Cognia Diagnostic Review Report

Results for: Wheatley Elementary School

November 18-21, 2019

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Table of Contents

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	1
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	7
Certified Staff	11
Noncertified Staff	9
Students	128
Parents	3
Total	161

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.	Improving
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Initiating
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Initiating
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Initiating
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Initiating

Learning Capacity Domain

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

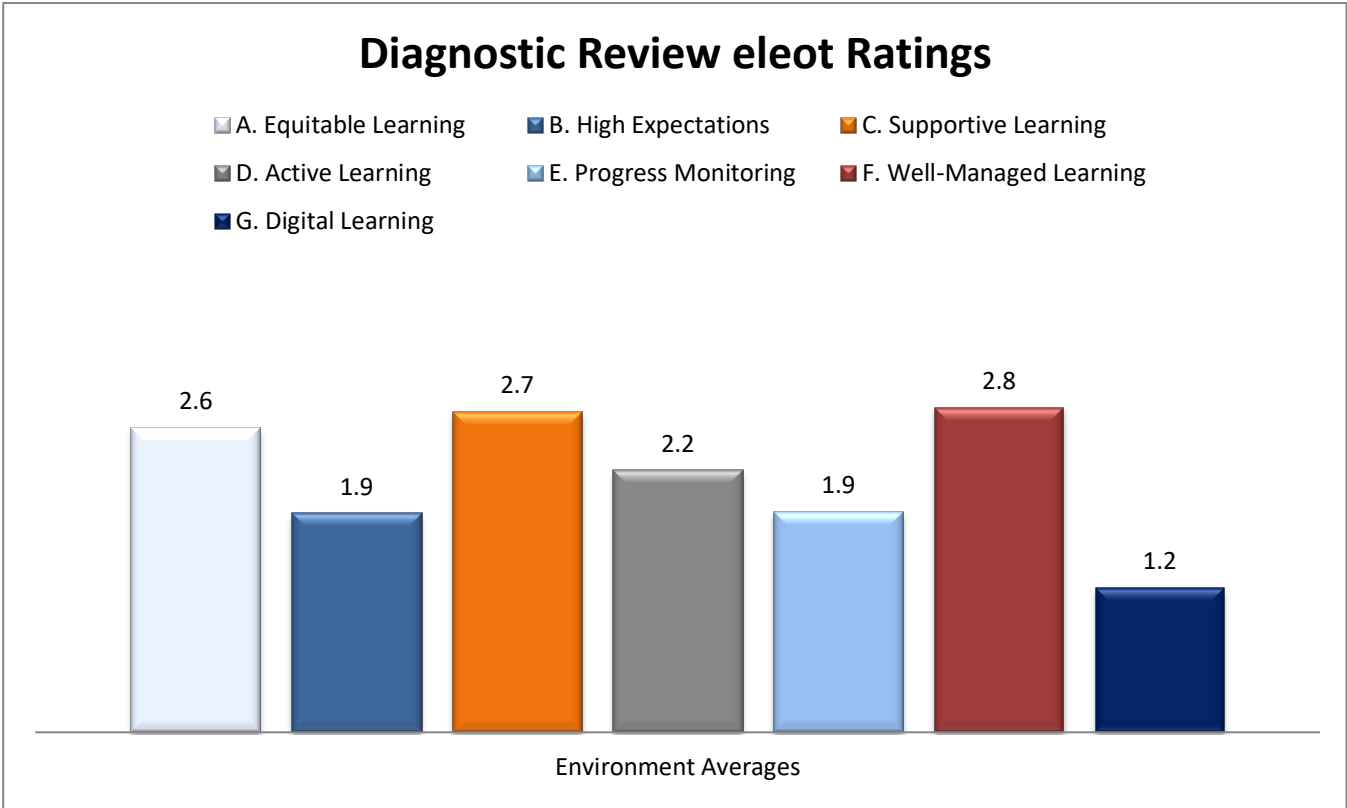| Learning Capacity Essential Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Initiating
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Initiating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

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.	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 15 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.

Diagnostic Review eleot Ratings

■ A. Equitable Learning ■ B. High Expectations ■ C. Supportive Learning
■ D. Active Learning ■ E. Progress Monitoring ■ F. Well-Managed Learning
■ G. Digital Learning

A. Equitable Learning	B. High Expectations	C. Supportive Learning	D. Active Learning	E. Progress Monitoring	F. Well-Managed Learning	G. Digital Learning
2.6	1.9	2.7	2.2	1.9	2.8	1.2

Environment Averages

A. Equitable Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	2.1	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	20%	53%	20%	7%
A2	3.1	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	13%	60%	27%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	0%	27%	40%	33%
A4	2.0	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.	33%	40%	20%	7%
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	2.1	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	27%	40%	27%	7%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	13%	60%	27%	0%
B3	1.5	Learners demonstrate and/or are able to describe high quality work.	67%	27%	0%	7%
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).	27%	67%	7%	0%
B5	1.7	Learners take responsibility for and are self-directed in their learning.	40%	47%	13%	0%
Overall rating on a 4 point scale:		**1.9**				

C. Supportive Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.4	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	33%	13%	33%	20%
C2	2.7	Learners take risks in learning (without fear of negative feedback).	0%	53%	27%	20%
C3	2.9	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	7%	27%	40%	27%
C4	2.9	Learners demonstrate a congenial and supportive relationship with their teacher.	7%	27%	33%	33%
Overall rating on a 4 point scale:		**2.7**				

D. Active Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	2.5	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	27%	13%	47%	13%
D2	1.9	Learners make connections from content to real-life experiences.	40%	40%	13%	7%
D3	2.7	Learners are actively engaged in the learning activities.	13%	27%	33%	27%
D4	1.8	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	47%	27%	27%	0%
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.	60%	20%	13%	7%
E2	2.2	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	20%	53%	13%	13%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	13%	67%	20%	0%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	60%	27%	13%	0%
Overall rating on a 4 point scale:		**1.9**				

F. Well-Managed Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	3.0	Learners speak and interact respectfully with teacher(s) and each other.	0%	40%	20%	40%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	20%	20%	27%	33%
F3	2.6	Learners transition smoothly and efficiently from one activity to another.	20%	27%	27%	27%
F4	2.7	Learners use class time purposefully with minimal wasted time or disruptions.	7%	33%	47%	13%
Overall rating on a 4 point scale:		**2.8**				

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	67%	27%	0%	7%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	87%	13%	0%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	93%	7%	0%	0%
Overall rating on a 4 point scale:		**1.2**				

eleot Narrative

The Diagnostic Review Team conducted 15 of 17 scheduled classroom observations. Two classroom observations were cancelled due to teacher absences. The 15 classroom observations conducted provided ample opportunities to examine the seven learning environments and instructional practices in core classrooms. Of the seven learning environments, the Well-Managed Learning Environment earned the highest overall average rating of 2.8 on a four-point scale. The Digital Learning Environment had the lowest overall average rating of 1.2.

The team noted emerging strengths in two of the seven Learning Environments. In the Supportive Learning Environment, it was evident/very evident in 67 percent of classrooms that "Learners are supported by the teacher, their peers, and/or resources to understand content and accomplish tasks" (C3). There was evidence of reading and math workshops taking place; and at times, evidence of collaborative efforts and technology use. Team members also observed evidence of "push in" intervention by support staff, especially in grades K-3. Classroom observation data from the Equitable Learning Environment suggested that the school is working to implement several elements of its Racial Equity Plan. Team members found evidence of equitable classroom expectations and equal access to instructional materials and classroom resources. It was evident/very evident in 87 percent of classrooms that "Learners have equal access to classroom discussions, activities, resources, technology, and support" (A2).

While the Well-Managed Learning Environment received the highest overall average rating, the team observed significant differences in the classroom management of primary and intermediate grade levels. Overall, it was evident/very evident in 60 percent of classrooms that learners "speak and interact respectfully with teacher(s) and each other" (F1) and "demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others" (F2). When observing transitions, it was evident/very evident in 54 percent of classrooms that "Learners transition smoothly and efficiently from one activity to another" (F3). Of concern to the team were the frequent incidents of disrespect shown among students and their peers and, at times, between students and their teachers, particularly in the intermediate grades (grades four and five). The team often observed lengthy and disorderly transitions and, multiple times, heard teachers yelling at students in an attempt to gain compliance.

The High Expectations Learning Environment and Progress Monitoring Learning Environment each earned an overall average rating of 1.9 on a four-point scale, which is cause for concern. In studying the High Expectations

Learning Environment, the team observed low academic rigor in most classrooms and largely passive learning. During reading and math workshops, the team observed few instances of purposeful conversations during lessons. In analyzing classroom observation data from the High Expectations Learning Environment, it was evident/very evident in seven percent of classrooms that learners "engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4) and "demonstrate and/or are able to describe high quality work" (B3).

In the Progress Monitoring and Feedback Learning Environment, classroom observation data suggested that students were not monitoring their own progress. While there was evidence of assessment protocols, the team found little evidence of assessment for learning (i.e., to monitor and adjust instruction). Specifically, it was evident/very evident in 20 percent of classrooms that "Learners monitor their own progress or have mechanisms whereby their learning progress is monitored" (E1). It was evident/very evident in 26 percent of classrooms that "Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2). Of concern to the team was the frequency in which students were unable to demonstrate understanding of the lesson. It was evident/very evident in 20 percent of classrooms that "Learners demonstrate and/or verbalize understanding of the lesson/content" (E3) and in 13 percent of classrooms that "Learners understand and/or are able to explain how their work is assessed" (E4).

In the Active Learning Environment, it was evident/very evident in 60 percent of classrooms that "Learners are actively engaged in the learning activities" (D3). However, the team observed that student engagement was more evident in primary classrooms than intermediate classrooms. It was evident/very evident in 27 percent of classrooms that "Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments" (D4). Classroom observation data from the Digital Learning Environment suggested available technologies were seldom used to encourage active and collaborative learning. It was evident/very evident in seven percent of classrooms that "Learners use digital tools/technology to gather, evaluate and/or use information for learning" (G1). Classroom observation data revealed multiple instances of planned learning experiences that were passive in nature (e.g., independent book reading, worksheets). These passive learning experiences, combined with frequent behavioral disruptions, illustrated a lack of established classroom procedures.

In carefully reviewing all available classroom observation data, the team concluded that while efforts had been made to implement Jefferson County Public Schools' (JCPS) Six Essential Systems for a Strong Learning Environment, these essential systems were not an embedded part of the learning environment and did not sufficiently affect instructional practice. The improvement priorities included in this report address the need for greater clarity and consistency in communicating strategies and activities that help to achieve measurable academic and behavioral outcomes. Moreover, the improvement priorities emphasize the need for improved execution of adopted instructional processes to monitor, adjust, and ensure quality implementation of instructional practices.

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

Involve appropriate stakeholders in the collection, analysis, and use of all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes. (Standard 1.3)

Evidence:

Student Performance Data:

While there were small gains in the percentage of Proficient/Distinguished (P/D) student achievement scores in reading and math from 2017-2018 to 2018-2019 (i.e., fourth-grade reading improved from 3.6 percent to 13.3 percent, fourth-grade math improved from 1.8 percent to five percent, and third-grade math improved from zero to 3.4 percent), the team was concerned by significantly low overall percentage of P/D student achievement scores in reading, math, science, social studies, and writing (all grades). In every content area, Wheatley Elementary School students' scores were significantly lower than the averages. In most instances, the percent of P/D student achievement scores were more than 30 percentage points below state averages on the Kentucky Performance Rating for Educational Progress (K-PREP) test.

Classroom Observation Data:

Classroom observation data, as previously discussed, showed that it was evident/very evident in 13 percent of classrooms that "Learners understand and/or are able to explain how their work is assessed" (E4). Similarly, it was evident/very evident in 20 percent of classrooms that "Learners demonstrate and/or verbalize understanding of the lesson/content" (E3). These data suggested that while there was evidence of "assessment **of** learning," students and teachers did not engage in the use of data as "assessment **for** learning." While classroom artifacts suggested evidence of district-mandated improvement initiatives (e.g., JCPS Six Essential Systems for a Strong Learning Environment, JCPS Three Pillars for Student Success), the team found little evidence that these initiatives were consistently implemented. Moreover, classroom observation data gathered from the High Expectations Learning Environment revealed that it was evident/very evident in seven percent of classrooms that "Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4). Of greatest concern, classroom observation data revealed that school improvement initiatives lacked the needed instructional support to achieve the school's vision of students reading at grade level upon completion of third grade and being at or above grade level in all core subjects upon entry into middle school.

Stakeholder Interview Data:

Interview data revealed that the school struggled to successfully implement district-mandated school improvement initiatives that were intended to support the school in achieving its vision and mission. While the principal articulated his expectations for ongoing data collection and protocols for using data, interview data revealed the lack of shared understanding about the purpose of many of the improvement initiatives. Teachers expressed that professional development largely consisted of information being communicated to them through administrator-led trainings on district mandates such as JCPS Six Systems and Three Pillars. Out of 17 core classroom teachers,

the team noted that 10 teachers were new to the building in 2019-2020. Two of these 10 teachers were first-year educators. Additionally, three more faculty members were currently absent due to some form of leave. As a result, only 24 percent of the current faculty received previous training on current improvement initiatives. This significantly affected the ability of the school to achieve momentum with respect to implementation of school improvement initiatives.

Interview data indicated that while administrators were conducting weekly walkthroughs and formal teacher observations, more effort is needed to clearly and consistently communicate the importance and purpose of identified strategies intended to improve academic and behavioral outcomes. When team members asked teachers about what they needed to be successful, a common response was "More people, not more programs." Many teachers expressed concern about the frequent interruptions to learning due to disrespectful student behavior. Moreover, concerns existed about the practice of using intervention teachers to cover core classrooms due to a substitute teacher shortage. When asked about the school's efforts to reduce discipline referrals and suspensions, teachers seemed unaware of a substantial reduction in student suspensions and shared that student discipline had not improved.

Student interview data showed students desired to change the behavior of other students, often citing running and yelling in school hallways, slap-boxing, and damaging property in the restrooms. The Diagnostic Review Team found few students could articulate how their learning was assessed or how feedback was provided. Students expressed an ability to relate to some teachers but not all. Students regularly reported they wanted more projects or hands-on activities and the opportunity to take a more active role in decisions related to learning activities in core classrooms. During interviews, parents frequently expressed their belief that faculty and staff genuinely cared for all students, but when asked about the quality of their child's learning experience, they expressed concern that ongoing disruptive student behavior regularly interfered with classroom teaching and learning.

Stakeholder Perception/Experience Data:

Stakeholder survey data showed an absence of agreement among students. Specifically, 48 percent of students agreed with the statement, "My school is safe and clean" (F1). Twenty-three percent of students agreed with the statement, "In my school students treat adults with respect" (D2). These statements revealed important insights into how students perceive their school and are consistent with student interview statements regarding the extent to which student disruptions negatively affect teaching and learning.

Data showed limited agreement among staff in terms of professional learning participation and teachers' use of processes to inform students of learning expectations. Seventy-three percent of staff members agreed/strongly agreed with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school" (E17). Sixty-two percent agreed/strongly agreed that "All teachers in our school use a process to inform students of their learning expectations and standards of performance" (E5). There was limited agreement when 73 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).

Stakeholder survey data supported the conclusion that school leadership attempted to manage the implementation of district-mandated improvement initiatives, but there was not sufficient leadership to ensure successful implementation of either the JCPS Six Systems or Three Pillars (the primary methods for achieving desired academic and behavioral outcomes at Wheatley Elementary).

Documents and Artifacts: !

A review of documents and artifacts revealed an effort to provide training on several district-mandated improvement initiatives. The team found the levels of implementation documented in the Professional Learning Plan were not observed in most classrooms. In discussing this artifact with faculty, it was clear that ownership of the professional learning community (PLC) process resided almost entirely with school administrators and actual practice within PLCs was disconnected from the existing Professional Learning Plan. Similar disconnects between training and implementation were identified in documents including the Instructional Leadership Team (ILT) Agenda from October 17, 2019. In reviewing a plus/delta of unidentified data sources included in meeting minutes, the team found an unanswered question related to the accountability measures used to evaluate the impact of professional development on teaching and learning. In examining the 2019-2020 Phase Two – Wheatley Needs Assessment, the team found limited evidence of stakeholder engagement for determining and addressing needs between current and desired conditions across all learning environments. Finally, an examination of the school's Positive Behavioral Interventions and Support (PBIS) Handbook revealed another disconnect between what was prescribed and actual practice. For example, intervention such as "push in" from academic/behavioral interventionists was not included, suggesting that ambiguity may exist among stakeholders as to the school's primary academic and behavioral intervention strategies.

Documents and artifacts provided to the team to demonstrate the school's intent to involve appropriate stakeholders in the use of data showed a lack of instructional leadership needed to achieve desired academic and behavioral outcomes. At present, many of the district- and school-improvement initiatives were only partially implemented and little evidence identified that strategies were implemented with quality and fidelity.

Improvement Priority #2

Execute the adopted instructional processes to monitor, adjust, and ensure quality implementation of instructional practices. (Standard 2.7)

Evidence:

Student Performance Data:

In examining student performance, as detailed in an addendum to this report, there was little measurable growth among the percentage of Proficient/Distinguished (P/D) students as measured by the Kentucky Performance Rating for Educational Progress (K-PREP) test. An examination of 2018-2019 growth calculations in reading revealed the school was close to the state average—55.6 percent for the school compared to 57.8 percent for the state. But the growth calculations that were below state average for reading, math, and English learners were a concern. Additionally, an examination of 2018-2019 P/D students by subgroup revealed substantially low scores among students with Individualized Education Plans (i.e., nine percent were P/D in reading; three percent were P/D in math; and zero percent were P/D in science, social studies, or writing). Similarly, the percentage of P/D English learners was equally poor with five percent reported as P/D in reading and zero percent P/D in math, science, social studies, or writing.

In examining the percentage of P/D students at grades three, four, and five, the following performance data were observed by the team. In third grade, seven percent of students were P/D in reading and three percent were P/D in math. In fourth grade, 13.3 percent were P/D in reading, five percent were P/D in math, and two percent were P/D in science. In fifth grade, six percent were P/D in reading, four percent were P/D in math, 1.9 percent were P/D in social studies, and six percent were P/D in writing. Given the significantly low scores among the overall student population, combined with the sizeable percentage of students at Wheatley Elementary identified for special education (approximately 33 percent, per stakeholder interview) and/or as English learners (approximately 25 percent, per stakeholder interview), these data suggested problems existed with the execution of adopted instructional processes intended to monitor, adjust, and ensure quality implementation of instructional practices.

Classroom Observation Data:

Classroom observation data, as previously discussed, showed it was evident/very evident in 27 percent of classrooms that students "engage in differentiated learning opportunities and/or activities that meet their needs" (A1). In the High Expectations Learning Environment, it was evident/very evident in 27 percent of classrooms that students "engage in activities and learning that are challenging but attainable" (B2). While school leaders expressed an expectation of high-quality instruction in all classrooms, the team found few instances of instructional practices that differentiated or actively engaged learners. Teaching and learning were largely passive in nature. At the intermediate level, the team observed multiple episodes of student behavioral disruptions.

Classroom observation data from the Progress Monitoring and Feedback Learning Environment also revealed concerns with the extent to which students were actively engaged in monitoring their own progress. It was evident/very evident in 20 percent of classroom that students "monitor their own progress or have mechanisms whereby their learning progress is monitored" (E1). With respect to learner feedback, it was evident/very evident in 26 percent of classrooms that students "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2). It was evident/very evident in 20 percent of classrooms that students "demonstrate and/or verbalize understanding of the lesson/content" (E3). And finally, students who "understand and/or are able to explain how their work is assessed" (E4) were evident/very evident in 13 percent of classrooms. These data revealed that ownership for learning resided almost entirely with classroom teachers rather than with individual student learners.

Stakeholder Interview Data:

Interview data suggested teachers may lack the knowledge and/or skills necessary to engage students in their own learning and to build relationships with students. This finding was consistent with classroom observation data. The interview data indicated that training on instructional processes lacked modeling and support needed to successfully implement specific instructional practices in the classroom. For example, the data showed staff members were familiar with the artifact called Teacher Dashboard, but many could not describe how the dashboard affected instructional practice or student achievement. Additionally, teachers could articulate the purpose of Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) data but could not demonstrate how instructional changes were made as a result of analyzing MAP data.

As for behavior, teachers were aware that administrators instituted Restorative Practices as an improvement initiative to decrease behavioral referrals and student suspensions, but most could not explain how Restorative Practice was used at the classroom level. Another area of concern was the large number (10) of teachers new to the school for 2019-2020 who possessed little understanding of the critical context involving student home life or the school community (the local neighborhood or its history). The school invested in culturally responsive teaching materials, but teachers and school leaders both expressed concerns that teachers were unfamiliar with student challenges experienced at home or as a result of being socio-economically at-risk. Moreover, teachers expressed concerns about their abilities to effectively deal with students who experienced social/emotional trauma due to adverse childhood experience. Interview data further suggested that most faculty and staff members were implementing district-mandated initiatives in a compliant manner but without a sufficient understanding of the purpose of the initiative or of the expected impact that the adopted processes would have on monitoring and adjusting instructional practices.

Stakeholder Perception/Experience Data:

Stakeholder survey data showed a widespread lack of agreement among staff members in Teaching and Assessing for Learning Practices addressed in Domain E of the survey. Sixty-six percent of staff members agreed/strongly agreed that "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students" (E2). Fifty-nine percent of staff members agreed/strongly agreed that "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills" (E3). Regarding timely feedback, 48 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). Forty-one percent of staff members agreed/strongly agreed that "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills" (E11). Lastly, 48 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 contrast, there was strong agreement in the area of Purpose and Direction. Specifically, 91 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success" (C1), while 97 percent of staff members agreed/strongly agreed with the same statement. Among students, 95 percent agreed that "In my school my principal and teachers want every student to learn" (C1).

This dichotomy of responses between stakeholder perceptions that strongly agreed to statements about purpose and direction and the lack of agreement about teaching and assessing for learning led the Diagnostic Review Team to conclude that while shared agreement about the school's vision and purpose may exist, there were discrepancies in the extent to which staff members currently executed vision-aligned strategies.

Documents and Artifacts:

In examining documents and artifacts, the team found evidence from August through October 2019 that showed walkthrough data and coaching conversations were largely focused on the three high-leverage strategies associated with Five Fundamentals for Quality Instruction: framing the lesson, purposeful discussions, and critical writing. However, the team was unable to substantiate that these strategies were a daily priority. The team observed some evidence of teacher attempts to implement the Five Fundamentals at the primary level, but the team found little evidence of teacher implementation in grades four or five. Similar to the concerns about the Five Fundamentals, the team analyzed the school's PLC protocols during observation of grade-level PLC meetings. Findings revealed little evidence that protocols were being followed.

Also reviewed was the Weekly Formative Assessment Protocol document that was provided to the team as evidence, but the document lacked complete information for changes to instruction based on the four guiding questions used in the protocol document. This evidence further showed a lack of understanding among teachers about data analysis, classroom rigor, and the use of data to make adjustments to classroom instruction.

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 leadership team and staff members expressed a high level of care and concern for the students of Wheatley Elementary School. Through interviews with administrators and counselors, it was clear the school has sought to provide wrap-around mental health services for students. Moreover, there was evidence of efforts to enlist volunteers in order to foster positive relationships with students (e.g., Primary Classroom Grannies, Urban League). The school strived to implement JCPS district-mandated improvement initiatives, and teachers showed a growth mindset and a willingness to take steps toward improvement. Despite having a high number of new faculty members, teachers were making a good-faith effort to learn about district-mandated initiatives intended to guide the school's improvement efforts. The leadership of the school routinely promoted the school's mission, vision, core values, and beliefs through morning announcements, hallway bulletin boards, and banners prominently displayed in classrooms and common areas (e.g., lunch room, library).

The school made progress in the implementation of their Racial Equity Plan, and students generally were provided equitable learning opportunities, as evidenced by classroom observations, data, and stakeholder interviews. The school was fortunate to have a few exemplary teachers with the capacity to provide teacher leadership in the implementation of instructional best practices. Protocols to support professional learning communities, PBIS, and assessments existed, and administrators routinely conducted weekly classroom walkthroughs and periodic formal classroom observations to support the ongoing implementation of district-improvement initiatives such as the Six Essential Systems for a Strong Learning Environment, the JCPS Three Pillars, and Five Fundamentals for Quality Instruction.

Students expressed a love for their school and demonstrated the ability to clearly articulate their wants and needs. Similarly, parents reported an appreciation and a desire to have their children attend Wheatley Elementary School, often citing the scope of services available to their children and the personal connections they experienced at school. Classified staff members also demonstrated enthusiastic support of teachers and a purpose and passion for investing in the well-being of all students.

Continuous Improvement Process:

The Diagnostic Review Team found that the school principal and his team largely implemented district-mandated improvement initiatives (e.g., JCPS Six System, Three Pillars), but implementation was inconsistent with little evidence that critical constructs of these improvement initiatives were embedded into the larger school culture.

Through interviews with administrators and staff members, the team discovered that ownership and responsibility for school turnaround still resided largely with school administrators and not necessarily with staff and students. The school provided training regarding district-mandated initiatives but did so without providing critical context for new faculty (many of whom did not live in the district or share the demography of their students). Teachers attempted to implement several district-mandated initiatives, but their efforts were jeopardized by a significant number of student behavioral disruptions in the classroom (mostly in the intermediate grade levels), teacher turnover and absenteeism, and a lack of shared understanding about student home life and the community/neighborhood immediately surrounding the school.

In discussing school improvement, administrators, teachers, and parents expressed that uncertainty surrounding the closing of Wheatley Elementary made it difficult to sustain focus and effort. In order for the school to improve, the instructional leadership of the school will need to rise above the uncertainty and create a sense of urgency. Among critical systems needing immediate and urgent attention was the ability of staff members to use available data to monitor and adjust instruction. Classroom observation data showed that while an Assessment Plan anchored by a Teacher Data Dashboard existed, there was a lack of understanding by staff members about how to use assessment "for" learning (using data to monitor and adjust instruction) versus assessment "of" learning (using data to issue letter grades).

When examining the school's Multi-Tiered Systems of Support (MTSS), teachers predominantly discussed the behavioral components, but not the academic components. While the school's Intervention Plan contained specific protocols, the team found little evidence that protocols were followed consistently or with quality and fidelity. Moreover, the primary intervention strategy of "push in" via Academic/Behavior Interventionists was not associated with any established plan, and evidence was discovered that the intervention teacher was often pulled from her duties to cover absent teachers' core content classes due to substitute teacher shortages.

The Diagnostic Review Team strongly recommends that the school's Instructional Leadership Team focus on one common strategy for improvement. Current efforts were spread across too many district and school initiatives. Staff members would benefit greatly from collaborative conversations within and across grade levels about how to best meet the needs of students through the use of the three high-leverage strategies associated with Five Fundamentals for Quality Instruction: frame the lesson, purposeful discussion, and critical writing. Leadership is needed to promote clarity of purpose and to establish teacher expectations associated with continuous improvement, create accountability in all grade levels, and provide ongoing modeling and support in the classroom.

In closing, the Diagnostic Review Team recommends that the school focus its efforts on shaping desired student and teacher behaviors. While academic improvement efforts are needed, findings from classroom observation, stakeholder interview, and stakeholder survey data suggested that disruptive behaviors in classrooms and hallways was contributing to significant losses of instructional time, lengthy and disorderly transitions in classrooms and hallways, and teacher frustration, which was observed in multiple episodes of adults shouting at students to comply with teacher directives. Each day at Wheatley Elementary, students recited the Wheatley Wildcat Creed that emphasizes respect for self and others, the need to be organized and prepared each day, the expectation that students be attentive and engaged in class, and promotes responsibility for individual actions. The Diagnostic Review Team was concerned that the Wildcat Creed currently exists as an espoused belief, but not a guiding principle. In order for Wheatley Elementary School to improve, the team suggests that administrators, staff members, and students work together with a heightened sense of urgency to increase relational trust and ensure the successful execution of instructional processes intended to achieve measurable desired results.

Next Steps

The results of the Diagnostic Review provide the next step for guiding the improvement journey of the institution with their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to

research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

Upon receiving the Diagnostic Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the improvement priorities identified by the Diagnostic Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.

Team Roster

Diagnostic Review Teams comprise professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and eleot® certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team:

Team Member Name	Brief Biography
Dr. Brad Oliver	Dr. Brad Oliver has been a professional educator for 27 years with prior service as a teacher, building principal, and district administrator. Dr. Oliver currently serves as Clinical Associate Professor of Educational Leadership at Purdue University Fort Wayne. He is a past member of both the Indiana Professional Standards Advisory Board and the Indiana State Board of Education. Dr. Oliver's scholarly interests include research and service in the areas of K-12 education policy, school improvement, culture, and instructional leadership.
Todd Tucker	Todd Tucker has been a professional educator for 30 years with prior service as a teacher, assistant principal, principal, and Highly Skilled Educator. Mr. Tucker currently serves as Educational Recovery Director for Northern Kentucky schools. Mr. Tucker is also a trainer for LEAD Kentucky's National Institute for School Leadership and has served on numerous Cognia Diagnostic Reviews during his tenure at the Kentucky Department of Education.
Serena Anderson	Serena Anderson currently serves as an Education Recovery Leader for the Kentucky Department of Education. She has teaching experience in most levels of K-12 in rural settings. Mrs. Anderson's administrative experience includes serving as assistant principal and district instructional supervisor to a K-12 school district. She has extensive experience with curriculum, instruction, and providing individualized supports to teachers and administrators.
Patty Johnson	Patty Johnson has been a professional educator for over 24 years. She has served as a teacher, district administrator, and adjunct professor. Her recent work includes the DuFour Practices and certification in Response to Intervention at Work. Ms. Johnson provides a variety of support to teachers and administrators in the areas of assessment, instruction, and curriculum.
Victoria Ritchie	Victoria Ritchie has been a professional educator for over 30 years. She has served as a teacher, associate principal, principal, and director of secondary schools in Fayette County, Kentucky. Ms. Ritchie has recently worked with the National Institute for School Leadership and Cognia to provide a variety of support and professional learning opportunities for principals and teachers across the state.

Addenda

Student Performance Data

Elementary school performance results

Content Area	Grade	%P/D School (17-18)	%P/D State (17-18)	%P/D School (18-19)	%P/D State (18-19)
Reading	3	12.9	52.3	6.8	52.7
	4	3.6	53.7	13.3	53.0
	5	16.1	57.8	5.8	57.9
Math	3	0.0	47.3	3.4	47.4
	4	1.8	47.2	5.0	46.7
	5	7.1	52.0	3.8	51.7
Science	4	3.6	30.8	1.7	31.7
Social Studies	5	8.9	53.0	1.9	53.0
Writing	5	5.4	40.5	5.8	46.6

Plus

• Fourth grade demonstrated small gains in P/D in reading and math from 2017-2018 to 2018-2019.

• Third grade demonstrated a small gain in P/D in math from 2017-2018 to 2018-2019.

Delta

• The percentage of P/D in reading, math, science, social studies, and writing scores in all grades was significantly lower than the state average.

Growth index elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	14.3	19.7	55.6	57.8
Math	19.5	14.5	50.5	57.6
English Learner	20.4	18.8	63.5	70.5
Growth Indicator	16.9	17.1	53.1	57.7

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

Plus

• The growth calculations for 2018-2019 in reading were close to the state average.

Delta

• The growth calculations for reading, math, and English learner were below the state average.

2018-2019 Percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American	9.0	4.8	1.9		
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group				1.9	5.8
Disabilities (IEP)	8.6	2.9	0.0	0.0	
Disabilities Regular Assessment	8.6	2.9	0.0	0.0	
Disabilities with Acc.	10.0	3.3		0.0	
Economically Disadvantaged	9.6	4.5	1.8	2.2	
English Learners	4.9	0.0	0.0	0.0	0.0
English Learners Monitored	7.0	2.3	7.1	0.0	0.0
Female	7.4	2.5	0.0	0.0	
Foster					
Gifted and Talented					
Hispanic	15.4	0.0			
Homeless	12.5	6.3			
Male	10.0	5.6	3.0	4.5	
Migrant					
Military					
No Disabilities	8.8	4.4	2.0	2.8	
Non-Economically Disadvantaged	0.0	0.0			
Non-English Learners	10.0	5.4	2.1	2.4	7.1
Non-Migrant	8.8	4.1	1.7	1.9	5.8
Not Consolidated Student Group					
Not English Learners Monitored	9.4	4.7	0.0	2.4	7.3
Not Gifted and Talented	8.8	4.1	1.7	1.9	5.8
Not Homeless	8.4	3.9	1.9	0.0	
Pacific Islander					
Total Students Tested	8.8	4.1	1.7	1.9	5.8
Two or More					
White					

Plus

• There were no strengths observed.

Delta

- Less than 10 percent of all students scored P/D in the tested areas of reading, math, science, social studies, or writing.

Schedule

Monday, November 18, 2019

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m.-5:15 p.m.	Principal/Superintendent Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:15 p.m.-8:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, November 19, 2019

Time	Event	Where	Who
8:00 a.m.	Team arrives at Wheatley Elementary School	School Office	Diagnostic Review Team Members
9:05 a.m.-3:35 p.m.	Interviews/Classroom Observations/Stakeholder Interviews/ Artifact Review	School	Diagnostic Review Team Members
3:10 p.m.	Team returns to hotel		
4:00 p.m.-8:30 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, November 20, 2019

Time	Event	Where	Who
8:00 a.m.	Team arrives at Wheatley Elementary School	School	Diagnostic Review Team Members
9:05 a.m. - 3:35 p.m.	Interviews/Classroom Observations/Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:40 p.m.	Team returns to hotel		
5:30 p.m. - 8:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, November 21, 2019

Time	Event	Where	Who
8:30 a.m. - 10:00 a.m.	Team Work Session	School	Diagnostic Review Team Members
10:00 a.m. -12:00 p.m.	Final Team Work Session	Hotel Conference Room	Diagnostic Review Team Members