index for the school in 2018-2019 for reading continued to be below the state's score, 41 and 57.6 respectively. The math Growth Index for 2018-2019 for the school was 41.3, which was below the state's 57.6 score. The Growth Indicator for the school was 16.1 in 2017-2018 and 41.3 in 2018-2019 for reading. The school continued to be below the state's Growth Indicator scores of 17.1 in 2017-18 and 57.7 in 2018-19, suggesting a lack of systematic instructional processes and on-grade-level curriculum implementation.

Classroom Observation Data:

The classroom observation data, as previously discussed, showed that differentiated instruction occurred in few classrooms. For example, instances of learners who "engage in differentiated learning opportunities and/or activities that meet their needs" (A1) were evident/very evident in 12 percent of classrooms. Team members found evidence that teachers were implementing the workshop model and students were placed in groups and followed a rotation schedule. However, activities within the stations were not consistently differentiated to meet the individual needs of students. While some differentiation was provided during teacher-led centers, Lexia was used by all students as part of their Tier 1 instruction. Students identified for Tier 2 and Tier 3 services were also using Lexia. Teachers and leaders shared during interviews that Tier 2 and Tier 3 students were receiving additional services through an interventionist and that depending on the students' tier of services and needs, Lexia was used in a more prescriptive manner. Instances of students being pulled for Tier 2 and Tier 3 services during the literacy instructional block were observed by the team.

Learners who "monitor their own progress or have mechanisms whereby their learning progress is monitored" (E1) were evident/very evident in zero percent of classrooms. It was also evident/very evident in zero percent of classrooms that "Learners understand and/or are able to explain how their work is assessed" (E4). Students "who receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2) were evident/very evident in 24 percent of classrooms. Team members observed that learners who "demonstrate and/or verbalize understanding of lesson/content" (E3) were evident/very evident in 29 percent of classrooms.

Stakeholder Interview Data:

The stakeholder interview data showed the absence of a schoolwide process to analyze and use data to drive instruction. There was also little to no evidence found that protocols were used by staff members to monitor continuous improvement. Data such as those from MAP, Common Formative Assessments (CFA), and

Benchmark Progress Monitoring Diagnostics were discussed by teachers during Professional Learning Communities (PLC). Stakeholder interviews with leaders and instructional coaches revealed the use of data to drive instruction as evidenced through workshop and PD agendas, descriptions of coaching cycles, planning sessions with instructional coaches, opportunities to deconstruct standards, and job-embedded PD through the coaching cycle. Leaders and coaches revealed that these instructional strategies and frameworks were introduced to the staff but that the level of proficiency and implementation was in the early stages and not consistently visible in all classrooms. The Diagnostic Review Team found limited evidence suggesting that teachers used a consistent comprehensive assessment system that incorporated formative and summative assessment results from multiple sources to guide the continuous improvement process.

When asked about differentiation strategies, most teachers demonstrated minimal understanding of how to differentiate within core instruction. Teachers referred to differentiation practices through Lexia, MAP data to identify learning groups based on standards, assignments, and activity centers. Collectively, these findings uncovered an area to leverage by continuing training and monitoring of all staff members in strategies necessary to meet the needs of all students.

Finally, the interview data suggested that the school lacked a process to determine the degree to which data were used for instructional purposes to meet the individual needs of students and monitor their academic process. Although systems were developed, no evidence of documentation was found, such as written procedures on how the continuous improvement process was to be implemented and how data was to drive and monitor the instructional program.

Stakeholder Perception/Experience Data:

The stakeholder survey data raised a concern for the Diagnostic Review Team about the lack of a process to identify sources of data that could be used to drive instructional decisions to meet the needs of each student. Survey data showed that 81 percent of staff members agreed/strongly agreed with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice” (E1). During interviews, however, many staff members could not confirm this practice consistently occurred. The team was concerned that classroom observations and feedback provided insufficient and inconsistent assistance for teachers to become effective users of data. This was also evidenced in the low scores on the K-PREP assessment. Stakeholder surveys revealed that 76 percent of staff agreed/strongly agreed with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students” (E2). Seventy-two percent of surveyed staff agreed/strongly agreed with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7). Professional staff surveys reveal that 71 percent agreed/strongly agreed with the statement, “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).

Surveys indicated that 75 percent of students agreed/strongly agreed with the statement, “In my school I am learning new things that will help me” (C2). Eighty-seven percent agreed/strongly agreed with the statement, “My teachers help me learn things I will need in the future” (E1). Survey data revealed that 90 percent of students agreed/strongly agreed that “My teachers tell me how I should behave and do my work” (E4). Further, 60 percent of students agreed/strongly agreed that “My teacher always helps me when I need them” (E6).

This area could be leveraged to increase student achievement through ongoing job-embedded professional learning and support for teachers to effectively implement data-driven instructional strategies designed to personalize student learning.

Documents and Artifacts:

The team observed that while the workshop model for the instructional framework was in place, there was no evidence of differentiation occurring within centers. Teachers administer the MAP diagnostic three times annually and use the results to determine acceleration plans for each student. Stakeholder interviews revealed that teachers used curriculum modules developed by the district to plan instruction. Although team members

examined many documents that served as evidence of systems, processes, and programs established at the school, monitoring of instructional practices and programs is not deliberate or consistently implemented.

Improvement Priority #3

Develop and implement a documented process to monitor and evaluate all programs that affect student learning. Involve all stakeholders in the development of this process including the formalized cycle and timeline for evaluation of all academic programs and services. (Standard 2.12)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated that Cane Run Elementary School's percentage of students who scored Proficient/Distinguished on K-PREP science in 2017-2018 was 1.6 percent, as compared to 30.8 percent for the state. In 2018-2019, the percentage of students who scored Proficient/Distinguished on K-PREP science was 3.6 percent while the state was at 31.7 percent. The percentage of students scoring Proficient/Distinguished on the 2018-2019 K-PREP science was low in all groups: Total Students Tested scored 3.6 percent, Females scored zero percent, Males scored eight percent, Economically Disadvantaged scored 2.2 percent, Consolidated Student Group scored two percent, Not Homeless scored four percent, and African American scored zero percent.

The percentage of students scoring Proficient/Distinguished on the 2018-2019 K-PREP social studies assessment dropped 11.9 percentage points compared to 2017-2018. The school's percentage of students scoring Proficient/Distinguished on the 2017-2018 and 2018-2019 K-PREP social studies assessment was significantly below the 53 percent for the state. The percentage of students scoring Proficient/Distinguished on the 2018-2019 K-PREP social studies was low in all groups: Total Students Tested scored 12.3 percent, Females scored 20.8 percent, Males scored 6.1 percent, Economically Disadvantaged scored 12.5 percent, and African American scored eight percent.

As noted in the other improvement priorities, student performance data showed that the percentage of students scoring Proficient/Distinguished on K-PREP was significantly below the state average in every content area tested for two consecutive years, 2017-2018 and 2018-2019. Student performance data demonstrated that school leaders have not established a learning environment conducive to high levels of achievement.

Stakeholder Perception/Experience Data:

The school-level survey data indicated that one of the lowest-rated survey items was "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data" (G4), as 65 percent of staff members agreed/strongly agreed with that statement. The survey data related to instructional practices revealed that 81 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). Additionally, 76 percent of teachers agreed/strongly agreed that "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students" (E2). All these perceptions were issues observed in classrooms and identified through stakeholder interviews, indicating that many staff members were not consistently evaluating, interpreting, and using data.

Documents and Artifacts:

A review of documents and artifacts showed that the school identified and initiated many instructional systems and programs. The team did not find evidence that data and protocols were used at the school consistently to monitor the fidelity of implementation and the effectiveness of instructional systems and programs. The team reviewed evidence and artifacts such as MTSS Handbook and Monitoring Spreadsheet, PBIS/Behavior Plan, Instructional Leadership Agendas, Progress Communications, Coaching and Feedback Logs, Teacher Evaluation Procedures PowerWalk Data.

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 leadership team, teachers, and support staff demonstrated a genuine commitment to the students at Cane Run Elementary School. Stakeholder interviews with parents revealed their support of the school. Parents who were interviewed felt that their children were receiving a good education. Parents indicated that they felt welcomed at the school and that all staff members were concerned and kept them informed as to the physical, social, emotional, and academic well-being of their children.

School leaders work with the community to bring additional resources to the children and families they serve. Community partnerships have been established to support the needs of the families and students they serve. Entities such as the New Birth Church, Global Game Changers, Commonwealth Theater, Kentucky Art Council, Dow Chemical, Zeon, and Shively Lions Club were a sampling of the organizations that support the school community.

Increasing parental involvement at the school was a goal identified by school leaders, parents, and all staff members during interviews. Stakeholders stated that this was the first year in some time that the school had a working Parent Teacher Association (PTA). Activities and events such as a theatrical production were sponsored at the school to increase parental participation. Several teachers spoke of Class Dojo as a tool used to facilitate conversations with parents.

Stakeholder interview data revealed that student behavior was an area of concern and was targeted for improvement. School leaders identified resources to ensure that funds were available to provide personnel and quickly respond to the needs of teachers and students in an effort to protect instructional time. Behavioral and mental health specialists, a counselor, and behavioral interventionists were available daily to support the school. The Diagnostic Review Team observed adult supervision throughout the building and during transitions between periods, which contributed to maintaining a safe environment. It was very evident during interviews with non-certified staff that they recognized the importance of the role they played in support of the school and the community it serves. The school leaders implemented a schoolwide student behavior management system called Positive Behavioral Interventions and Supports (PBIS).

The school was well-maintained and student-friendly. Classrooms and hallways exhibited student work, and exemplar charts were found not only in classrooms but in all hallways. The school posted signage of expected behaviors, procedures, and strategies in all common areas to remind students of mechanisms that may be used to address anger or inappropriate behaviors.

The principal was knowledgeable and had clear understanding as to how the systems/structures should function to maximize student achievement. The principal recognized and shared with the team that although systems and structures were established to address behavioral and instructional concerns, they were in their early stages of

implementation. These systems and structures also address the mechanisms designed to support teachers, students, and the instructional process, but were not functioning at desired levels.

Continuous Improvement Process:

Interview and survey data and a review of documents and artifacts revealed that teachers and leaders inconsistently engaged in a continuous improvement and decision-making process designed to strengthen instructional and organizational practice. During stakeholder interviews, leaders and some teachers acknowledged and spoke to structures and systems designed to support a continuous improvement and data-driven, decision-making process. Inconsistent implementation and adherence to the systems and processes resulted in an inability to maximize instructional and organizational capacity. The effective use of data to drive decision-making by teachers and leaders was not a constant sustainable practice.

Classroom observations and interview and stakeholder perception data validated that students had few opportunities to engage in personalized differentiated learning, rigorous instruction, discussions that required higher-order thinking, feedback, and monitoring sessions. While some high-yield strategies were used in some classrooms, implementation was inconsistent across the school. The Diagnostic Review Team found little evidence showing the school engaged stakeholders in systematic processes of continuous improvement. In addition, the existing mechanisms used to monitor improvement efforts and communicate results to stakeholders were not implemented consistently. Little evidence was found showing data sources being used effectively to evaluate programs, monitor the impact of instructional strategies, or determine the attainment of goals. The team noted the importance of establishing, committing to, and communicating to all stakeholders a collaborative process to build and sustain ownership of the school's purpose and direction to drive student learning.

More focus is needed to monitor curriculum, instruction, and assessment practices in order to increase student achievement. Classroom observations revealed a lack of consistency in implementing research-based, rigorous instruction. Student engagement in rigorous, high-quality learning experiences was evident in a limited number of classrooms. Teachers providing meaningful feedback was seldom observed. The Diagnostic Review Team concluded that the school should find ways to actively engage teachers in ongoing, structured collaboration related to curriculum alignment, assessment development, data use from multiple sources, differentiated instruction, and rigorous student learning tasks.

To provide optimal learning conditions, the school leadership team and staff should collaboratively and consistently implement systematic processes to ensure the efficacy of its many academic initiatives. To continue growth toward proficiency, school leaders should monitor instruction, evaluate programs, coach and mentor teachers, monitor application of professional development activities, and become more adept at providing and participating in opportunities that share and build on the strengths of the staff.

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
Maria P. de Armas	Dr. Maria P. de Armas serves as a consultant working with schools, educational entities and Cognia (Lead Evaluator for Diagnostic Reviews). During her 39-year career as a K-12 educator, administrator, and consultant, she was a classroom teacher, a bilingual teacher, and an English as a second language teacher in urban settings in New Jersey and Florida. Her administrative experiences include supervising the implementation of curriculum at the district and region levels, overseeing the operations of schools and principals within feeder patterns, creating professional development programs for teachers and administrators, writing and supervising federal grants targeting special populations, facilitating the development and implementation of school improvement plans, as well as building teacher capacity in the identification of underrepresented students for gifted and advanced academic programs. She was Supervisor for Advanced Academic Programs, Administrative Director of Advanced Academics and Gifted Programs, Region Administrative Director, Assistant Superintendent for Academic Support, and Assistant Superintendent for Academics.
Kevin Gay	Kevin Gay moved into the role of Education Recovery Leader for the Kentucky Department of Education in July 2014. He began this role at Lee County High School and is currently serving in that capacity at Cordia Middle and High School. Previously, Mr. Gay served as principal at Leslie County High School for five years from 2009-2014, where he led the school from priority to distinguished status. Mr. Gay began his educational career as a social studies teacher at Leslie County Middle School. His years of experience also included principal at Hayes Lewis Elementary and Big Creek Elementary. He is affiliated with KDE School Turnaround Training, Kentucky Leadership Academy, National Institute of School Leaders and Kentucky Association of School Administrators. Mr. Gay has been a lifelong resident of southeastern Kentucky and strives to create positive change in educational policy and processes.
Felicia Bond	Mrs. Felicia Bond has served in the education profession for over 27 years. She taught mathematics at West Carter High School in Olive Hill, KY, and Montgomery County High School in Mt. Sterling, KY. She also served as a curriculum specialist and building assessment coordinator for the Montgomery County School District. Mrs. Bond has been an Education Recovery Specialist for the past six years and is currently working with Fairview Elementary and Fairview Middle School in Ashland, KY.
Julie Hawkins	Mrs. Julie Hawkins has over 27 years' experience in education as a teacher, counselor, and school/district administrator at both the elementary and middle school levels. Mrs. Hawkins currently works part-time as an educational consultant. In this role, she provides professional development for schools on various topics, such as growth mindset, progress monitoring, and student engagement.
Dr. Joan Keller	Dr. Joan Keller has served as a junior-senior high school teacher, elementary and high school principal, district superintendent, and university lecturer. She is currently retired, but she stays active as a Lead Evaluator and Report Reviewer for Cognia, a supervisor of student teachers for Vincennes University, and as a consultant for Administrator Assistance. Dr. Keller has led or been a team member for school, system, and diagnostic reviews representing Cognia.

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	12.3	52.3	28.6	52.7
	4	18.8	53.7	12.7	53.0
	5	21.0	57.8	21.1	57.9
Math	3	13.8	47.3	25.0	47.4
	4	9.4	47.2	9.1	46.7
	5	12.9	52.0	15.8	51.7
Science	4	1.6	30.8	3.6	31.7
Social Studies	5	24.2	53.0	12.3	53.0
Writing	5	1.6	40.5	8.8	46.6

Plus

- Third-grade reading increased 16.3 percentage points, from 12.3 percent to 28.6 percent from 2017-2018 to 2018-2019, in the Kentucky Performance Rating for Educational Progress (K-PREP) for students scoring Proficient/Distinguished.
- Third-grade K-PREP mathematics increased 11.2 percentage points for students scoring Proficient/Distinguished from 2017-2018 to 2018-2019.

Delta

- All content area scores on the K-PREP in grades 3 through 5 for both 2017-2018 and 2018-2019 were significantly below state average by 20 percentage points or more for students scoring Proficient/Distinguished.
- Students scoring Proficient/Distinguished on the 2017-2018 and 2018-2019 K-PREP social studies assessment were over 40 percentage points below the state average.

Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	13.3	19.7	41.0	57.8
Math	18.9	14.5	41.5	57.6
English Learner		18.8		70.5
Growth Indicator	16.1	17.1	41.3	57.7

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

Plus

- The Growth Index for math during the 2017-2018 school year was above the state average.

Delta

- All content areas, except math in 2017-2018, scored below the state average for Growth Index for both school years, 2017-2018 and 2018-2019.

2019-20 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	20.3	15.9	0.0	8.0	10.0
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	21.3	16.8	2.0		
Disabilities (IEP)	0.0	4.3			
Disabilities Regular Assessment		0.0			
Disabilities with Acc.					
Economically Disadvantaged	20.0	16.6	2.2	12.5	6.3
English Learners					
English Learners Monitored					
Female	24.4	17.1	0.0	20.8	16.7
Foster					
Gifted and Talented					
Hispanic					
Homeless	13.3	6.7			
Male	17.4	16.3	8.0	6.1	3.0
Migrant					
Military					
No Disabilities	24.1	18.6			
Non-Economically Disadvantaged	26.1	17.4			
Non-English Learners			3.6	12.3	8.8
Non-Migrant	20.8	16.7	3.6	12.3	8.8
Not Consolidated Student Group	15.4	15.4			
Not English Learners Monitored			3.6		
Not Gifted and Talented	20.8	16.7	3.6	12.3	8.8
Not Homeless	21.6	17.6	4.0		

Group	Reading	Math	Science	Social Studies	Writing
Pacific Islander					
Total Students Tested	20.8	16.7	3.6	12.3	8.8
Two or More					
White	13.3	13.3			

Plus

- Students in the Non-Economically Disadvantaged group had the highest percentage of students scoring at the Proficient/Distinguished level in reading on the K-PREP for the 2018-2019 school year at 26.1 percent.
- Students in the No Disabilities group had the highest percentage of students scoring at the Proficient/Distinguished levels in math for the 2018-2019 school year at 18.6 percent.

Delta

- Students in the Disabilities (IEP) group had the lowest percentage of students scoring at the Proficient/Distinguished levels on the 2018-2019 K-PREP reading assessment at zero percent.
- Students in the Disabilities Regular Assessment had the lowest percentage of students scoring at the Proficient/Distinguished levels on the 2018-2019 K-PREP math assessment at zero percent.
- Students in the African American and Female groups had the lowest percentage of students scoring at the Proficient/Distinguished levels on the 2018-2019 K-PREP science assessment at zero percent.
- Students in the Male group had the lowest percentage of students scoring at the Proficient/Distinguished levels on the 2018-2019 K-PREP social studies assessment at 6.1 percent.
- Students in the Male group had the lowest percentage of students scoring at the Proficient/Distinguished levels of the 2018-2019 K-PREP writing assessment at three percent.

Schedule

Monday, November 18, 2019

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. - 5:15 p.m.	Principal 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, November 19, 2019

Time	Event	Where	Who
7:15 a.m.	Team arrives at institution	School Office	Diagnostic Review Team Members
7:30 a.m. - 4:00 p.m.	Interview / Classroom Observations / Interviews	School	Diagnostic Review Team Members
4:00 p.m. - 4:30 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:00 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, November 20, 2019

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

Thursday, November 21, 2019

Time	Event	Where	Who
8:15 a.m. - 11:30 a.m.	Final Team Work Session	School	Diagnostic Review Team Members