

Cognia Diagnostic Review Report

Results for: Duff-Allen Central Elementary

December 9-12, 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	1
Building-Level Administrators	3
Educational Recovery Staff (Kentucky Department of Education)	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	0
Certified Staff	12
Noncertified Staff	1
Students	6
Parents	5
Total	30

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.	Insufficient
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.	Improving
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

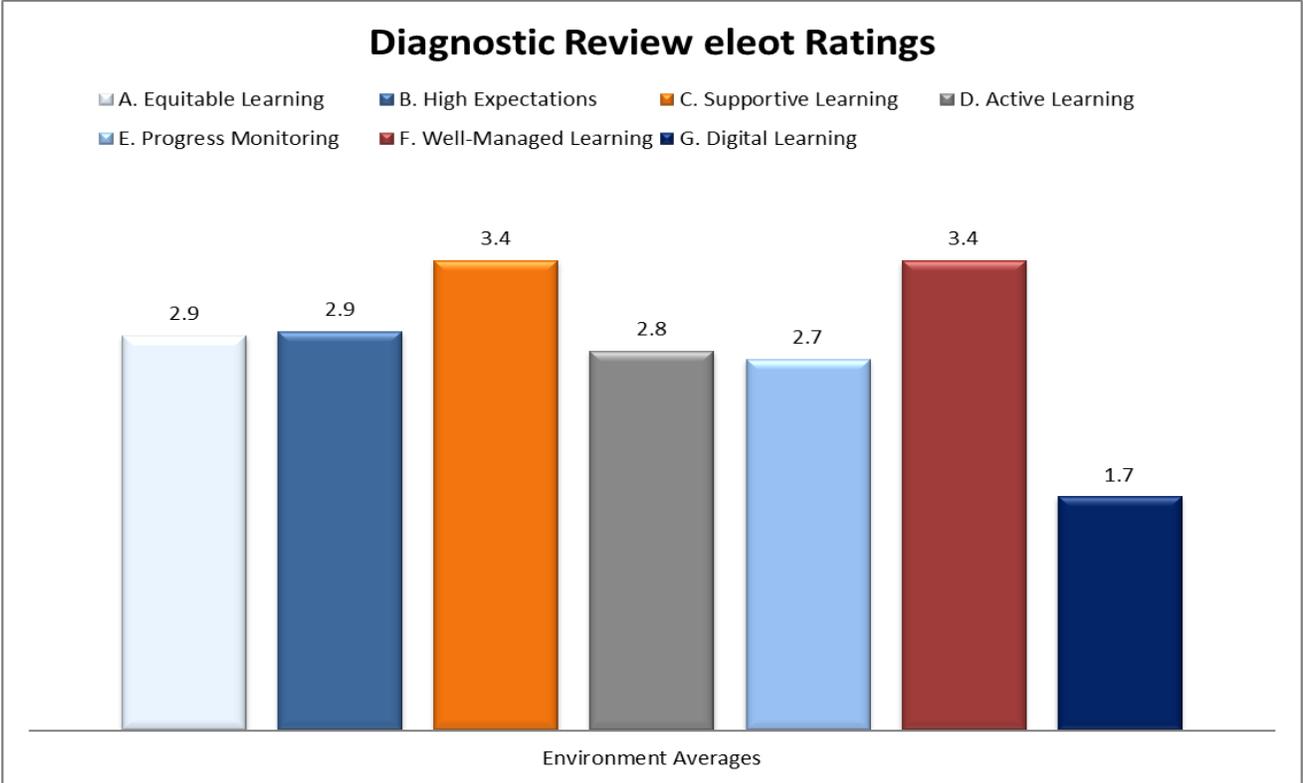
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning 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.	Initiating
3.2	The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution’s purpose and direction.	Initiating
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution’s purpose and direction.	Initiating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution’s identified needs and priorities to improve student performance and organizational effectiveness.	Insufficient

Effective Learning Environments Observation Tool® (eleot®) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 29 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	2.3	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	32%	23%	32%	14%
A2	3.5	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	0%	55%	45%
A3	3.6	Learners are treated in a fair, clear, and consistent manner.	0%	0%	41%	59%
A4	2.1	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.	41%	18%	27%	14%
Overall rating on a 4 point scale:			2.9			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	3.1	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	0%	9%	68%	23%
B2	3.1	Learners engage in activities and learning that are challenging but attainable.	0%	18%	55%	27%
B3	2.5	Learners demonstrate and/or are able to describe high quality work.	23%	14%	50%	14%
B4	2.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	5%	23%	50%	23%
B5	2.8	Learners take responsibility for and are self-directed in their learning.	14%	14%	55%	18%
Overall rating on a 4 point scale:			2.9			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	3.4	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	5%	0%	45%	50%
C2	3.2	Learners take risks in learning (without fear of negative feedback).	5%	9%	45%	41%
C3	3.4	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	0%	64%	36%
C4	3.6	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	0%	36%	64%
Overall rating on a 4 point scale:			3.4			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.9	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	14%	14%	41%	32%
D2	2.5	Learners make connections from content to real-life experiences.	27%	14%	45%	14%
D3	3.3	Learners are actively engaged in the learning activities.	0%	5%	64%	32%
D4	2.4	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	36%	14%	27%	23%
Overall rating on a 4 point scale:			2.8			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	2.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	23%	14%	41%	23%
E2	2.7	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	18%	14%	45%	23%
E3	3.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	5%	9%	64%	23%
E4	2.4	Learners understand and/or are able to explain how their work is assessed.	27%	23%	36%	14%
Overall rating on a 4 point scale:			2.7			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.6	Learners speak and interact respectfully with teacher(s) and each other.	0%	0%	41%	59%
F2	3.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	0%	45%	55%
F3	3.1	Learners transition smoothly and efficiently from one activity to another.	14%	5%	36%	45%
F4	3.4	Learners use class time purposefully with minimal wasted time or disruptions.	0%	0%	64%	36%
Overall rating on a 4 point scale:			3.4			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.6	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	68%	9%	18%	5%
G2	2.0	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	59%	5%	14%	23%
G3	1.5	Learners use digital tools/technology to communicate and work collaboratively for learning.	73%	9%	14%	5%
Overall rating on a 4 point scale:		1.7				

eleot Narrative

The Diagnostic Review Team conducted 22 eleot classroom observations in core content classrooms. Collectively, these observations yielded significant insight about the learning environments at Duff-Allen Central Elementary. The overall ratings of the seven learning environments on a four-point scale ranged from 1.7 in the Digital Learning Environment to 3.4 in the Supportive and Well-Managed Learning Environments. Overall, the Diagnostic Review Team observed high-quality instruction, with opportunities for student collaboration, sharing of resources, and higher-order thinking.

The Diagnostic Review Team found two areas of strength, with the highest ratings in the Supportive Learning Environment. First, in 100 percent of classrooms, it was evident/very evident that students “demonstrate a congenial and supportive relationship with their teacher” (C4). Next, it was evident/very evident in 100 percent of classrooms that students “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3). Finally, in 95 percent of classrooms, it was evident/very evident that students “demonstrate a sense of community that is positive, cohesive, engaged, and purposeful” (C1).

Practices closely related to fair treatment of students emerged as a second area of strength in the Well-Managed Learning Environment. In 100 percent of classrooms, it was evident/very evident that students “speak and interact respectfully with teacher(s) and each other” (F1), “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2), and “use class time purposefully with minimal wasted time or disruptions” (F4).

The Diagnostic Review Team identified one area of concern. In the Digital Learning Environment, the team found that teachers did not use technology in their classroom instruction, despite having 1:1 technology in grades two through five. In 19 percent of classrooms, it was evident/very evident that “learners use digital tools/technology to communicate and/or work collaboratively for learning” (G3). It was evident/very evident in 23 percent of classrooms that students “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1). In 37 percent of classrooms, it was evident/very evident that students “use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2).



Findings

Improvement Priorities

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

Improvement Priority #1

Develop and implement a continuous improvement process to include programs, procedures, and monitoring processes that yield evidence, including measurable results of improving student learning and professional practice. (Standard 1.3)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated that processes and procedures were not developed or implemented to support teaching and learning. The percentage of students at Duff-Allen Central Elementary who scored Proficient/Distinguished in all content areas assessed on the Kentucky Performance Rating for Educational Progress (K-PREP) Assessment at the fourth- and fifth-grade levels declined over the last year and was below state averages in most content areas.

Stakeholder Interview Data:

Interview data did not yield evidence of a continuous improvement process to include programs, procedures, or processes for monitoring results. Administrative interviews indicated that the school had no process for ongoing and qualitative monitoring of programs. For example, when the team asked questions regarding the impact of programs, such as Science, Technology, Engineering and Math (STEM) on student performance in Math, professional learning communities (PLCs) on overall student academic performance, or classroom walk-throughs, the team was not provided with a concrete or consistent answer. When asked about programs that were successful in moving the school forward, the principal indicated that sending teachers to visit other schools had a significant impact. However, the team was not provided with any data to confirm this claim.

Another concern that emerged was the lack of stakeholder involvement in the development and monitoring of continuous improvement processes. When asked about the process for soliciting stakeholder involvement in the continuous improvement planning for the school, administrators indicated that teachers were given the opportunity to make suggestions for the Comprehensive School Improvement Plan (CSIP), but they have no formal involvement and are not a part of a team that develops, monitors, or evaluates the plan. Administrators further stated that teachers are involved in purchasing decisions, but the school has no process or plan for doing so. Administrative interviews did not yield any evidence of external stakeholder involvement in the continuous improvement process.

Stakeholder interview data also revealed concerns with monitoring progress regarding student academic performance. The principal stated, "We are not diving into data at the level needed." Interview data revealed that teachers were asked to look at their own data. Interview data revealed that while Northwest Evaluation and Assessment Measures of Academic Progress (NWEA MAP) was used as the benchmark, the administration had no formal process in place to analyze the data in a meaningful way or to use it to inform instruction. One stakeholder revealed that teachers faced a "learning curve" in analyzing NWEA MAP data. Teachers received training and were "left on their own." They did not implement Student Goal Setting in 2018-2019 for this reason. This represented a widespread lack of formal or consistent use of data. While reference was made to PLC



meetings several times, stakeholder interview data did not reveal a formal process for PLC meetings. The district provided a protocol, and teachers had common planning time, but there was no process for developing a meeting agenda, deciding who should attend the meetings, or meeting with teachers afterward.

Stakeholder interview data revealed that administration had no programs, procedures, or processes for monitoring the effectiveness of instruction. Stakeholder evidence also revealed no formal induction process or mentoring program for new faculty or staff, even though the school hired 20 new faculty members during the last two years. In addition, there was no strategic professional development plan. Teachers were given the opportunity to participate in a Professional Development Academy provided by the district before the school year began, but they were not required to attend. Teachers received a list of sessions offered at the Academy and were allowed to participate in the sessions they selected. Teachers received no follow-up to their participation in this Academy or requirements for implementation or redelivery. Stakeholder interview data revealed that teachers were allowed and encouraged to attend conferences and workshops outside of the district; however, there was no formal plan for redelivery or process to measure implementation of strategies learned. Stakeholder interview data further revealed that while administrators conducted classroom walk-throughs as time allowed, they provided no formal schedule. While a protocol existed to provide feedback, administrators gave feedback through email, with no face-to-face follow-up meetings or procedure to check for implementation of suggestions.

Further, stakeholder interview data revealed a lack of formal processes for meetings. For example, teachers did not have a schedule for faculty meetings; faculty meetings were held as needed. There was no process for administrative/leadership team meetings. The administrative/leadership team met on a monthly or bi-monthly basis, but they had no formal agenda to discuss items or to follow up on meetings.

Stakeholder interview data also revealed a lack of processes to define the roles and responsibilities for school leadership. This appears to have led to a departure from focusing on continuous improvement. Stakeholders provided several examples. The assistant principal was responsible for attendance until the most recent state assessment scores were publicized. She was previously spending four to five hours per day making attendance calls, but she is now responsible for instruction. The building principal is responsible for making requisitions, in place of the bookkeeper. The guidance counselor is responsible for student discipline and Response to Intervention (RTI).

Stakeholder Perception/Experience Data:

Stakeholder survey data revealed a lack of consistency regarding perceptions of a continuous improvement plan and the level of stakeholder input. One hundred percent of staff agreed/strongly agreed with “Our school leaders monitor data related to school continuous improvement goals” (G7). Ninety-four percent of staff agreed/strongly agreed that “Our school has a systematic process for collecting, analyzing and using data” (G3), and ninety percent of staff agreed/strongly agreed with “Our school has a continuous improvement process based on data, goals, actions, and measures of growth” (C5). Student survey responses were also favorable. Ninety-five percent of students agreed/strongly agreed that “My teachers tell me how I should behave and do my work” (E4). In contrast, parent survey responses were not favorable. Sixty-six percent of parents agreed/strongly agreed that “Our school has established goals and a plan for improving student learning” (C3), and seventy percent of parents agreed/strongly agreed with “Our school ensures that all staff members monitor and report the achievement of school goals” (G1).

Documents and Artifacts:

A review of evidence provided by the school revealed professional learning community (PLC) meeting agendas with no meeting minutes, summaries, outcomes, or deliverables.



Improvement Priority #2

Develop and implement a plan to engage stakeholders in supporting the achievement of the institution's purpose and direction. (Standard 1.8)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated that increases in student learning had not occurred across all grade levels and content areas. State assessment results revealed that Duff-Allen Central Elementary students performed below the state average in Proficient/Distinguished on the Kentucky Performance Rating for Educational Progress (K-PREP) assessment in most content areas last year (2018-2019). Further, negative trends for the percentage of students scoring Proficient/Distinguished from 2017-2018 to 2018-2019 were noted in fourth-grade science (30.6 to 15.6), fifth-grade social studies (80.3 to 25.0), fifth-grade writing (67.2 to 23.1), third-grade math (65.1 to 62.3), fourth-grade math (53.1 to 11.1), fifth-grade math (54.1 to 11.5), fourth-grade reading (65.3 to 53.3), and fifth-grade reading (78.7 to 44.2). In addition, the School Student Growth Indicator results were 27.5 compared to the State Growth Index of 57.7.

Stakeholder Interview Data:

Stakeholder interview data revealed limited opportunities for external stakeholder involvement. While interview data indicated that the school did not take any proactive measures to solicit feedback from parents regarding why they did not participate, faculty interview data attributed the lack of involvement to the location of the school, which possibly posed a challenge for parents to visit the school. Multiple stakeholders indicated that it was not easy to get in or out of the school. Further, it was not located in the community, and the areas that feed the school were not close by. Stakeholder interview data indicated that nonacademic, off-site events were more well-attended (e.g., sporting events, Christmas program, honors program, graduation ceremony).

Parent interview data revealed that parents received limited communication from the school in the form of calls, texts, or weekly newsletters. While this communication was primarily about schoolwide announcements and events, parent interview data indicated that information about individual student progress was shared through teacher phone calls, texts, and grade-level messenger. Parent interview data also revealed that parents were informed about the school's status at Open House. During this program, K-PREP data was shared. Interview data did not yield any evidence of parents being asked to participate in continuous improvement planning to support student achievement.

Administrative interviews revealed a disconnect between how internal and external stakeholders were engaged to support the achievement of the institution's purpose and direction. Administrators shared that while no formal process existed for involving stakeholders in decision-making, faculty members were allowed to provide suggestions for the Comprehensive School Improvement Plan (CSIP), as well as for purchasing decisions. While attempts to engage internal stakeholders were limited, the principal conceded in his interview that more proactive attempts need to be made to involve parents.

Stakeholder Perception/Experience Data:

Stakeholder survey data revealed a lack of consistency regarding perceptions of the leadership's efforts to engage stakeholders to support the achievement of the school. Sixty percent of students agreed/strongly agreed with "My principal and teachers ask me what I think about school" (G1), while 70 percent of parents agreed/strongly agreed that "Our school provides opportunities for stakeholders to be involved in the school" (D6), and "All of my child's teachers keep me informed regularly of how my child is being graded" (E7). In contrast, 100 percent of staff agreed/strongly agreed that "Our school's leaders provide opportunities for stakeholders to be involved in the school" (D10). Ninety-five percent of staff agreed/strongly agreed with "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction" (D9), and 94 percent of staff



agreed/strongly agreed that “In our school, all school personnel regularly engage families in their children’s learning progress” (E10).

Documents and Artifacts:

A review of artifacts provided by the school yielded evidence of attempts to engage stakeholders, including a log of automated calls and texts and a copy of the weekly school newsletter.

Improvement Priority #3

Develop and implement a strategic plan to allocate human, material, and fiscal resources in alignment with the school's identified needs and priorities to improve student performance and organizational effectiveness. (Standard 3.8)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated that the school leadership had not strategically allocated resources in alignment with the needs and priorities to improve student performance and organizational effectiveness. The percentage of students at Duff-Allen Central Elementary who scored Proficient/Distinguished in 2018-2019 was significantly below the state average.

Classroom Observation Data:

While Duff-Allen Central Elementary has a 1:1 Chromebook initiative in grades two through five, the Digital Learning Environment was the lowest-rated learning environment. In 19 percent of classrooms, it was evident/very evident that students "use digital tools/technology to communicate and/or work collaboratively for learning" (G3). It was evident/very evident in 23 percent of classrooms that students "use digital tools/technology to gather, evaluate, and/or use information for learning" (G1). In 37 percent of classrooms, it was evident/very evident that students "use digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2).

Stakeholder Interview Data:

Stakeholder interview data revealed that the school had an abundance of resources. Stakeholders shared that the school had partnerships with several community agencies and programs, including Save the Children, Gear Up, AmeriCorps Tutor, and more. In addition, stakeholder interview data revealed that the school had academic resources such as Study Island, Nearpod, and Newsela. In addition to the 1:1 Chromebook initiative in grades two through five, the school planned to implement 1:1 in kindergarten and first grade in 2020.

In addition to the resources available to support student academic and social emotional needs, stakeholder interview data revealed resources to build administrative, faculty, and staff capacity. Funds were allocated to send faculty and staff to trainings and conferences. Interviews with administration also revealed that the school viewed the Educational Recovery staff members provided by the Kentucky Department of Education as a resource for school change.

Despite all the resources present at Duff-Allen Central Elementary, stakeholder interviews indicated that the school had no processes in place to monitor the effectiveness of the programs the school/district purchased. For example, when asked how they were monitoring Study Island, one stakeholder indicated that they looked at usage reports. Stakeholders did not refer to how data was analyzed for instruction or how the school monitored the alignment of usage and improved student academic performance. In addition, the team did not find processes to measure the impact of the 1:1 technology initiative on student academic performance or the effectiveness of how these resources were being used. Stakeholder interview data also revealed that there were no processes to measure the effectiveness of these trainings in building faculty and staff capacity, the impact on student academic performance, or ultimately the cost-benefit of how these funds were being used. Finally, in reference to Educational Recovery staff members, interview data did not yield a clear vision for how the data will be used.

In sum, stakeholder interview data revealed a school that had an abundance of resources that were not being utilized strategically or monitored for effectiveness.

Stakeholder Perception/Experience Data:

Stakeholder survey data indicated a lack of consistency regarding perceptions of how resources were allocated. One hundred percent of staff agreed/strongly agreed that "Our school provides qualified staff members to support

student learning” (F1), and 94 percent of staff agreed/strongly agreed with “Our school provides instructional time and resources to support our school’s goals and priorities” (F2). Sixty-eight percent of students agreed/strongly agreed with “My school is safe and clean” (F1).



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:

Duff-Allen Central Elementary (DACE) has historically been a very high-performing school. A review of student performance data revealed that prior to the 2017-2018 school year, the school exceeded the state average in many academic areas.

Stakeholder interview data indicated strong relationships between students, staff, and parents. Administrators, faculty, and staff members demonstrated advocacy for their students and families. When asked, "What is the best thing about this school?" students, parents, faculty, and administration all stated that it was the people. Students indicated that administrators and teachers seemed to care about them personally. Parents expressed their satisfaction with the school, describing it as "good," "welcoming," and "a family." One parent expressed that she felt the teachers were concerned about each child as an individual. When asked to describe what the school did better than other schools, parents responded "caring for students and families." Strong relationships were seen in classroom observations in which students were treated in a fair, clear, and consistent manner. The team also observed that students demonstrated a congenial and supportive relationship with their teachers, resulting in a well-managed and safe learning environment.

DACE also worked hard to provide a safe learning environment for students, developing and implementing many processes to ensure that visitors to the school are identified and monitored, classroom doors are always locked, and students have procedures to safely enter and exit the building in the morning and afternoon.

Continuous Improvement Process:

As the school works to improve student outcomes, the Diagnostic Review Team identified several areas that need to be addressed. The first is a sense of urgency. As previously mentioned, the school has historically been high performing. This has led to the current status being viewed as "a fluke," giving the impression that it will resolve itself. The team did not find evidence of an immediate or comprehensive plan to address the current status of the school. Interviews with multiple stakeholders yielded statements of, "We are going to...", "We will...", and "We are thinking about" There seemed to be no sense of urgency in addressing the current state of the school or a concrete, time-bound plan to do so. The school must find it necessary to foster those qualities that led to its past success, while implementing processes to monitor and facilitate the turnaround. In addition to the school historically performing well in academics, the team also observed that the school has gotten very comfortable. Multiple stakeholders indicated that the Comprehensive School Improvement (CSI) status was a surprise to them, further indicating that the school did not have systems in place for monitoring instruction and/or student performance.



It was also evident to the Diagnostic Review Team throughout interviews with multiple stakeholders that the principal was not viewed as the instructional leader of the building. It was widely perceived that the assistant principal was the instructional leader. When asked about his own capacity, the principal conceded he was new to K-5 instruction and that is why he hired the assistant principal. The interviews revealed no indication of how the principal intended to increase his own knowledge of K-5 instruction to lead the turnaround efforts of the school. Multiple faculty and staff interviews revealed that when teachers needed instructional or academic support, they went to the assistant principal. It was evident that the principal delegated the instructional responsibility. For the school to successfully return to its history of academic success, the principal will need to assume the role of instructional leader.

It was also clear to the team that in order to successfully improve student academic performance, the school must make a proactive effort to involve external stakeholders, namely parents, in the turnaround efforts. As noted throughout the report, while parents were kept abreast of events at the school and about their children's individual performance, they were not included in setting goals for the school, developing strategies to achieve those goals, or monitoring the progress of set goals. DACE parents love their school and could be leveraged to support improvement efforts.

Finally, the team noted that district-level supports were needed as the school begins this continuous-improvement work. Stakeholder interview data indicated a lack of district presence in the school. The district's surprise at the Comprehensive School Improvement (CSI) status indicated their lack of awareness of what was happening at the school throughout the year and showed that including an analysis of benchmark data would have predicted this status. When asked what the district was doing to support DACE, specifically regarding what was being done differently as compared with other schools, the team was told, "We are doing the same things, just going deeper." Instead of the school receiving one or two visits like other schools, DACE will get three visits from the district level. When asked what was being done to support the DACE principal, the district administrator could not articulate what was being done to support or build capacity. The district administrator went on to say, "I do not want to come in as an outsider and tell them what to do." The team concluded that a collaborative and supportive relationship between the school and district office could result in an opportunity for successful change.

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
<p>Staci Kimmons, Ph.D.</p>	<p>Dr. Staci Kimmons has 20 years of experience as an educator. She most recently served as the Director of Curriculum and Instruction for Georgia Cyber Academy in Atlanta, Georgia. In this position, she coordinated the selection of curriculum and supplemental programs and tools for elementary, middle, and high school students. She was also responsible for maintaining institutional effectiveness, by conducting academic compliance audits and drafting academic policies for the district. Prior to this experience, she served as an administrator at the elementary, middle, and high school levels. In addition to her work as an educational consultant, Dr. Kimmons serves as an adjunct professor for Concordia University, Grand Canyon University, and Eastern Washington University, where she has developed and taught online courses in Educational Leadership.</p>
<p>William Philbeck</p>	<p>William Philbeck has served as an Education Recovery Leader for the Kentucky Department of Education since 2010. He began his career in education as a high school social studies teacher, department chair, and curriculum coach. William spent six years as the Principal of South Green Elementary. He has taught at the university level and currently serves as a facilitator for the National Institute for School Leadership. William has served as a team member or co-lead on several Cognia diagnostics.</p>
<p>Debbie Sims</p>	<p>Debbie Sims serves as an Education Recovery Specialist for the Kentucky Department of Education. Her work focuses on creating and implementing sustainable systems for advancing student achievement. She has been a public educator for 26 years. Her career started as a middle school educator at Lincoln County Middle School where she taught social studies for 12 years, served as the assistant principal for three years, and then led the school as principal for 10 years.</p>
<p>Michael Coffey</p>	<p>Michael Coffey has over 25 years of experience as a teacher, curriculum developer, instructional coach, and administrator. He is currently the assistant principal at Kentucky School for the Blind in Louisville, Kentucky. In this position, he coordinates curriculum and materials development for K-12 students; develops and implements professional development services; and serves as the district assessment coordinator, extended school services coordinator, English language learner coordinator, and any other role needed to empower students.</p>
<p>Kim Creekmore</p>	<p>Kim Creekmore has 26 years of experience as an educator in Whitley County Schools. She currently serves as a district instructional coach, professional development coordinator, grant coordinator/writer, and assistant district assessment coordinator. Her responsibilities include designing and implementing professional development opportunities throughout the district, collaborating with teachers in their classrooms, facilitating professional learning communities, disaggregating data, and designing short- and long-term district and school plans.</p>

Addenda

Student Performance Data

Elementary School Performance

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	53.5	52.3	58.5	52.7
	4	65.3	53.7	53.3	53.0
	5	78.7	57.8	44.2	57.9
Math	3	65.1	47.3	62.3	47.4
	4	53.1	47.2	11.1	46.7
	5	54.1	52.0	11.5	51.7
Science	4	30.6	30.8	15.6	31.7
Social Studies	5	80.3	53.0	25.0	53.0
Writing	5	67.2	40.5	23.1	46.6

Plus

- The percentage of students scoring Proficient/Distinguished in third-grade math exceeded the state average in 2018-2019.
- The percentages of students scoring Proficient/Distinguished in third-grade and fourth-grade reading exceeded the state average in 2017-2018 and 2018-2019.
- The percentage of students scoring Proficient/Distinguished in third-grade reading increased five percentage points from 2017-2018 to 2018-2019.
- Reading scores in 3rd grade increased from 2017-18 to 2018-19 and are above state average.
- Math scores in 3rd grade decreased slightly from 2017-18 to 2018-19 but are still above state average.
- Although Reading 4th declined between 2017-18 and 2018-19, the score is still slightly above state average.

Delta

- The percentage of students scoring Proficient/Distinguished in fourth-grade science declined 15 percentage points from 2017-2018 to 2018-2019.
- The percentages of students scoring Proficient/Distinguished in fourth- and fifth-grade reading declined 12 and 34.5 percentage points respectively from 2017-2018 to 2018-2019.
- The percentages of students scoring Proficient/Distinguished in third-, fourth-, and fifth-grade math declined 2.8, 42, and 42.6 percentage points respectively from 2017-2018 to 2018-2019.
- The percentage of students scoring Proficient/Distinguished in fifth-grade social studies declined 55.3 percentage points from 2017-2018 to 2018-2019.
- The percentage of students scoring Proficient/Distinguished in fifth-grade writing declined 44.1 percentage points from 2017-2018 to 2018-2019.



- All tested areas, with the exception of Reading 3rd, declined from 2017-18 to 2018-19. Most scores declined dramatically.

Growth Index Elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	21.6	19.7	39.8	57.8
Math	15.8	14.5	15.1	57.6
English Learner		18.8		70.5
Growth Indicator	18.7	17.1	27.5	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 elementary school was above the state average for growth in Math in 2017-18.

Delta

- The elementary school was significantly below state average in every area in 2017-18 except for Math.
- The elementary school was significantly below state average in every area in 2018-19.

2018-2019 Percent Proficient/Distinguished Elementary School

Group	Reading	Math	Science	Social Studies	Writing
African American					
Alternate Assessment					
American Indian					
Asian					
Consolidated Student Group	25.0	20.0	30.0	7.1	7.1
Disabilities (IEP)	24.4	19.5	27.3	7.1	7.1
Disabilities Regular Assessment	22.9	17.1			
Disabilities with Acc.					
Economically Disadvantaged	48.7	27.4	16.1	22.7	20.5
English Learners					
English Learners Monitored					
Female	55.1	28.2	8.0	21.7	34.8
Foster					
Gifted and Talented					
Hispanic					
Homeless					
Male	48.6	30.6	25.0	27.6	13.8

Migrant					
Military					
No Disabilities	62.4	33.0	11.8	31.6	28.9
Non-Economically Disadvantaged	63.6	36.4	14.3		
Non-English Learners	52.0	29.3	15.6	25.0	23.1
Non-Migrant	52.0	29.3	15.6	25.0	23.1
Not Consolidated Student Group	61.8	32.7	11.4	31.6	28.9
Not English Learners Monitored	52.0	29.3	15.6	25.0	23.1
Not Gifted and Talented		28.6	15.6	25.0	
Not Homeless	52.0	29.3	15.6	25.0	23.1
Pacific Islander					
Total Students Tested	52.0	29.3	15.6	25.0	23.1
Two or More					
White	52.0	29.3	15.6	25.0	23.1

Plus

- Students with disabilities scored significantly lower than students without disabilities in every tested area with the exception of Science.
- Female student's scored higher in writing than males.
- Male students outscored females in math, science and social studies.
- Female students outperformed males in reading and writing.

Delta

- Economically disadvantaged students score lower than their non-economically disadvantaged peers in every tested area except science.

Schedule

Monday, December 9

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. - 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, December 10

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution	School Office	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. - 6:00 p.m.	Team returns to hotel		
6:00 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 11

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution	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. - 5:30 p.m.	Team returns to hotel		
5:30 p.m. - 7:00 p.m.	Observation of school Fall Festival and informal stakeholder interviews	School	Diagnostic Review Team Members
7:30 p.m. - 9:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 12

Time	Event	Where	Who
8:00 a.m. - 2:00 p.m.	Final Team Work Session	School	Diagnostic Review Team Members



School Diagnostic Review Summary Report
Duff-Allen Central Elementary

Floyd County Public Schools
December 9-12, 2019

The members of the Duff-Allen Central 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 not have the capacity to function or to develop as a turnaround specialist and, accordingly, should not continue as principal of Duff-Allen Central Elementary and should be reassigned to a comparable position in the school district.

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: _____
Interim Commissioner, Kentucky Department of Education

I have received the Diagnostic Review for Duff-Allen Central Elementary.

_____ Date: _____
Principal, Duff-Allen Central Elementary

_____ Date: _____
Superintendent, Floyd County Schools