

Cognia Diagnostic Review Report

Results for: Watson 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.

Stakeholder Groups	Number
District-Level Administrators	3
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	6
Certified Staff	12
Noncertified Staff	5
Students	6
Parents	6
Total	40

Cognia Standards Diagnostic Results

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

Leadership Capacity Domain

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

Leadership Capacity Essential Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Initiating
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Insufficient
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Initiating
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Insufficient
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.	Insufficient

Learning Capacity Domain

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

Learning Capacity Essential Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Initiating
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Initiating
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	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

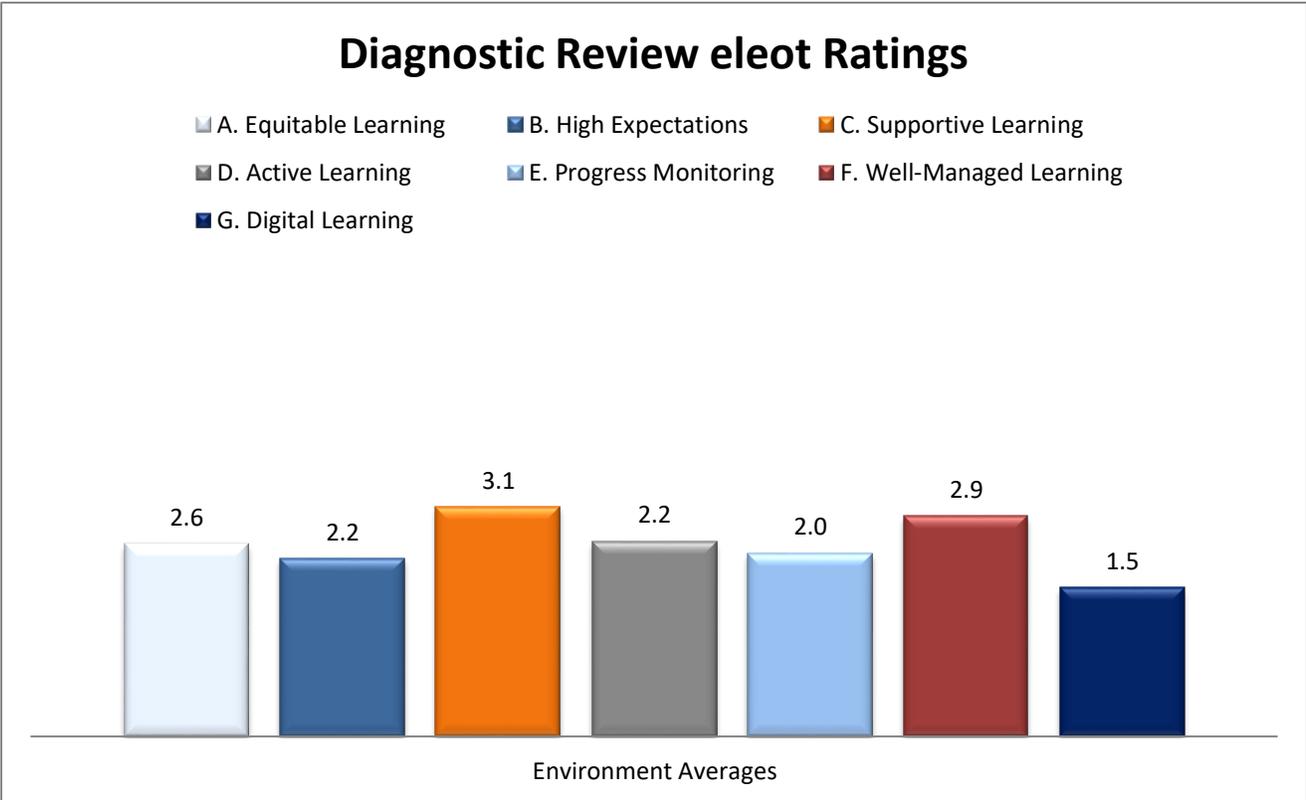
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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.	Improving
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.	Improving
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 12 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.	33%	50%	8%	8%
A2	3.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	17%	42%	42%
A3	3.5	Learners are treated in a fair, clear, and consistent manner.	0%	8%	33%	58%
A4	1.9	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	42%	25%	33%	0%
Overall rating on a 4 point scale:			2.6			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.3	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	25%	33%	33%	8%
B2	2.4	Learners engage in activities and learning that are challenging but attainable.	17%	42%	25%	17%
B3	1.8	Learners demonstrate and/or are able to describe high quality work.	42%	42%	17%	0%
B4	2.4	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	8%	50%	33%	8%
B5	2.3	Learners take responsibility for and are self-directed in their learning.	17%	58%	8%	17%
Overall rating on a 4 point scale:			2.2			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	3.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	8%	17%	17%	58%
C2	2.8	Learners take risks in learning (without fear of negative feedback).	8%	33%	25%	33%
C3	3.0	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	33%	33%	33%
C4	3.2	Learners demonstrate a congenial and supportive relationship with their teacher.	17%	0%	33%	50%
Overall rating on a 4 point scale:			3.1			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.6	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	8%	42%	33%	17%
D2	1.4	Learners make connections from content to real-life experiences.	67%	25%	8%	0%
D3	2.7	Learners are actively engaged in the learning activities.	8%	33%	42%	17%
D4	2.2	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	42%	8%	42%	8%
Overall rating on a 4 point scale:			2.2			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.7	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	42%	50%	8%	0%
E2	2.4	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	8%	50%	33%	8%
E3	2.6	Learners demonstrate and/or verbalize understanding of the lesson/content.	8%	42%	33%	17%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	58%	42%	0%	0%
Overall rating on a 4 point scale:			2.0			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.1	Learners speak and interact respectfully with teacher(s) and each other.	8%	17%	33%	42%
F2	3.1	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	8%	25%	17%	50%
F3	2.8	Learners transition smoothly and efficiently from one activity to another.	8%	33%	25%	33%
F4	2.6	Learners use class time purposefully with minimal wasted time or disruptions.	17%	25%	42%	17%
Overall rating on a 4 point scale:			2.9			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.8	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	50%	33%	8%	8%
G2	1.4	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	75%	17%	0%	8%
G3	1.3	Learners use digital tools/technology to communicate and work collaboratively for learning.	83%	8%	0%	8%
Overall rating on a 4 point scale:		1.5				

eleot Narrative

The Diagnostic Review Team collected data in 12 core content classroom settings. The data from the classroom observations revealed the highest percentages of evident/very evident were in the Equitable Learning and Supportive Learning Environments. In 84 percent of classrooms, it was evident/very evident that students “have equal access to classroom discussions, activities, resources, technology, and support” (A2). It was evident/very evident in 91 percent of classrooms that “learners are treated in a fair, clear, and consistent manner” (A3). In addition, it was evident/very evident in 83 percent of classrooms that “learners demonstrate a congenial and supportive relationship with their teacher” (C4). The team found that students were generally treated fairly and supported by staff in all observed settings.

Conversely, the classroom observation data showed that most instruction was whole group or center-based with some organized movement within the classroom setting. It was evident/very evident in 16 percent of classrooms that students “engage in differentiated learning opportunities and/or activities that met their needs” (A1). The Diagnostic Review Team did not observe high academic expectations in classrooms; it was evident/very evident in 17 percent of classrooms that students “demonstrate and/or are able to describe high quality work” (B3). The data further revealed that students who “take responsibility for and are self-directed in their learning” (B5) were evident/very evident in 25 percent of classrooms. It was evident/very evident in eight percent of classrooms that students “make connections from content to real-life experiences” (D2) and that students “monitor their own learning progress or have mechanisms whereby their learning progress is monitored” (E1). In zero percent of classrooms, it was evident/very evident that “learners understand and/or are able to explain how their work is assessed” (E4). Collectively, these findings illustrated the need to establish high academic expectations and to implement instruction that allows students to monitor their individual progress and understand how their work is measured.

The Digital Learning Environment received the lowest overall rating of the seven learning environments, measuring 1.5 on the four-point scale. Student use of digital tools/technology “to communicate and work collaboratively for learning” (G3) and “to conduct research, solve problems, and/or create original works for learning” (G2) was evident/very evident in eight percent of classrooms. Additionally, observation data disclosed that in 16 percent of classrooms, it was evident/very evident that students “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1). The Diagnostic Review Team observed students using



technology individually and in groups with little depth, differentiation, and/or rigor. Low ratings for items in this learning environment provide an opportunity for the school to systemically increase the ways that students use technology to conduct research, solve problems, and create original work with a level of collaboration that is enhanced by these tools.

A careful examination of all items is warranted to identify additional areas that can be leveraged to increase instructional capacity and improve student learning. In addition, the Improvement Priorities outlined within this report can help prioritize areas of focus.



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

Systematically implement and monitor an evidenced-based curriculum across all grades and content areas. Ensure faculty and staff are highly skilled in understanding and delivering rigorous and engaging instruction. Ensure instructional practices are based on high expectations and prepare learners for the next level. (Standard 2.5)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum of this report, indicated the school did not implement curriculum or effective instructional practices that met the needs of all students. The Kentucky Performance Rating for Educational Progress (K-PREP) results for Watson Lane Elementary students revealed that the percentages of students who scored proficient/distinguished were significantly below the state average in all assessed areas for 2017-2018 and 2018-2019. Additionally, the percentages of students scoring proficient/distinguished in third-, fourth-, and fifth-grade reading were lower than the 2017-2018 performance data, as were the percentages in fourth- and fifth-grade math, fourth-grade science, and fifth-grade social studies. The 2018-2019 student performance data also showed the student growth index in reading was 44.1 compared to the state index of 57.8, math was 41.5 compared to the state index of 57.6, English Learners was 65.7 compared to the state index of 70.5, and the Growth Indicator was 42.8 compared to the state index of 57.7.

Meanwhile, the percentage of students scoring proficient/distinguished in fifth-grade writing increased from 15.3 in 2017-2018 to 31.3 in 2018-2019, though still below the state average of 46.6.

Classroom Observation Data:

The classroom observation data, as previously detailed, indicated the school provided classroom discussions, activities, resources, technology, and staff support that met the needs of various students. However, implementation of differentiated, personalized/individualized instructional practices leading to a culture that promotes creativity, collaboration, and innovation had not reached a level of reliability within and across grades and subject areas. It was evident/very evident in 41 percent of classrooms that students “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1), “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4), and “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). In 42 percent of classrooms, it was evident/very evident that “learners engage in activities and learning that are challenging but attainable” (B2). It was evident/very evident in 66 percent of classrooms that “learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3). Further, in 50 percent of classrooms, it was evident/very evident that students “demonstrate and/or verbalize understanding of the lesson/content” (E3).

Stakeholder Interview Data:

Interview data showed little evidence that the learning culture promoted the use of evidence-based curriculum and showed no evidence of a formal description of processes and protocols to adopt, align, and evaluate a coherent curriculum aligned to the rigor of the Kentucky Academic Standards across all grades and content areas. The team found no discernable evidenced-based curriculum in place and was unable to find sufficient emphasis on processes and protocols that would lead to the implementation of core instructional content and subsequent development of specific and aligned instructional practices. Interview data revealed a lack of processes and protocols that, when fully executed, would provide specific actions that would lead to rigorous and engaging instruction. The team suggests that the school implement a consistent evidenced-based curriculum across all grades and content areas with specific instructional strategies that promote and enhance the diverse student social, emotional, and academic needs.

Stakeholder Perception/Experience Data:

Staff member, parent, and student survey data revealed mostly consistent responses related to learning expectations, assessment of student work, and new learning that will assist in future academic success.

The survey data revealed that 88 percent of staff members agreed/strongly agreed that “All teachers in our school use a process to inform students of their learning expectations and standards of performance” (E5). Eighty-five percent of staff members agreed/strongly agreed with the statement, “All teachers in our school provide students with specific and timely feedback about their learning” (E6). In addition, 90 percent of staff members agreed/strongly agreed that “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7).

Parent survey data indicated that 88 percent of stakeholders agreed/strongly agreed with the statement, “My child knows the expectations for learning in all classes” (E10). Eighty-four percent of parents agreed/strongly agreed that “My child is given multiple assessments to measure his/her understanding of what was taught” (E12).

Student survey data revealed that 85 percent agreed with the statement, “In my school I am learning new things that will help me” (C2). Also, 89 percent of students agreed that “My teachers help me learn things I will need in the future” (E1). Student survey data indicated that 86 percent agreed that “My teachers tell me how I should behave and do my work” (E4).

Although staff member, parent, and student survey data revealed mostly consistent responses related to learning expectations, assessment of student work, and new learning that will assist in future academic success, the Diagnostic Review Team did not find evidence to support these perceptions or this stated degree of agreement.

Documents and Artifacts:

A review of documents and artifacts did not indicate the school had systemic procedures, protocols, or monitoring that supported the implementation of a consistent, evidence-based curriculum that had high expectations and prepared learners for the next level of academic achievement. The Diagnostic Review Team did not find evidence or artifacts of analyzed and monitored achievement data that provided high-yield and standards-aligned content for differentiated learner engagement. Although professional learning in the area of personalized/individualized learning was documented, the team found no evidence that indicated training had progressed past the initial stages of research and early discovery.

Improvement Priority #2

Develop, implement, document, and monitor formal processes to continuously evaluate all academic and organizational programs and services, using student performance data and evidence-based criteria. Use findings to ensure programs and services are implemented effectively and with fidelity. Also, formally document and communicate findings used to make data-based decisions (e.g., adjust, add, or eliminate programs, practices, and initiatives). (Standard 2.12)

Evidence:

Student Performance Data:

The student performance results from the 2017-2018 and 2018-2019 K-PREP assessments, as detailed in the addendum of this report, revealed that Watson Lane Elementary performed below the state average in every content area for the last two years. A detailed analysis of student performance data was addressed in Improvement Priority #1 and these data were among those considered when developing Improvement Priority #2.

Classroom Observation Data:

The classroom observation data, as detailed previously in this report, revealed that Watson Lane Elementary provided a range of educational practices that would be enhanced by a systemic approach to continuous evaluation, feedback, monitoring, and accountability.

Stakeholder Interview Data:

Interview data revealed that teachers and administrators could not define or explain their process for monitoring curriculum effectiveness in meeting the rigor of the Kentucky Academic Standards (KAS). The data further revealed that teachers were unable to articulate or describe the curriculum review process used at the school. The team did not find evidence of a formal process for continuous evaluation of the academic program. The stakeholder interview data indicated that professional learning community (PLC) grade-level groups were established and met weekly to discuss student work, common assessments, trends, and Jefferson County Public Schools systems and initiatives. While most teachers acknowledged PLC meetings occurred, the team did not find evidence showing that data reviewed during such meetings were used to evaluate instructional effectiveness.

Interview data indicated the Measures of Academic Progress (MAP) data were used during 2019-2020 for student intervention processes. Interview and observation data also revealed that, although MAP assessments were administered several times throughout the school year, there was no evidence that results were prioritized and applied by teachers to modify instructional practices (e.g., differentiated, individualized, and/or personalized teaching and learning). Also, observation and interview data revealed that teachers used state standards to create grade-level common assessments in reading and math. However, the Diagnostic Review Team did not discern a high level of understanding of the KAS or of standards deconstruction that would lead to a congruent, aligned, rigorous curriculum or a balanced assessment system which incorporates both formative and summative assessments. According to observation and interview data, common assessments were created during the grade level PLC meetings. However, the team was unable to find documented evidence that item analysis occurred and was monitored for student progress over time, with instructional adjustments made using this information on a routine basis. Interview data showed that guided reading was initiated and follow-up training was planned in order to address low student performance in reading based on 2018-2019 K-PREP data. However, the team was unable to find documented evidence that the guided reading professional learning was effectively monitored and that accountability methodology was in place to provide implementation with fidelity.

Stakeholder Perception/Experience Data:

Survey data revealed strong agreement regarding the use of assessment results for continuous improvement. It showed 92 percent of staff members agreed/strongly agreed with the statement, “Our school uses multiple assessment measures to determine student learning and school performance” (G1). In addition, 87 percent of staff members agreed/strongly agreed that “Our school employs consistent assessment measures across classrooms and courses” (G2). Also, the survey data indicated that 89 percent of staff members agreed/strongly agreed that “Our school has a systematic process for collecting, analyzing, and using data” (G3). Eighty-four percent of staff members agreed/strongly agreed with the statement, “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data” (G4). In addition, 92 percent of staff members agreed/strongly agreed that “Our school leaders monitor data related to student achievement” (G6).

Although staff member survey data revealed mostly consistent responses related to use of multiple assessment measures, systematic processes, and interpretation of data to improve student achievement, the Diagnostic Review Team did not find evidence to support this perception or stated degree of agreement.

Documents and Artifacts:

A review of documents and artifacts did not reveal evidence that instructional programs, resources, and practices were systemically evaluated for effectiveness. The team found a lack of evidence to indicate that research- or evidence-based instructional programs, resources, practices, and initiatives that directly affect student learning were evaluated using student performance data. Additionally, the team did not find evidence that longitudinal results were used to evaluate programs and organizational practices and the resulting impact on the progress of student achievement. Although there was evidence of multiple instructional programs, initiatives, and services at the school, a formalized cycle and timeline to evaluate and monitor academic and organizational programs and services were not evident. The team did not find evidence that implementation processes and protocols were documented and monitored to ensure programs and services were implemented effectively and with fidelity.

Improvement Priority #3

Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning and professional practice. Implement, monitor, and revise systems that support teaching and learning based on the analysis and use of data. (Standard 1.3)

Evidence:

Student Performance Data:

The student performance results from the 2017-2018 and 2018-2019 K-PREP assessments, as detailed in an addendum of this report, revealed that Watson Lane Elementary performed below the state average in every content area for the last two years. A detailed analysis of student performance data was addressed in Improvement Priority #1, and these data were among those considered when developing Improvement Priority #3.

Classroom Observation Data:

The classroom observation data, as detailed previously in this report, revealed that Watson Lane Elementary provided a range of processes and protocols that would be enhanced by a systemic approach to continuous evaluation, feedback, monitoring, revision, and accountability.

Stakeholder Interview Data:

The Diagnostic Review Team did not find evidence that a collaborative culture of continuous improvement existed at Watson Lane Elementary. Interview data indicated the absence of institutionalized systems that monitor the regular collection and analysis of data required to support continuous improvement in curriculum, instructional design, and delivery. According to interview data, efforts were made to provide extensive professional learning (Watson Lane University), but the team did not find a systemic approach to use student achievement data in order to align training with current student academic needs. The team obtained interview evidence that supported continued utilization of coaches and mentors assisting in collaboratively guiding certified staff to improve pedagogy and instructional delivery. However, there was no evidence that the mentoring and support provided to teachers was based on effective analysis of student academic data and was monitored for effectiveness based on additional data collection. In fact, the team found no implementation of a collaborative continuous improvement process that used data to support teaching and learning.

Stakeholder Perception/Experience Data:

Staff member, parent, and student survey data generally indicated consistent responses related to the schools' engagement in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Survey data indicated that 93 percent of staff members agreed/strongly agreed with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures of growth" (C5). Staff survey data also indicated that 89 percent agreed/strongly agreed that "Our school has a systematic process for collecting, analyzing, and using data" (G3). Ninety-two percent of staff members agreed/strongly agreed that "Our school leaders monitor data related to school continuous improvement goals" (G7).

Parent survey data revealed that 89 percent of parents agreed/strongly agreed with "Our school has established goals and a plan for improving student learning" (C3). Eighty-three percent of parents agreed/strongly agreed that "Our school communicates effectively about the school's goals and activities" (D5). Additionally, parent survey data indicated that 88 percent agreed/strongly agreed that "Our school ensures that all staff members monitor and report the achievement of school goals" (G1).

Eighty-six percent of students agreed that "My teachers tell me how I should behave and do my work." (E4). Additionally, student survey data indicated that 40 percent of students agreed that "My principal and teachers ask me what I think about school" (G1).

However, the Diagnostic Review Team did not find evidence to support this perception or stated degree of agreement.

Documents and Artifacts:

A review of documents and artifacts did not reveal evidence of collaborative leadership decisions related to implementing, monitoring, and revising systems that supported teaching and learning based on the analysis and use of data. However, the team found examples of protocols and sample documents related to the ongoing activities of the grade level professional learning communities. The team also found evidence of professional learning opportunities. Although the review of documents and artifacts provided evidence of data collection, the review team did not find evidence of data analyzation that led to implementation, monitoring, and revision of all systems that support teaching and learning.



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:

Parents, teachers, support staff, and the administrative team at Watson Lane Elementary demonstrated a sense of pride for their school and community. The Diagnostic Review Team observed a supportive and caring learning environment and a well-maintained, clean, and inviting facility. Staff members were committed to and deeply cared about their students. The team noted a positive school culture, including a collegial professional atmosphere among staff members. The administration focused on creating a positive and supportive school culture, which included supports for students' emotional, social, and academic needs. District administrators, staff members, parents, and students all expressed confidence and support for the school leadership team and were optimistic that the school worked to establish processes and protocols to enhance student academic success.

Many resources were available at the school, which allowed the leadership team to implement several different academic and behavioral programs and provided teachers with additional support to help them meet the unique needs of their individual students. Administrators, faculty, and staff members demonstrated advocacy for their students and families, including efforts to collaborate with outside agencies to meet the social and emotional needs of students. The Diagnostic Review Team observed and found evidence of some exemplary teaching practices, including the skilled use of high-yield instructional strategies. The team observed teachers and school leaders who were committed to making improvements necessary to achieve the academic success of all students. The team found evidence of several student-focused programs, initiatives, and professional learning activities that were well conceived and beneficial to student achievement.

Staff members were committed to the fair and equitable treatment of all students and daily worked to meet the everchanging needs that arise. The administrative, certified, and classified staff members were committed to the emotional, physical, and academic needs of all students as evidenced by their investment of time, energy, and daily effort to create a safe and caring learning environment. Multiple communications to parents and the community provided insight into school activities and promotions. It was evident that staff members implemented a schoolwide system of supports that recognized the needs of each student. It was evident that teachers felt comfortable with and encouraged by the administration. The team observed a commitment to the vision and mission of the school and saw evidence of this commitment during the review.

Continuous Improvement Process:

Interview, stakeholder survey, and classroom observation data, and a review of documents and artifacts indicated that school leaders and teachers had not institutionalized a system of quality implementation, monitoring, and continuous evaluation of programs and practices directly related to student academic success and continuous school improvement. The Diagnostic Review Team did not find evidence that a guaranteed and viable curriculum,



based on high expectations for students that prepared them for next-level successes, was implemented within and across content and grade levels. In addition, the team did not find evidence or formal descriptions of a process to identify, adopt, align, and evaluate an evidence-based curriculum that would provide for the use of embedded resources and high-yield and differentiated instructional strategies.

The team's review suggested a need for distributed leadership that improves professional practice and works collaboratively toward achieving student academic success. The team recommends a review of grade-level content in all subjects for alignment and instructional rigor to be targeted at, or to exceed, the rigor of Kentucky Academic Standards. Additionally, the team's review revealed a need to implement a schoolwide collaborative review and analysis of recent and longitudinal K-PREP data to better understand the achievement of the student population and prioritize improvement targets and goals.

The team found no evaluation evidence of professional learning, mentoring, and coaching that included a monitoring and accountability element for all parties. The team suggests that plans, initiatives, processes, and protocols be reviewed, developed, and revised based on analyzed academic data and monitored for implementation fidelity while being consistently communicated to all stakeholders. Additional evidence suggested that data had not been utilized to narrow the scope of initiatives so that school improvement priorities can be addressed with fidelity. The implementation fidelity for the aforementioned recommendations should be targeted at or to exceed the rigor of Kentucky Academic Standards and current research regarding the effectiveness of instructional practices and student learning needs.

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
Dan A. Long	Dan Long currently serves as an educational consultant providing contracted services to states, local educational agencies, and schools. Dan currently provides services related to assessment and accountability systems, teacher and leader evaluation, curriculum standards and assessment alignment, principal mentoring, growth modeling, and eLearning. He has been an educator for over 30 years, serving as a high school teacher, high school assistant principal, K-12 principal, district secondary supervisor of instruction, district assessment supervisor, district career technical supervisor, district IT supervisor, district assistant superintendent, and Tennessee Deputy and Executive Director for Assessment. Dan was a writer and implementer for Tennessee's Race to the Top successful proposal. Additionally, he served as an advisor to the Southern Region Education Board technology committee on eLearning. He has served as the chairperson for the South Central Supervisor's Study Council, Executive Committee for the Tennessee Supervisor's Association, and Council of Chief State School Officers (CCSSO) Assessment Committee. Dan has served as a CCSSO State Department of Education Coach for Connecticut, Maine, Michigan, Nevada, Utah, Vermont, Virgin Islands, and Washington. He has provided direct assessment and accountability assistance to the states of Delaware, Idaho, Illinois, Mississippi, and Nevada.
Crystal Higgins	Crystal Higgins has 26 years of experience in education in the state of Kentucky. She is currently an Education Recovery Specialist for the Kentucky Department of Education, a role she has held for eight years. During that time, she has worked with teachers, administrators, and K-12 students. Her primary role has been working with school personnel to establish sustainable systems to foster and maintain continuous improvement in student performance. In tandem with school administrators, Crystal has worked to embed sustainable systems to run the educational and cultural aspects of the school. She has worked with teachers to foster a high level of classroom instruction, as well as to establish classroom systems to sustain improvement over time.
Pebbles Lancaster	Pebbles Lancaster currently serves as an Education Recovery Specialist for the Kentucky Department of Education. In her 29th year of education, Pebbles has experience as a classroom elementary educator and school improvement specialist. For the past 12 years, she has been involved with K-12 school improvement work and has extensive experience analyzing curriculum, instruction, assessments, and systems.
Page Harman	Page Harman has worked in the field of education for 11 years. She currently serves as an Elementary English Learner Instructional Specialist for Fayette County Public Schools in Lexington, Kentucky. In this position, she supports effective English Learner service delivery by providing job-embedded coaching and initiating, coordinating, and planning professional learning to maintain and improve instruction. She ensures that district and school leaders are equipped with instructional best practices for teaching English Learners and supports data analysis for instructional decision-making. Prior to this work, she served as a K-5 English Learner teacher and has experience as a classroom teacher in grades 2-5.
Tiffany Cook	Tiffany Cook taught fourth and fifth grade for 11 years. She has served as a Curriculum Coach and Assistant Principal for five years before becoming the Principal of Simmons Elementary in Woodford County. Throughout her 19-year career, she has served as a leader in curriculum, assessment, and structure implementations.

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	31.0	52.3	20.9	52.7
	4	32.2	53.7	27.6	53.0
	5	35.6	57.8	29.2	57.9
Math	3	19.7	47.3	25.6	47.4
	4	18.6	47.2	13.8	46.7
	5	28.8	52.0	25.0	51.7
Science	4	20.3	30.8	10.3	31.7
Social Studies	5	13.6	53.0	12.5	53.0
Writing	5	15.3	40.5	31.3	46.6

Plus

- The percentage of students who scored Proficient/Distinguished in third-grade math increased 5.9 percent from 2017-2018 to 2018-2019.
- The percentage of math students who scored Proficient/Distinguished increased 6.4 percentage points from grade four in 2017-2018 to grade five in 2018-2019.
- The percentage of students who scored Proficient/Distinguished in writing increased 16 percentage points from 2017-2018 to 2018-2019.

Delta

- All grade levels and subjects were below the state percent Proficient/Distinguished in both 2017-2018 and 2018-2019.
- All grade levels decreased in percent Proficient/Distinguished in reading from 2017-2018 to 2018-2019.
- The percentage of math students who moved from grade 3 to grade 4 scoring Proficient/Distinguished decreased by 5.9 percentage points from 2017-2018 to 2018-2019.
- The percentage of fourth-grade math students scoring Proficient/Distinguished decreased 4.8 percentage points from 2017-2018 to 2018-2019.
- The percentage of fifth-grade math students scoring Proficient/Distinguished decreased 3.8 percentage points from 2017-2018 to 2018-2019.
- The percentage of students scoring Proficient/Distinguished in science decreased 10 percentage points from 2017-2018 to 2018-2019.
- The percentage of students scoring Proficient/Distinguished in social studies decreased 1.1 percentage points from 2017-2018 to 2018-2019.



Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	16.3	19.7	44.1	57.8
Math	16.5	14.5	41.5	57.6
English Learner		18.8	65.7	70.5
Growth Indicator	16.4	17.1	42.8	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

- In 2017-2018, math growth was two percentage points higher than that of the state.
- In 2017-2018, the Growth Indicator was less than one percent lower than that of the state (-0.7percent).
- English Learner growth was the closest in growth to the state, scoring 4.8 percentage points lower.

Delta

- Reading, math, English Learner, and Growth Indicator were below the state percent in 2018-2019.
- Reading scores were 13.7 percentage points below the state in 2018-19.
- Math scores were 16.1 percentage points below the state in 2018-19.
- The overall Growth Indicator was 14.9 percentage points below that of the state in 2018-2019.

2018-19 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	21.1	15.8			
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	19.0	20.6	10.5	9.5	28.6
Disabilities (IEP)	0.0	5.6			
Disabilities Regular Assessment	0.0	5.6			
Disabilities with Acc.					
Economically Disadvantaged	24.6	19.6	7.7		
English Learners				w	
English Learners Monitored					
Female	32.0	22.7	9.4	16.0	44.0
Foster					
Gifted and Talented					



Group	Reading	Math	Science	Social Studies	Writing
Hispanic					
Homeless	15.4	0.0			
Male	20.3	18.9	11.5	8.7	17.4
Migrant					
Military					
No Disabilities	29.8	22.9	11.5		
Non-Economically Disadvantaged	45.5	36.4			
Non-English Learners	26.6	21.0			
Non-Migrant	26.2	20.8	10.3	12.5	31.3
Not Consolidated Student Group	31.4	20.9	10.3	14.8	33.3
Not English Learners Monitored	26.1	20.4			
Not Gifted and Talented	26.2	20.8	10.3	12.5	31.3
Not Homeless	27.2	22.8	11.1		
Pacific Islander					
Total Students Tested	26.2	20.8	10.3	12.5	31.3
Two or More	18.8	25.0			
White	26.2	18.4	8.9	12.5	31.3

Plus

- Economically Disadvantaged students scored very close to the overall average percent Proficient/Distinguished in both reading and math: reading (-1.1 percent) and math (no difference).
- There is little difference in percent Proficient/Distinguished in reading for Economically Disadvantaged students (-1.1 percent) from 2017-2018 to 2018-2019.
- There is no difference in percent Proficient/Distinguished in math for Economically Disadvantaged students from 2017-2018 to 2018-2019.

Delta

- All grade levels and subjects were below the state percent Proficient/Distinguished in 2018 -2019.
- African American percent Proficient/Distinguished is lower than the overall percent Proficient/Distinguished in both reading and math: reading (4.6 percent) and math (3.8 percent).
- Students with Disabilities scored significantly lower than peers in math.

Schedule

Monday, December 2, 2019

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
5:00 p.m.- 5:45 p.m.	Principal/Superintendent Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:45 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
7:45 a.m.	Team arrives at Watson Lane Elementary	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		
5:15 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
7:45 a.m.	Team arrives at Watson Lane Elementary	School	Diagnostic Review Team Members
8:00 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 5, 2019

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

School Diagnostic Review Summary Report

Watson Lane Elementary

Jefferson County Public Schools

December 2-5, 2019

The members of the Watson 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 Watson 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 Watson Lane Elementary.

Date: _____
Principal, Watson Lane Elementary

Date: _____
Superintendent, Jefferson County Public Schools