

Cognia Diagnostic Review Report

Results for: Atkinson Academy

December 2-5, 2019

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Introduction

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

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

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

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

Stakeholder Groups	Number
District-Level Administrators	2
Building-Level Administrators	2
State-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	7
Certified Staff	16
Noncertified Staff	26
Students	55
Parents and Community Partners	5
Total	115



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.	Improving
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Initiating
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Initiating
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Initiating
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Initiating
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Initiating
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Initiating



Learning Capacity Domain

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

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

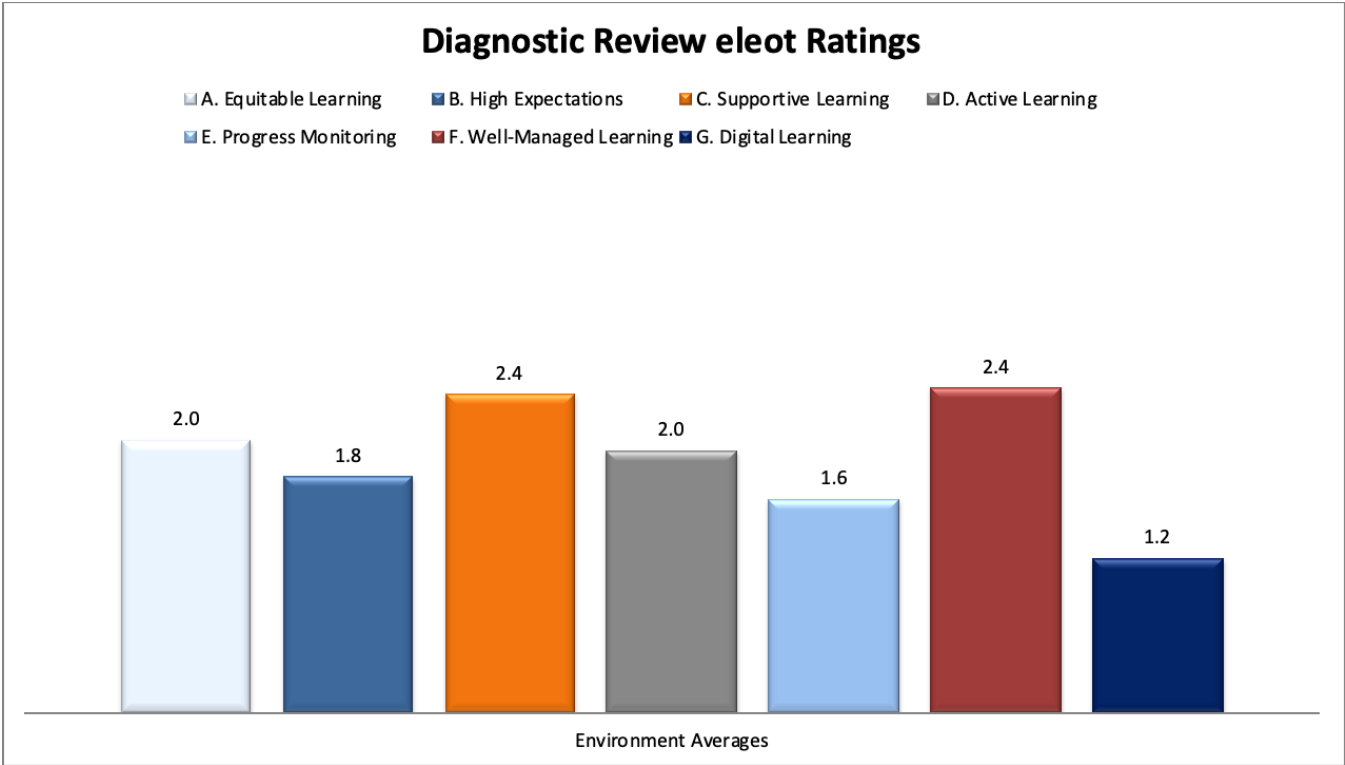
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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.	Initiating
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 25 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	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	72%	20%	8%	0%
A2	2.4	Learners have equal access to classroom discussions, activities, resources, technology, and support.	4%	52%	40%	4%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	4%	20%	60%	16%
A4	1.5	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.	64%	24%	12%	0%
Overall rating on a 4 point scale:			2.0			

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.	32%	56%	12%	0%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	20%	56%	24%	0%
B3	1.4	Learners demonstrate and/or are able to describe high quality work.	68%	28%	4%	0%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	32%	52%	16%	0%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	36%	52%	12%	0%
Overall rating on a 4 point scale:			1.8			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.2	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	12%	56%	28%	4%
C2	2.4	Learners take risks in learning (without fear of negative feedback).	12%	40%	44%	4%
C3	2.2	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	12%	56%	32%	0%
C4	2.7	Learners demonstrate a congenial and supportive relationship with their teacher.	8%	28%	52%	12%
Overall rating on a 4 point scale:			2.4			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.1	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	20%	52%	28%	0%
D2	1.8	Learners make connections from content to real-life experiences.	52%	20%	28%	0%
D3	2.2	Learners are actively engaged in the learning activities.	12%	60%	24%	4%
D4	1.8	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	52%	20%	24%	4%
Overall rating on a 4 point scale:			2.0			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.4	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	68%	28%	4%	0%
E2	2.0	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	20%	64%	16%	0%
E3	1.8	Learners demonstrate and/or verbalize understanding of the lesson/content.	40%	36%	24%	0%
E4	1.2	Learners understand and/or are able to explain how their work is assessed.	76%	24%	0%	0%
Overall rating on a 4 point scale:			1.6			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	0%	44%	44%	12%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	4%	36%	48%	12%
F3	2.1	Learners transition smoothly and efficiently from one activity to another.	28%	44%	20%	8%
F4	2.2	Learners use class time purposefully with minimal wasted time or disruptions.	12%	52%	36%	0%
Overall rating on a 4 point scale:			2.4			

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.	88%	8%	4%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	92%	8%	0%	0%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	84%	8%	8%	0%
Overall rating on a 4 point scale:			1.2			

eleot Narrative

The Diagnostic Review Team for Atkinson Academy conducted 25 classroom observations in core content classes, which provided sufficient insight into instructional practices and student learning across the school. Of the seven learning environments, the Supportive and Well-Managed Learning Environments received the highest overall average rating of 2.4 on a four-point scale. The Digital Learning Environment had the lowest overall average rating of 1.2. The next-lowest-rated environment was the Progress Monitoring and Feedback Learning Environment, which received an average rating of 1.6. Additionally, the Diagnostic Review Team was concerned with the low ratings of three other learning environments. The High Expectations Learning Environment was rated 1.8 while the Active and Equitable Learning Environments were both rated 2.0.

Classroom observation data revealed one item that emerged as a strength since it received the highest rating. Instances of students who “are treated in a fair, clear and consistent manner” (A3) were evident/very evident in 76 percent of classrooms. Observation data also showed two items with high ratings. First, it was evident/very evident in 64 percent of classrooms that students “demonstrate a congenial and supportive relationship with their teacher” (C4). Second, instances of students who “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2) were evident/very evident in 60 percent of classrooms.

The lowest-rated items emerged in the Equitable, High Expectations, Active Learning, Progress Monitoring and Feedback, and Digital Learning Environments. It was evident/very evident in eight percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Instances of students who “are able to describe high quality work” (B3) and of students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in four percent of classrooms. The classroom observation data also revealed that it was evident/very evident in zero percent of classrooms that students “understand and/or are able to explain how their work is assessed” (E4). Furthermore, instances of students who “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1) were evident/very evident in four percent of classrooms. Additionally, it was evident/very evident in eight percent of classrooms that students “use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G3). Finally, instances of students who “use digital tools/technology to conduct research, solve problems, and/or create original works” were evident/very evident in zero percent of classrooms (G2).



The Diagnostic Review Team identified additional items needing improvement in all seven learning environments. Classroom observation data showed that instances of students who “have access to classroom discussions, activities, resources, technology, and support” (A2) were evident/very evident in 44 percent of classrooms. Furthermore, 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 12 percent of classrooms. It was evident/very evident in 32 percent of classrooms that students “are supported by the teacher, their peers, and/or other resources” (C3). The observation data further revealed that instances of students who “are actively engaged in the learning activities” (D3) were evident/very evident in 28 percent of classrooms. It was evident/very evident in 24 percent of classrooms that students “demonstrate and/or verbalize understanding of the lesson/content” (E3). Finally, instances of students who “transition smoothly and efficiently from one activity to another” (F3) were evident/very evident in 28 percent of classrooms.

The Diagnostic Review Team observed few instances where students were involved in differentiated activities, were exposed to high-yield instructional strategies, and/or had participated in active learning. Classroom observation data revealed a lack of student understanding about how work was assessed. Additionally, the use of higher-order questioning, quality exemplars, and rigorous instruction were uncommon practices in classrooms. By examining classroom observation data for all items within the seven learning environments, leaders and staff at Atkinson Academy will be able to identify additional leverage points to improve instructional capacity and increase student performance.

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

Engage in consistent and deliberate planning and embed high-yield instructional strategies (e.g., active learning, differentiation, higher-order thinking skills, and project-based learning) that require student collaboration, self-reflection, and development of critical thinking skills to address individual learners' needs and interests. School leaders should implement a walkthrough observation tool that focuses on the monitoring of these high-yield instructional strategies in order to provide immediate feedback and determine coaching and tiered support for teachers. (Standard 2.1)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, suggested that instructional strategies implemented over the past two years did not improve student achievement as measured by the Kentucky Performance Rating for Educational Progress (K-PREP). Student performance data revealed that the percentage of students at Atkinson Academy who scored Proficient/Distinguished was below the state average in all content areas on the 2017-2018 and 2018-2019 K-PREP assessments. Furthermore, the percentage of grade 3 students who scored Proficient/Distinguished in reading declined by 5.9 percentage points (from 23.0 to 17.1) and in mathematics by 8.4 percentage points (from 27.0 to 18.6). Of concern to the Diagnostic Review Team was the decline of 7.9 percentage points in the number of grade 5 students who scored Proficient/Distinguished in social studies (from 18.6 to 10.7). Additionally, the Growth Indexes for reading and mathematics were below the state average on the 2018-2019 K-PREP administration. The Diagnostic Review Team expressed concern about the African American and Disabilities (IEP) gap groups who scored below the student groups in reading and mathematics on the 2018-2019 K-PREP administration.

Classroom Observation Data:

The classroom observation data from Atkinson Academy, as detailed previously in this report, suggested the absence of deliberate planning to embed and monitor the use of high-yield instructional strategies in the daily teaching and learning process. Instances of students who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in eight percent of classrooms. It was evident/very evident in four percent of classrooms that students “demonstrate and/or are able to describe high quality work” (B3). Additionally, instances of students who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) and who “take responsibility for and are self-directed in their learning” (B5) were evident/very evident in 12 percent of classrooms. It was evident/very evident in 24 percent of classrooms that students “engage in activities and learning that are challenging but attainable” (B2). Classroom observation data further showed that students who “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) were evident/very evident in four percent of classrooms. Finally, instances of students who “are actively engaged in the learning activities” (D3) were evident/very evident in 28 percent of classrooms.

Stakeholder Interview Data:

The stakeholder interview data revealed that while professional learning community (PLC) meetings were held once a week, planning lessons to adjust instruction seldom occurred. Several of the Diagnostic Review Team members attended a PLC session on the last day of the visit and were unable to see any discussion about lesson planning or adjustment of instruction based on data. During interviews, teachers indicated that once every nine weeks they used data from Measures of Academic Progress (MAP) and common formative assessments, as well as from running records, to identify students for focus groups. These focus groups were held daily for reading and mathematics as a Tier 2 intervention. The teacher interview data further revealed that while weekly lesson plans were electronically submitted into an electronic file, feedback was seldom provided on the utilization of high-yield instructional strategies. The Diagnostic Review Team did not see samples of lesson plans nor did any staff member share what the expectations were for lesson plan development. Several teachers, as well as the principal and assistant principals, shared during interviews that power walks were conducted to monitor compliance with the components of the Fundamental Five. Additionally, while interviews revealed that after 15 power walks, a coaching conference was held with teachers in order to review areas of strengths and growth, actual coaching sessions for growth areas or follow-up plans were never created during the conference. Stakeholder interviews further revealed that observation data collected from power walks were not used to drive instruction or to ensure that teachers were deliberately planning to embed high-yield instructional strategies in the teaching and learning process.

Stakeholder Perception/Experience Data:

The stakeholder perception data revealed that 82 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). Furthermore, 94 percent of teachers agreed that “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills” (E11). Parent surveys revealed that 88 percent of parents agreed/strongly agreed with the statement, “All my child’s teachers meet his/her learning needs by individualizing instruction” (E2). While perception data from stakeholder surveys suggested that differentiated instructional strategies were implemented, observation and student performance data showed the absence of deliberate planning to embed and monitor the use of high-yield instructional strategies in the daily teaching and learning process.

Documents and Artifacts:

A review of documents and artifacts (e.g., coaching plan and data talks) revealed the absence of deliberate planning to embed and monitor the use of high-yield instructional strategies in the daily teaching and learning process.

Improvement Priority #2

Implement a K-5 writing, science, and social studies curriculum that is based on high expectations and is vertically and horizontally aligned to state standards. Develop and implement a monitoring process to ensure all educators implement the curriculum with fidelity. (Standard 2.5)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated the absence of a writing, science, and social studies curriculum that was based on high expectations and was vertically and horizontally aligned to state standards. The performance data were considered by the Diagnostic Review Team to identify Improvement Priority #2.

Classroom Observation Data:

Classroom observation data from Atkinson Academy, as detailed previously in this report, suggested the absence of a vertically and horizontally aligned schoolwide curriculum in science, social studies, and writing. Furthermore, stakeholder interview data revealed that while Wit and Wisdom was being used as the English Language Arts (ELA) curriculum and its lessons integrated science and social studies, school leadership had not conducted a crosswalk to ensure alignment to the Kentucky Academic Standards (KAS). Of concern to the Diagnostic Review Team was the decline of 7.9 percentage points in the number of grade 5 students who scored Proficient/Distinguished in social studies (from 18.6 to 10.7). Observation data revealed that in four percent of classrooms, it was evident/very evident that students “are able to describe high quality work” (B3). Further, instances of students who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) and who “take responsibility for and are self-directed in their learning” (B5) were evident/very evident in 12 percent of classrooms. It was evident/very evident in 16 percent of classrooms that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking” (B4). Additionally, instances of students who “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in zero percent of classrooms, while in four percent of classrooms, it was evident/very evident that students “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). Observation data revealed a lack of academic rigor and few differentiated learning opportunities for students.

Stakeholder Interview Data:

Stakeholder interview data revealed that while the school had a Science, Technology, Engineering, and Mathematics (STEM) lab where students conducted science experiments and STEM projects for six weeks, three times a year, the curriculum that the school followed is not research-based. Interview data showed that the teacher who oversaw the STEM lab gathered lessons from a family member who was a former high school science teacher. Furthermore, interview data also showed that staff was aware the school did not have a social studies curriculum. Staff shared with the Diagnostic Review Team that Wit and Wisdom embeds science and social studies content in the lessons, but there was no evidence that a crosswalk was conducted by school leadership and staff to ensure alignment to the KAS for science and mathematics. Teachers and leadership staff also shared during interviews that the Instructional Leadership Team (ILT) recently met to develop a plan for on-demand writing, but they were aware it was not a research-based writing curriculum.

Stakeholder Perception/Experience Data:

Stakeholder survey data showed that 92 percent of parents agreed/strongly agreed with the statement, “My child knows the expectations for learning in all classes” (E10). Additionally, 90 percent of parents surveyed agreed/strongly agreed that “My child is given multiple assessments to measure his/her understanding of what was taught” (E12). Eighty-three percent of staff members surveyed agreed/strongly agreed with the statement, “All teachers in our school provide students with specific and timely feedback about their learning” (E6).



Furthermore, survey data revealed that 90 percent of staff agreed/strongly agreed that “All teachers in our school use a process to inform students of their learning expectations and standards of performance” (E5). Finally, 87 percent of students surveyed agreed/strongly agreed that, “In my school I am learning new things that will help me” (C2).

While interview data revealed that Wit and Wisdom was utilized as the ELA curriculum, school leadership had not conducted a crosswalk to ensure alignment to the KAS in science and social studies. Of concern to the Diagnostic Review Team was the decline of 7.9 percentage points in the number of grade 5 students who scored Proficient/Distinguished in social studies (from 18.6 to 10.7). Observation data revealed that it was evident/very evident in 16 percent of classrooms that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking” (B4).

Documents and Artifacts:

A review of documents and artifacts (e.g., scope and sequences for reading and mathematics, on-demand writing plan and rubric, Wit and Wisdom teacher manuals) revealed the absence of K-5 writing, science, and social studies curricula based on high expectations and vertically and horizontally aligned to state standards.

Improvement Priority #3

Develop and implement a documented, systematic process to evaluate programs and services for effectiveness and impact on student learning. Create a formalized, cyclical timeline to evaluate all programs and services. Ensure the process includes the collection and analysis of current, emerging, and longitudinal data to inform decision-making. (Standard 2.12)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated the absence of a documented, systematic process to evaluate programs and services for effectiveness and impact on student learning. The performance data were considered by the Diagnostic Review Team to identify Improvement Priority #3.

Stakeholder Interview Data:

The interview data pointed to a need for Atkinson Academy to implement a documented, systematic process for evaluating programs and services for effectiveness and impact on student outcomes. During interviews, staff members said that the school implemented many programs during the past three years but never evaluated them to determine their effectiveness. While teachers shared that they analyzed MAP data three times a year, they were unable to share how that data was used to drive instruction. Many staff members mentioned the REACH afterschool program during interviews but were unable to communicate how effectiveness of the program was measured or determined. Roll-out plans should have been developed whenever new initiatives or programs were implemented. Additionally, staff members shared during interviews that many “things are put in place, but are not given enough time to work” and that they did not have a real say when decisions are made about instruction. The interview data showed the need for the school leadership and staff to establish guidelines for all initiatives, identify action steps to effectively implement those initiatives, and clearly communicate these initiatives with all school staff.

Stakeholder Perception/Experience Data:

The survey data showed that 87 percent of staff members agreed/strongly agreed with the statement, “Our school employs consistent assessment measures across classrooms and courses” (G2). Eighty-four percent of staff members agreed/strongly agreed with the statement, “Our school uses data to monitor student readiness and success at the next level” (G4). The survey data further revealed that 94 percent of staff members agreed/strongly agreed that “Our school has a systematic process for collecting, analyzing and using data” (G3). While perception data suggested a process to evaluate programs and services, the interview data revealed the absence of a documented, systematic process. Most staff members shared during interviews that many “things are put in place, but are not given enough time to work” and that they did not have a real say when decisions are made about instruction.

Documents and Artifacts:

A review of documents and artifacts (e.g., Comprehensive School Improvement Plan) indicated the absence of a schoolwide plan to evaluate the effectiveness of programs and services implemented at Atkinson Academy.

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 principal, teachers, and staff of Atkinson Academy demonstrated that they cared about their students. The Diagnostic Review Team observed a well-managed and well-maintained facility. The facility provided a positive, safe, clean, and healthy environment for student learning. The principal and staff implemented the Leader in Me program effectively, as evidenced by the daily behavior of students and staff alike. Interview data showed that the principal created a schoolwide behavior plan that was implemented with fidelity and that additionally provided a common language for the school.

The principal fostered a positive culture that extended to staff and students. Teachers expressed a shared belief that they wanted every student to succeed and were eager to collaborate with one another to improve student learning. During interviews, staff shared a common feeling that this was a family, and they had each other's backs. Additionally, the principal worked to develop community partnerships for the improvement of students' and families' needs. The Diagnostic Review Team was able to observe well-established procedures that were implemented effectively in common areas of the building. The principal provided assigned meeting times on Thursdays for PLCs and established an Instructional Leadership Team (ILT) that included teachers of varying years of experience.

Continuous Improvement Process:

Interview and survey data and a review of documents and artifacts indicated that teachers and leaders inconsistently engaged in a continuous improvement and decision-making process for building instructional and organizational capacity. No ongoing and effective use of data to drive teacher and leader decision-making was evident in practices or processes. Additionally, an established, ongoing process to nurture instructional improvement was inconsistently implemented. While needs and priorities were identified, the school did not successfully develop a process that clearly defined high expectations and the appropriate level of rigor that could positively affect consistent implementation of planned instructional strategies and acquired technology.

Data from classroom observations, stakeholder interviews, and surveys and a review of documents suggested the school had not successfully established effective, results-driven continuous improvement planning processes. The Diagnostic Review Team found school leadership did not establish a data-driven system for curriculum development, instructional design, and instructional delivery that ensured teacher effectiveness and student growth. Additionally, classroom observation data further revealed that little instructional or curricular differentiation occurred in classrooms. The Diagnostic Review Team found no formalized plan to adjust curriculum and instruction based on student performance.



The stakeholder interview data and a review of evidence and artifacts revealed the lack of a systematic process for collecting and analyzing data that inform decision-making about programs and initiatives. The Diagnostic Review Team found that many staff members felt overwhelmed due to the number of new initiatives that were implemented over the past three years. The Diagnostic Review Team recommends that school leadership develop and implement a process for monitoring and evaluating program effectiveness, outcomes of schoolwide initiatives, and verifiable growth in student learning. Additionally, the Diagnostic Review Team suggests that school leaders find ways to collaborate and communicate, recognizing and valuing the contributions that all staff members make to the overall operation of the school.

Addressing curriculum, instruction, and assessment practices are critical. Classroom observation data revealed a lack of consistency in implementing research-based, rigorous instruction. Furthermore, students engaging in high-quality work and teachers providing meaningful feedback were rarely observed. The team recommends school leadership find ways to actively engage teachers in ongoing, structured collaboration related to curriculum alignment, assessment development, data use, differentiated instruction, and use of high-yield instructional strategies and student learning tasks. Classroom teachers need additional support to effectively differentiate instruction, use exemplars to promote student understanding of “high quality work,” embed high-yield instructional practices in daily instruction, and create a culture and climate conducive to learning. School leadership should consistently implement systematic processes that ensure the efficacy of implementing initiatives, monitoring instruction, evaluating programs, coaching, mentoring, and supporting all staff members.

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
Milagros Fornell	Milagros Fornell is an educator who has had a powerful impact on her community, students, parents, and peers since her first day as a mathematics teacher in 1978. Throughout her 36-year career with Miami-Dade County Public Schools, she has served as school-site administrator, regional curriculum director, regional superintendent, Associate Superintendent/Chief Academic Officer and Chief of Staff. During her six years as Chief Academic Officer, the district eliminated all F-rated high schools, student performance increased on both state and national measures, participation in and performance on AP exams increased, graduation rates improved, and the district was awarded the Broad prize.
Tim Huddleston	Tim Huddleston currently serves as an Education Recovery Leader for the Kentucky Department of Education serving Additional Targeted Support and Improvement schools. He is in his 29th year of education in which his experiences consist of a middle school classroom educator, high school assistant principal, middle school and high school principal, and school improvement specialist. For the past five years, he has been actively involved in K-12 school improvement work and has extensive experience with analysis of data curriculum, instruction, assessments, and systems.
Shelee Clark	Shelee Clark has been an educator for 20 years in Hardin County, Kentucky. During those 20 years, she has served as a special education teacher, elementary teacher, curriculum resource teacher, assistant principal, program director, and elementary school principal. She is also certified to teach computer applications. Mrs. Clark has presented at local, state, and national conferences. Topics of her presentations have included school climate, teacher evaluation, and technology use. She currently serves as the principal at Lakewood Elementary School in Cecilia, Kentucky
Angela Fraley	Angela Fraley is an educator who has had a natural ability to build relationships and help teams work together for all students. Ms. Fraley represents the Kentucky Department of Education as an Education Recovery Specialist. Ms. Fraley's professional career in education includes 18 years in the fields of Exceptional Child Education and Counseling, for which she was recognized as Special Education Teacher of the Year for Franklin County because of 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.
David McFadden	David McFadden is the principal at Liberty Elementary in Liberty, Kentucky. He taught high school band in Kentucky for 21 years before moving into the role of elementary principal. Mr. McFadden was named the 2007 Kentucky Music Educators Association High School Teacher of the Year and School Band and Orchestra Magazine's 50 Directors that Made a Difference.

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	23.0	52.3	17.1	52.7
	4	25.6	53.7	31.7	53.0
	5	13.6	57.8	32.1	57.9
Math	3	27.0	47.3	18.6	47.4
	4	17.9	47.2	25.0	46.7
	5	13.6	52.0	25.0	51.7
Science	4	7.7	30.8	6.7	31.7
Social Studies	5	18.6	53.0	10.7	53.0
Writing	5	6.8	40.5	16.1	46.6

Plus

- The percent of students scoring Proficient/Distinguished in grade 4 reading increased 6.1 percentage points from 2017-2018 to the 2018-2019 school year.
- The percent of students scoring Proficient/Distinguished in grade 5 reading increased 18.5 percentage points from 2017-2018 to the 2018-2019 school year.
- The percent of students scoring Proficient/Distinguished in grade 4 math increased 7.1 percentage points from 2017-2018 to the 2018-2019 school year.
- The percent of students scoring Proficient/Distinguished in grade 5 math increased 11.4 percentage points from 2017-2018 to the 2018-2019 school year.
- The percent of students scoring Proficient/Distinguished in grade 5 writing increased 9.3 percentage points from 2017-2018 to the 2018-2019 school year.

Delta

- The percent of students scoring Proficient/Distinguished in reading was below the state average in all grade levels in 2017-2018 and 2018-2019 school years.
- The percent of students scoring Proficient/Distinguished in math was below the state average in all grade levels in 2017-2018 and 2018-2019 school years.
- The percent of students scoring Proficient/Distinguished in science was below the state average in grade 4 in 2017-2018 and 2018-2019 school years.
- The percent of students scoring Proficient/Distinguished in social studies was below the state average in grade 5 in 2017-2018 and 2018-2019 school years.
- The percent of students scoring Proficient/Distinguished in writing was below the state average in grade 5 in 2017-2018 and 2018-2019 school years.



Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	14.3	19.7	54.9	57.7
Math	17.4	14.5	50.9	57.7
English Learner		18.8		70.5
Growth Indicator	15.9	17.1	52.9	57.7

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

Plus

- The growth index for math was above the state average by 2.9 points during the 2017-2018 school year.

Delta

- The growth index for reading was below the state average by 5.4 points during the 2017-2018 school year.
- The growth index for reading was below the state average by 2.8 points during the 2018-2019 school year.
- The growth index for math was below the state average by 6.8 points during the 2018-2019 school year.
- The growth index for growth indicator was below the state average by 1.2 points during the 2017-2018 school year.
- The growth index for growth indicator was below the state average by 4.8 points during the 2018-2019 school year.

2018-2019 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	15.8	16.8	0.0	0.0	12.9
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	18.5	15.6	2.6	4.4	13.3
Disabilities (IEP)	11.5	3.8	5.9	5.3	5.3
Disabilities Regular Assessment	11.5	3.8	5.9	5.3	5.3
Disabilities with Acc.				5.3	5.3
Economically Disadvantaged	25.0	20.5		7.8	11.8
English Learners					
English Learners Monitored					
Female	29.6	25.5	5.9	3.4	20.7
Foster					
Gifted and Talented					



Group	Reading	Math	Science	Social Studies	Writing
Hispanic					
Homeless	23.5	11.8			
Male	22.7	19.3	7.7	18.5	11.1
Migrant					
Military					
No Disabilities	32.1	29.9	7.0	13.5	21.6
Non-Economically Disadvantaged	50.0	60.0			
Non-English Learners	26.3	22.6	6.7	10.7	16.1
Non-Migrant	26.3	22.6	6.7	10.7	16.1
Not Consolidated Student Group	47.1	41.2	13.6	36.4	27.3
Not English Learners Monitored			6.7	10.7	16.1
Not Gifted and Talented	26.3	22.6	6.7	10.7	16.1
Not Homeless	26.6	23.7	3.8		15.1
Pacific Islander					
Total Students Tested	26.3	22.6	6.7	10.7	16.1
Two or More	14.3	7.1			
White	40.8	29.6	13.8	26.3	21.1

Plus

- There are no pluses for the 2018-2019 Percent Proficient/Distinguished by Level.

Delta

- The percent of disability-with IEP (total) students scoring Proficient/Distinguished in reading was 11.5 percent during the 2018-2019 school year.
- The percent of disability-with IEP (regular assessment) students scoring Proficient/Distinguished in reading was 11.5 percent during the 2018-2019 school year.
- The percent of African American students scoring Proficient/Distinguished in reading was 15.8 percent during the 2018-2019 school year.
- The percent of two or more races students scoring Proficient/Distinguished in reading was 14.3 percent during the 2018-2019 school year.
- The percent of economically disadvantaged students scoring Proficient/Distinguished in reading was 25.0 percent during the 2018-2019 school year.
- The percent of African American students scoring Proficient/Distinguished in math was 16 .8 percent during the 2018-2019 school year.
- The percent of two or more races students scoring Proficient/Distinguished in math was 7.1 percent during the 2018-2019 school year.
- The percent of male students scoring Proficient/Distinguished in math was 19.3 percent during the 2018-2019 school year.



- The percent of disability-with IEP students scoring Proficient/Distinguished in math was 3.8 percent during the 2018-2019 school year.
- The percent of disability-with IEP (regular assessment) students scoring Proficient/Distinguished in math was 3.8 percent during the 2018-2019 school year.
- The percent of homeless students scoring Proficient/Distinguished in math was 11.8 percent during the 2018-2019 school year.
- The percent of female students scoring Proficient/Distinguished in science was 5.9 percent during the 2018-2019 school year.
- The percent of male students scoring Proficient/Distinguished in science was 7.7 percent during the 2018-2019 school year.
- The percent of African American students scoring Proficient/Distinguished in science was zero percent during the 2018-2019 school year.
- The percent of no disabilities students scoring Proficient/Distinguished in science was seven percent during the 2018-2019 school year.
- The percent of disability-with IEP students scoring Proficient/Distinguished in science was 5.9 percent during the 2018-2019 school year.
- The percent of disability-with IEP (regular assessment) students scoring Proficient/Distinguished in science was 5.9 percent during the 2018-2019 school year.
- The percent of non-English Learners students scoring Proficient/Distinguished in science was 6.7 percent during the 2018-2019 school year.
- The percent of white students scoring Proficient/Distinguished in science is 13.8 percent during the 2018-2019 school year.
- The percent of African American students scoring Proficient/Distinguished in Social studies was zero percent during the 2018-2019 school year.
- The percent of disability-with IEP students scoring Proficient/Distinguished in social studies was 5.3 percent during the 2018-2019 school year.
- The percent of disability-with IEP (regular assessment) students scoring Proficient/Distinguished in social studies was 5.3 percent during the 2018-2019 school year.
- The percent of disability-with accommodations students scoring Proficient/Distinguished in social studies was 5.3 percent during the 2018-2019 school year.
- The percent of economically disadvantaged students scoring Proficient/Distinguished in social studies was 7.8 percent during the 2018-2019 school year.
- The percent of female students scoring Proficient/Distinguished in social studies was 3.4 percent during the 2018-2019 school year.
- The percent of African American students scoring Proficient/Distinguished in writing was 12.9 percent during the 2018-2019 school year.
- The percent of disability-with IEP students scoring Proficient/Distinguished in writing was 5.3 percent during the 2018-2019 school year.
- The percent of disability-with IEP (regular assessment) students scoring Proficient/Distinguished in writing was 5.3 percent during the 2018-2019 school year.

Schedule

Monday, December 2, 2019

Time	Event	Where	Who
4:00 p.m. - 4:30 p.m.	Team Meeting and Introduction	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. - 5:15 p.m.	Principal Overview	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. - 8:00 p.m.	Team Work Session #1 (Agenda to be provided by Lead Evaluator)	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, December 3, 2019

Time	Event	Where	Who
8:30 a.m.	Team arrives at school	School	Diagnostic Review Team Members
9:50 a.m. – 4:30 p.m.	Principal Interview / Classroom Observations / Interviews	School	Diagnostic Review Team Members
4:30 p.m. - 5:30 p.m.	Team Members return to hotel		
6:00 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 4, 2019

Time	Event	Where	Who
8:30 a.m.	Team arrives at school	School	Diagnostic Review Team Members
8:50 a.m. - 4:00 p.m.	Interviews / Artifact Review, Classroom Observations	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team Members return to hotel		
5:30 p.m. - 8:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 5, 2019

Time	Event	Where	Who
9:05 a.m. - 10:30 a.m.	Final Team Work Session	School	Diagnostic Review Team Members
10:30 a.m. - 11:00 a.m.	Team Members return to hotel		Diagnostic Review Team Members
11:00 a.m. - 3:00 p.m.	Finalize Leadership Assessment Lead Evaluator, Co-Lead and Process Coach work collaboratively on draft DR Report	Hotel	Diagnostic Review Team Members

