

# Cognia Diagnostic Review Report

Results for: Minors Lane Elementary

**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.

<b>Stakeholder Groups</b>	<b>Number</b>
<b>District-Level Administrators</b>	3
<b>Building-Level Administrators</b>	2
<b>Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)</b>	7
<b>Certified Staff</b>	30
<b>Noncertified Staff</b>	10
<b>Students</b>	10
<b>Parents</b>	5
<b>Total</b>	67

# 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.	Improving
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Initiating
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Initiating

# Learning Capacity Domain

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

Learning Capacity Essential Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Initiating
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Insufficient
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Insufficient
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Insufficient
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Improving
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Insufficient
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Insufficient
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Insufficient

# Resource Capacity Domain

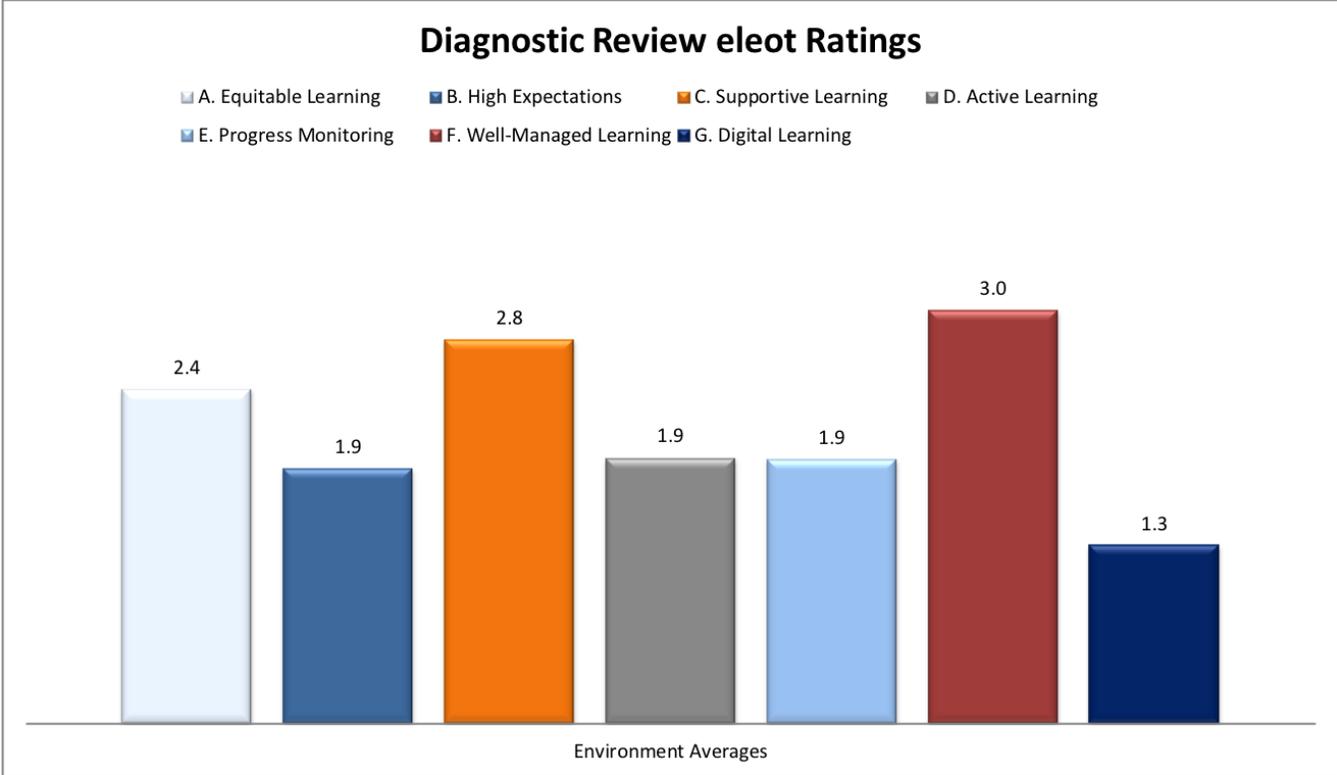
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning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

Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Initiating
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	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 29 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.9	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	48%	21%	21%	10%
A2	3.1	Learners have equal access to classroom discussions, activities, resources, technology, and support.	7%	21%	31%	41%
A3	3.2	Learners are treated in a fair, clear, and consistent manner.	7%	7%	41%	45%
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.	72%	14%	3%	10%
<b>Overall rating on a 4 point scale:</b>			<b>2.4</b>			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.9	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	31%	48%	21%	0%
B2	2.2	Learners engage in activities and learning that are challenging but attainable.	7%	72%	17%	3%
B3	1.7	Learners demonstrate and/or are able to describe high quality work.	45%	41%	14%	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).	34%	52%	14%	0%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	45%	34%	21%	0%
<b>Overall rating on a 4 point scale:</b>			<b>1.9</b>			

<b>C. Supportive Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
C1	2.8	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	38%	41%	21%
C2	2.4	Learners take risks in learning (without fear of negative feedback).	10%	45%	34%	10%
C3	2.9	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	3%	24%	55%	17%
C4	3.1	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	28%	38%	34%
<b>Overall rating on a 4 point scale:</b>			<b>2.8</b>			

<b>D. Active Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
D1	2.0	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	31%	48%	14%	7%
D2	1.7	Learners make connections from content to real-life experiences.	55%	28%	14%	3%
D3	2.5	Learners are actively engaged in the learning activities.	10%	45%	31%	14%
D4	1.7	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	45%	45%	10%	0%
<b>Overall rating on a 4 point scale:</b>			<b>1.9</b>			



<b>E. Progress Monitoring and Feedback Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
E1	1.7	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	45%	45%	10%	0%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	10%	41%	45%	3%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	38%	24%	31%	7%
E4	1.6	Learners understand and/or are able to explain how their work is assessed.	55%	31%	14%	0%
<b>Overall rating on a 4 point scale:</b>			<b>1.9</b>			

<b>F. Well-Managed Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Very Evident</b>
F1	3.3	Learners speak and interact respectfully with teacher(s) and each other.	0%	10%	52%	38%
F2	3.1	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	21%	45%	34%
F3	2.9	Learners transition smoothly and efficiently from one activity to another.	0%	31%	48%	21%
F4	2.8	Learners use class time purposefully with minimal wasted time or disruptions.	0%	45%	34%	21%
<b>Overall rating on a 4 point scale:</b>			<b>3.0</b>			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.7	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	59%	21%	14%	7%
G2	1.2	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	93%	0%	0%	7%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	100%	0%	0%	0%
<b>Overall rating on a 4 point scale:</b>		<b>1.3</b>				

## eleot Narrative

The Diagnostic Review team collected data in 29 core content classroom settings. The Well-Managed Learning Environment was the highest rated of the seven environments, followed by the Supportive Learning Environment and the Equitable Learning Environment. It was evident/very evident in 90 percent of classrooms that students “interact respectfully with teacher(s) and each other” (F1). It was evident/very evident in 79 percent of classrooms that students “follow classroom rules and behavioral expectations and work well with others” (F2). It was evident/very evident in 72 percent of classrooms that students “demonstrate a congenial and supportive relationship with their teacher” (C4) and “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3). It was evident/very evident in 86 percent of classrooms that students “are treated in a fair, clear, and consistent manner” (A3). These ratings supported informal team member observations that the overall school environment was warm, caring, and inviting. Improving appropriate student behavior was a significant leadership and faculty initiative for the 2018-2019 year and it was evident that the overall school climate greatly improved from previous years.

Three learning environments, High Expectations, Active Learning, and Progress Monitoring and Feedback, received the same overall rating, 1.9, which underscored some significant areas for improvement. As for High Expectations, it was evident/very evident in 14 percent of the classrooms that students “demonstrate and/or are able to describe high quality work” (B3) and “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). It was evident/very evident in 20 percent of classrooms that students “engage in activities and learning that are challenging but attainable” (B2). It was evident/very evident in 21 percent of classrooms that students “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) and “take responsibility for and are self-directed in their learning” (B5). These five items supported the need to develop higher and clearer expectations for student performance and for increased curriculum rigor with an emphasis on developing students’ higher-order thinking skills. The development and use of high-quality student work examples was also indicated as a means of increasing expectations for performance. These needs are directly addressed in Improvement Priority 1.

In relation to the Active Learning Environment, it was evident/very evident in 10 percent of the classrooms that students “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4).

It was evident/very evident in 21 percent of classrooms that students' "discussions/dialogues/exchanges with each other and teacher predominate" (D1). Additionally, it was evident/very evident in 45 percent of classrooms that students "are actively engaged in the learning activities" (D3). These items supported the need to implement additional classroom learning activities that more actively engaged students. The need for a schoolwide instructional process that was student-centered and involved significant use of inquiry-based and collaborative experiences was supported. This is addressed in the two Improvement Priorities.

In terms of the Progress Monitoring and Feedback Learning Environment, it was evident/very evident in 10 percent of classrooms that students "monitor their own progress or have mechanisms whereby their learning progress is monitored" (E1). It was evident/very evident in 14 percent of classrooms that students "understand and/or are able to explain how their work is assessed" (E4). Further, it was evident/very evident in 38 percent of classrooms that students "demonstrate and/or verbalize understanding of the lesson/content" (E3), and it was evident/very evident in 48 percent of classrooms that students "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2). These items underscored the need for students to become more self-directed in their learning and in monitoring their progress. The items also indicated the need for students to become more aware of how their classwork connects to desired learning outcomes, as well as measures of excellence and success.

The lowest-rated environment was Digital Learning. It was evident/very evident in 21 percent of the classrooms that students "use digital tools/technology to gather, evaluate, and/or use information for learning" (G1). It was very evident in seven percent of classrooms that students "use digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2). Multiple team members commented that most student technology use appeared to be students playing academic games or reading independently while the teacher worked with a small group of students in another part of the classroom. Some of the technology use was also related to various learning centers; however, the use was not directly related to the particular classroom lesson for the day. Students use of technology was observed to be minimal; however, increased use is not supported until the curriculum and instructional process is significantly enhanced.

# Findings

## Improvement Priorities

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

### Improvement Priority #1

Develop, implement, and monitor a curriculum that is aligned to Kentucky Academic Standards, is aligned vertically (kindergarten through fifth grade), is based on high, explicit expectations for student academic performance, and promotes the development and use of higher-order thinking skills in all students. Collect, analyze, and use data to evaluate the quality and effectiveness of the curriculum in order to meet the institution's learning expectations, student preparedness for the next level, and to provide data for revisions to the curriculum. (Standard 2.5)

#### **Evidence:**

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

Even though the Kentucky Performance Rating for Educational Progress (K-PREP) scores have increased over the last two-year period in most areas, they were all well below the state averages (See Addendum). For third grade reading in 2018-19, 18 percent of the students at Minors Lane Elementary were Proficient/Distinguished (P/D), compared to the state average of 53 percent P/D. For fourth grade reading, 21 percent of the students were P/D, compared to the state average of 53 percent P/D. For fifth grade reading, 16 percent of the students were P/D, compared to the state average of 58 percent P/D.

For third grade math, six percent of the students at the school were P/D, compared to the state average of 47 percent P/D. For fourth grade math, 19 percent of the students were P/D, compared to the state average of 47 percent P/D. For fifth grade math, 19 percent of the students were P/D, compared to the state average of 52 percent P/D.

According to the School Accountability Model data (2018-2019) provided by the principal, a significant number of students were classified as Novice level in the following areas: reading (52 percent), math (49 percent), writing (52 percent), social studies (44 percent), and science (36 percent).

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

The elect observation data supported the need for increased curriculum rigor. It was evident/very evident in just 14 percent of the classrooms that students “demonstrate and/or are able to describe high quality work” (B3). There were few instances where students were using scoring guides, rubrics, or models/exemplars of high-quality student work during classroom instruction.

It was evident/very evident in 14 percent of classrooms that students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). Diagnostic Review Team members noted that most students were busy; however, much of their activity was repetitious and required little student cognitive input. This was especially true at many learning centers. Teacher-led, small-group instruction typically appeared to be at an appropriate instructional level. It was evident/very evident in 20 percent of classrooms that students “engage in activities and learning that are challenging but attainable” (B2).



It was evident/very evident in 21 percent of classrooms that students “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1). Team members noted that performance expectations for specific lessons and activities were not readily available for or understood by students.

#### **Stakeholder Interview Data:**

Administrators and teachers frequently cited their reading initiative (Reading Workshop) when asked about the academic focus of the school. At the same time, many also acknowledged the need for significantly increased rigor in the reading, math, and writing curricula. The principal’s presentation noted these three areas as “improvement opportunities” and described them as areas for growth. Many teachers were not clear as to how their classroom instructional focus was directly related to the Kentucky Academic Standards. One teacher reported that through the use of scope-and-sequence documents, they developed “We Can” and “I Can” strategies; however, they did not seem to know that these were supposed to be correlated to the state standards until it was pointed out by a district-level instructional coach.

One commented, “The rigor level is just not there...students are not engaged. In fact, our workshop activities such as small groups and stations need to be more intentional.” One staff member said, “Children are challenged, but they are so low they can never catch up.” Another noted, “Teachers have no training on rigor.” One teacher also commented, “There are some teachers who are not willing to spend any extra time.”

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

Staff and parents held somewhat different views of the level of rigor and instruction in the school, as evidenced by the difference in the ratings of several survey items directly related to the quality of the education provided to all students. Seventy 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). These data correlate strongly with the High Expectations Learning Environment data. Sixty-eight percent of staff agree/strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum (E7). Sixty-four percent of staff agreed/strongly agreed that “all teachers in our school provide students with specific and timely feedback about their learning” (E6). These data correlate strongly with the eleot item “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2), which was evident/very evident in 48 percent of classrooms.

The parents’ perceptions of the overall quality of their children’s education were significantly more positive. Ninety-five percent of parents agreed/strongly agreed that “all of my child’s teachers provide an equitable curriculum that meets his/her learning needs” (E1). Ninety-one percent of parents agreed/strongly agreed that “my child knows the expectations for learning in all classes” (E10). These data correlate strongly with parent interviews that revealed that parents were largely supportive and pleased with the quality of instruction in the school. These differences in perceptions highlight the challenge in building support for increasing the rigor of the curriculum and classroom instructional process. Informing and involving as many parents as possible may help the entire community embrace this crucial work.

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

The Academic Performance Committee minutes from September 18, 2018, revealed that a committee was formed to “focus on learning and high expectations for student achievement.” Discussion topics included a focus on “three pillars” of Jefferson County Schools (backpack of success skills, culture and climate, and equity), standards implementation, effective use of data, progress monitoring and analysis of student work, the guided reading program, and two big questions: “What are we doing to achieve academic success currently?” and “What can we do to ensure high expectations?” However, implementation of many of these topics was not evident in the classrooms during eleot observations, and there was no discussion of these items in teacher interviews.

As evidence that the school has a Multi-Tiered System of Support (MTSS), the school shared the MTSS Handbook. It is very evident that MTSS is being used to support student behavior needs; however, based on eleot

observations, general observations, staff interviews, and student interviews, this support is not evident for their academic needs. One student commented, “We have good teachers, but we do not do work that challenges me.”



## Improvement Priority #2

Develop and implement an instructional monitoring process to ensure that individual student learning needs are addressed and that the school's learning expectations and plans are implemented with fidelity in the classroom. Collect and analyze appropriate formative and summative assessment data to monitor student improvement and to promote adjustment of classroom instruction throughout the year. (Standard 2.7)

### Evidence:

#### Classroom Observation Data:

It was evident/very evident in 31 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that meet their needs” (A1). It was evident/very evident that students “take responsibility for and are self-directed in their learning” (B5) in 21 percent of classrooms. It was evident/very evident in 17 percent of classrooms that students “make connections from content to real-life experiences” (D2). It was evident/very evident in 45 percent of classrooms that students “are actively engaged in the learning activities” (D3). Students who “collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4) were evident/very evident in 10 percent of classrooms. In 10 percent of classrooms, it was evident/very evident that students “monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1).

#### Stakeholder Interview Data:

Several teachers stated that grade-level rigor and grade-level standards were “not where they needed to be.” Regarding lesson pacing, one teacher stated, “If our students are ready, we can move on, but it is the teacher’s choice. There is no formal process.” Another teacher noted, “We use formative data to plan instruction. Each teacher knows her students.” One stated, “I wonder if all teachers care about their students’ progress; there are low expectations.” Another stated, “It’s hard to know what grade-level work looks like; there’s not much feedback on lesson plans.” One teacher stated, “This is a hard group of teachers even though the administration is trying to be positive versus punitive.” Another noted, “It’s difficult to track effectiveness of the curriculum, because it changes so much.” One teacher stated, “I’m not sure all teachers are differentiating.” One commented, “I’m not sure the DOK (Depth-of-Knowledge) level is known by most teachers.”

#### Stakeholder Perception/Experience Data:

Sixty-eight percent of staff agreed/strongly agreed that “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7). Sixty-eight percent of staff agreed/strongly agreed that “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data” (G4). Sixty-nine percent of staff agreed/strongly agreed that “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)” (E10).



# Insights from the Review

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

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

## Strengths:

The school administration and staff have developed a warm, caring, and inviting culture. Students reported they enjoyed being in school and many described it as "fun." The staff was proud of and celebrated the school's diversity. They frequently cited that 57 percent of the students received English Language Learner (ELL) services and that 19 languages were spoken in the school. Under the direction of the administration, the staff reduced the out-of-school suspension rate from 164 suspensions in 2017-2018 to one in 2018-2019 and two so far in 2019-2020.

The administration implemented staff professional development activities to build student social skills, as well as to provide trauma-informed understandings and care regarding the life situations of some students. They recently revisited the professional learning community (PLC) model and were actively re-engaged in developing teacher-led and data-informed student lesson planning. The administration noted that the PLC process was now focused on a three-part question: "What standards are taught, when are they taught, and how are they assessed?" Student academic performance showed demonstrated growth with a steady three-year reduction in percent of students in the Novice level of performance according to the principal's presentation.

The staff and community recently revisited and re-engaged its vision and mission, to now use the revised statements to "drive our daily work." Staff expressed pride in recent upward trends of student growth scores on K-PREP assessments. They strengthened and redefined their Tier One instructional program. The staff is encouraged to use its considerable strengths highlighted above as springboards for focusing on the key areas described in the two Improvement Priorities.

## Continuous Improvement Process:

The school was historically categorized as low-performing based on standardized test results. The predominant culture may be described as "that's just how it is here." There was a general acceptance over the years that the personal life challenges experienced by the students prohibited significant academic performance. The staff reported mixed feelings about this; some were adamant that "this was as good as it gets," while others voiced a passion for significantly increased academic expectations for student performance.

The school recently re-engaged its PLC process. One administrator noted, "We are completely revamping our PLCs." The school also strengthened its MTSS process for academics, attendance, and behavior. These structures are in place to provide a framework for the school to focus on curricular and instructional rigor. The current planning process is more verbal than written. Staff frequently cited these two systems and their schoolwide Reading Workshop as evidence of increased attention to the academic needs of the students. Most



staff agreed that they need to more fully engage to increase the rigor of the curriculum and instructional processes.

The ratings on most of the Essential Standards were in the Insufficient and Initiating levels of impact. The continuous improvement process must focus on developing and implementing measurable results of improved student learning and professional practice. The classroom instructional supervision and evaluation process needs to provide teachers with reflective feedback on specific instructional practices known to increase student learning. All staff need additional professional development in the gathering, analysis, and effective use of data. This is especially true regarding formative practices in the classroom.

The two Improvement Priorities highlight the need to significantly increase the rigor of the curriculum and instructional processes. Student learning opportunities need to include more hands-on, inquiry-based activities that promote the use and development of higher-order thinking skills. The focus needs to be on well-defined learning expectations with targeted and focused instruction for all students. These efforts all require an enhanced understanding and use of data to inform student progress and to assess the quality and effectiveness of the school's programs and services.

## 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
<b>Dr. George Griffin</b>	Dr. George Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. Griffin is the author of several entries in the <i>Encyclopedia of Educational Leadership and Administration</i> and a contributor to special education textbooks and professional journals. He serves as a Lead Evaluator Mentor with Cognia and has led reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker at the first Cognia International Learning Disabilities Conference (2013) in Beirut, Lebanon, and has presented interactive training sessions at Cognia Global Education Conferences in the United Arab Emirates, Saudi Arabia, and Egypt.
<b>Curtis Higgins</b>	Curtis Higgins has over 30 years of education experience as a teacher and administrator. Curtis is currently an Education Recovery Leader (ERL) for the Kentucky Department of Education and is assigned to the West Region, working part-time supporting two Additional Targeted Support and Improvement schools in the state. He taught high school mathematics for 22 years, his last four at a Priority school in Jefferson County. He was an assistant principal in Jefferson County at another Priority school, Myers Middle School, for two years, and a principal at Hopkinsville High School for three years. For the past three years, he has worked in school turnaround initiatives with low-achieving schools across western Kentucky.
<b>Denva Smith</b>	Denva Smith has over 20 years of experience as a teacher, literacy coach, and district administrator. She currently serves as an Education Recovery Leader for the Kentucky Department of Education. In that position, she works in a state-managed district to assist and support staff in building sustainable core systems for school improvement and student achievement. Mrs. Smith also co-leads turnaround efforts in a Comprehensive Support and Improvement school that is ranked in the bottom five percent of schools according to their most recent state accountability. Experiences include professional development; curriculum, instruction, and assessment implementation and monitoring; and supervising a variety of district initiatives and evaluation.
<b>Lisa Smith</b>	Lisa Smith began her career in public education as a fourth-grade teacher in the Fayette County Public Schools in 1998. Prior to accepting the position of Chief of Elementary Schools for Fayette County Public Schools, Mrs. Smith was a principal at Ashland Elementary from 2013-2017. She also served as a principal in Clark County for three years, from 2010-2013. Other experiences in education include serving as a classroom teacher, reading recovery specialist, and instructional coach.
<b>Jan Stone</b>	Jan Stone is currently the Director of Data, Assessment, and Research for Bullitt County Public Schools. She provides leadership in coordinating an aligned and articulated instructional assessment, accountability, and data analysis program for the seventh largest school district in the state. Prior to her position with Bullitt County, she served as a Highly Skilled Educator with the Kentucky Department of Education. She has twenty-eight years of experience as a teacher and administrator.

# 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	11.1	52.3	17.9	52.7
	4	16.7	53.7	20.6	53.0
	5	9.2	57.8	15.6	57.9
Math	3	11.1	47.3	6.0	47.4
	4	13.4	47.2	19.1	46.7
	5	4.6	52.0	18.8	51.7
Science	4	3.8	30.8	5.9	31.7
Social Studies	5	6.9	53.0	7.8	53.0
Writing	5	3.4	40.5	7.8	46.6

Plus

- The percentage of students scoring proficient/distinguished improved in all tested areas except grade 3 math from school year 2017-2018 to 2018-2019.

Delta

- The percentage of students scoring proficient/distinguished is well below state average in all tested areas.

### Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	19.4	19.7	63.8	57.8
Math	17.7	14.5	65.4	57.6
English Learner	21.8	18.8	71.5	70.5
Growth Indicator	18.6	17.1	64.6	57.7

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

Plus

- The Growth Index exceeds the state index in all categories except reading in 2017-2018 and exceeds state index in all categories in 2018-2019.

- There is significant student growth in all categories.

Delta

- None

## 2018-19 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	15.8	3.5	0.0	7.7	0.0
Alternative Assessment	9.1	9.1			
American Indian					
Asian					
Consolidated Student Group	14.4	12.6	3.6	5.1	5.1
Disabilities (IEP)	3.3	6.7	0.0	0.0	0.0
Disabilities Regular Assessment	0.0	5.3			
Disabilities with Acc.					
Economically Disadvantaged	16.9	13.5	6.7	5.3	5.3
English Learners	9.3	12.4	3.4	0.0	3.1
English Learners Monitored	10.6	16.3	6.7	2.6	5.3
Female	20.4	10.7	0.0	9.7	6.5
Foster					
Gifted and Talented					
Hispanic	10.8	16.1	8.0	2.6	5.1
Homeless	33.3	25.0			
Male	15.6	18.8	11.8	6.1	9.1
Migrant					
Military					
No Disabilities	20.7	16.0	7.1	9.3	9.3
Non-Economically Disadvantaged	28.6	23.8			
Non-English Learners	26.5	16.7	7.7	15.6	12.5
Non-Migrant	18.1	14.6	5.9	7.8	7.8
Not Consolidated Student Group	44.0	28.0	16.7		
Not English Learners Monitored	26.3	12.6	5.3	15.4	11.5
Not Gifted and Talented	18.1	14.6	5.9	7.8	7.8
Not Homeless	17.1	13.9	4.8	6.6	
Pacific Islander					

Group	Reading	Math	Science	Social Studies	Writing
<b>Total Students Tested</b>	18.1	14.6	5.9	7.8	7.8
<b>Two or More</b>					
<b>White</b>	30.8	23.1	5.6		

Plus

- There are no large gaps in learning for different demographic groups.

Delta

- Gaps in learning appear in math for African American students and students with Disabilities.
- Gaps in learning appear in reading for English Learner students and students with Disabilities.
- The scores for science, social studies and writing are very low.

# Schedule

## Monday, December 2, 2019

Time	Event	Where	Who
3:00 p.m.	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, December 3, 2019

Time	Event	Where	Who
7:30 a.m.	Team arrives at school	School Office	Diagnostic Review Team Members
8:00 a.m. - 4:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:30 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

## Wednesday, December 4, 2019

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution(s)	School	Diagnostic Review Team Members
8:00 a.m. - 4:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:30 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 9:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

## Thursday, December 5, 2019

Time	Event	Where	Who
8:00 a.m. - 3:00 p.m.	Final Team Work Session	School AM Hotel PM	Diagnostic Review Team Members

# School Diagnostic Review Summary Report

## Minors Lane Elementary

Jefferson County Public Schools

December 2-5, 2019

The members of the Minors Lane Elementary Diagnostic Review Team are grateful to the district and school leadership, staff, students, families, and community for the cooperation and hospitality extended during the assessment process.

Following its review of extensive evidence and in consideration of the factors outlined in 703 KAR 5:280, Section 4, the Diagnostic Review Team submitted the following assessment regarding the **principal's capacity** to function or develop as a turnaround specialist, including if the principal should be reassigned, to the Commissioner of Education:

The principal does have the capacity to function or to develop as a turnaround specialist and, accordingly, should continue as principal of Minors Lane Elementary.

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

\_\_\_\_\_ Date: \_\_\_\_\_  
Associate Commissioner, Kentucky Department of Education

I have received the Diagnostic Review for Minors Lane Elementary.

\_\_\_\_\_ Date: \_\_\_\_\_  
Principal, Minors Lane Elementary

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