

Cognia Diagnostic Review Report

Results for: Floyd County

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
Board Members	5
District-Level Administrators	14
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	4
Certified Staff	0*
Noncertified Staff	3
Students	0*
Parents	0*
Community Members/Partners	0*
Total	28

*Due to a district snow day, the district team was not able to interview the identified stakeholder groups. However, the school team interviewed members of these groups and shared insights from these stakeholder interviews with the district team.

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 system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Initiating
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Initiating
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Initiating
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Insufficient
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Insufficient
1.8	Leaders engage stakeholders to support the achievement of the system’s purpose and direction.	Initiating
1.9	The system 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.	Improving
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	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 system.	Initiating
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Insufficient
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Initiating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Initiating
2.9	The system implements processes to identify and address the specialized needs of learners.	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 system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Insufficient

Resource Capacity Domain

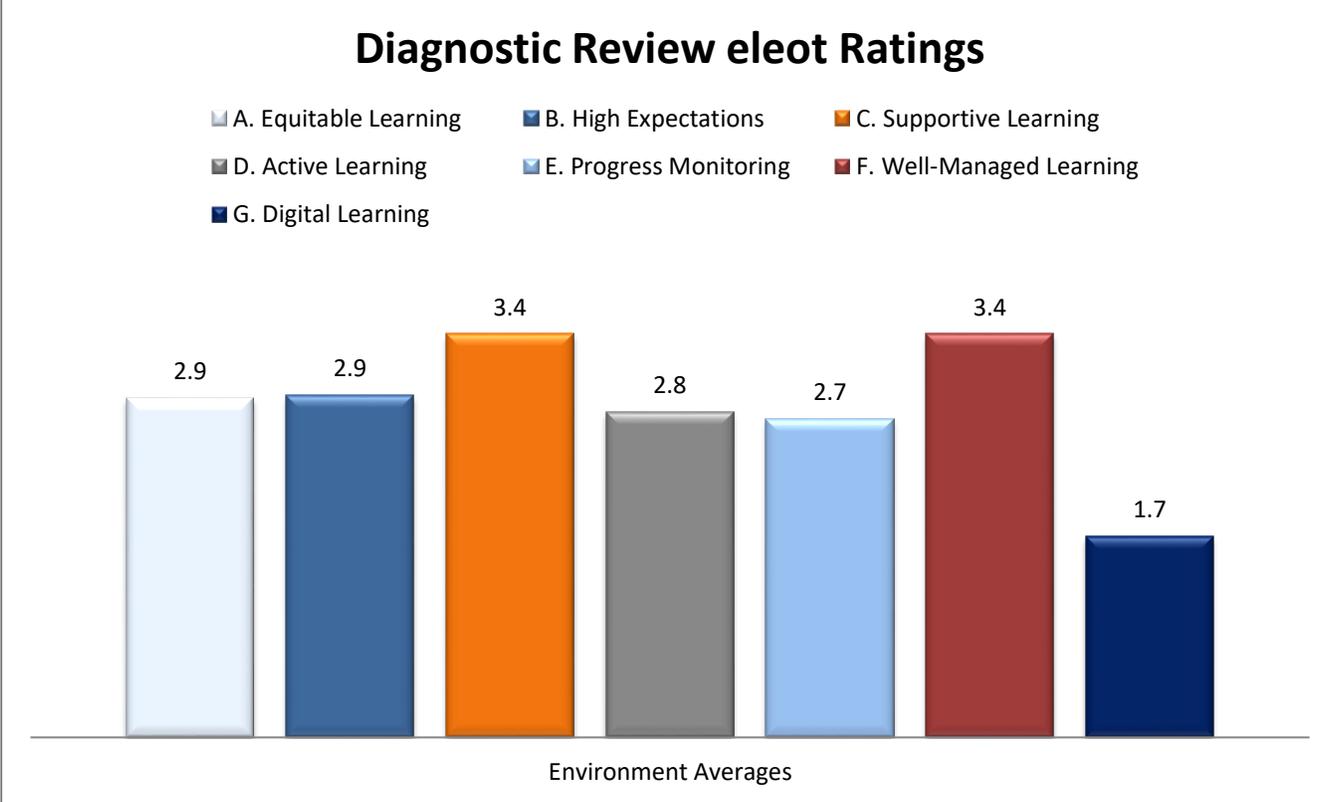
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning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

Resource Capacity Essential Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system’s effectiveness.	Improving
3.2	The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The system attracts and retains qualified personnel who support the system’s purpose and direction.	Improving
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system’s purpose and direction.	Initiating
3.8	The system allocates human, material, and fiscal resources in alignment with the system’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 visiting Duff-Allen Central Elementary conducted 22 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 analyzed classroom observation data collected at Duff-Allen Central Elementary . The school was identified in 2019-2020 for Comprehensive Support and Improvement (CSI). Twenty-two classroom observations allowed for an examination of the seven learning environments and instructional practices in all core classrooms.

The Supportive Learning Environment and the Well-Managed Learning Environment earned the highest overall average rating of 3.4 on a four-point scale. In the Supportive Learning Environment, it was evident/very evident in 100 percent of classrooms that “Learners are supported by their teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3) and “Learners demonstrate a congenial and supportive relationship with their teacher” (C4). Similarly, in the Well-Managed Learning Environment, it was evident/very evident in 100 percent of classrooms that “Learners speak and interact respectfully with teacher(s) and each other” (F1) and “Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2). These results led the team to conclude that the relational health between students and teachers was exceptional and that teachers were able to maximize learning opportunities in the classroom.

The Equitable Learning Environment and High Expectations Learning Environment received the second highest overall average rating of 2.9 on a four-point scale. In examining the Equitable Learning Environment, it was evident/very evident in 100 percent of classrooms observed that “Learners have equal access to classroom discussions, activities, resources, technology, and support” (A2) and “Learners are treated in a fair, clear, and consistent manner” (A3). In the High Expectations Learning Environment, it was evident/very evident in 91 percent of classrooms that “Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1). The team found that within the Equitable Learning Environment, it was evident/very evident in 46 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1), and in the High Expectations Learning Environment, it was evident/very evident in 64 percent of classrooms that “Learners demonstrate and/or are able to describe high quality work” (B3). These data suggested more work was needed to differentiate learning activities and to ensure that students are able to demonstrate and describe high-quality work.



In examining the Active Learning Environment, the team found that learners were actively engaged in teacher-provided learning activities, but collaborative projects, activities, and tasks were observed in half of visited classrooms. Specifically, it was evident/very evident in 96 percent of classrooms that “Learners are actively engaged in the learning activities” (D3), while it was evident/very evident in 50 percent of classrooms that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4).

The Progress Monitoring and Feedback Learning Environment earned an overall average rating of 2.7 on a four-point scale. Regarding the extent to which students were involved in monitoring their own progress, classroom observation data revealed that it was evident/very evident in 64 percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1) and evident/very evident in 50 percent of classrooms that “Learners understand and/or are able to explain how their work is assessed” (E4). The team found little evidence of a comprehensive assessment system at the district level, so these data suggested that learners rely primarily on the feedback of teachers who operated without the benefit of technologies to support individual progress monitoring. Moreover, the team determined through stakeholder interviews that the disaggregation of student performance data was centralized at the district level and distributed to teachers via hard-copy assessment notebooks.

The Digital Learning Environment earned the lowest overall average rating of 1.7 on a four-point scale. It was evident/very evident in 23 percent of classrooms that “Learners use digital tools/technology to gather, evaluate, and/or use information for learning” (G1) and evident/very evident in 37 percent of classrooms that “Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2). Finally, it was evident/very evident in 19 percent of classrooms that “Learners use digital tools/technology to communicate and work collaboratively for learning” (G3). The team anticipated finding greater use of digital technologies to individualize learning and monitor learner progress considering that Floyd County made significant investment in digital technology as a Gates Foundation grant recipient. The team concluded through stakeholder interviews that the district had yet to leverage digital technologies effectively at the classroom level. For example, while evidence existed that the district participated in Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing and also purchased a subscription to Study Island, there was no evidence that NWEA MAP data were being integrated with the Study Island platform to deliver individualized remediation via one-to-one digital devices.

Although classroom observation data suggested that Duff-Allen Central Elementary had exemplary teachers, access to instructional materials and resources, and access to effective digital technologies, additional evidence gathered through stakeholder interviews and a review of documents and artifacts suggested a lack of instructional leadership to help teachers diagnose and address concerns related to significant decreases in student performance scores in most core content areas for grades 3, 4, and 5.

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 staff in the analysis and use of data to evaluate effectiveness and inform the review and revision of instructional processes and procedures. (Standard 1.7)

Evidence:

Student Performance Data:

The Diagnostic Review Team examined multiple sources of student performance data. These sources included transition readiness scores from the Kentucky Department of Education (KDE) School Report Card, Kentucky Performance Rating for Educational Progress (K-PREP) data from the 2018-2019 Comprehensive District Improvement Plan (CDIP), Measures of Academic Progress (MAP) data reported on the fall 2019 Projected Proficiency Summary Report, and sixth-grade benchmark data from the College Equipped Readiness Tool (CERT).

According to the KDE School Report Card for Floyd County, students who were economically disadvantaged scored lower than those who were not economically disadvantaged at both the middle and high school levels. In reading, 29 percent of economically disadvantaged high school students demonstrated proficiency based on American College Testing (ACT) results as compared to 49 percent of high school students who were not economically disadvantaged. At the middle school level, 57 percent of economically disadvantaged students demonstrated reading proficiency as compared to 71 percent of students who were not economically disadvantaged. The KDE School Report Card further revealed that 17 percent of economically disadvantaged high school students demonstrated proficiency in mathematics compared to 28 percent of their peers who were not economically disadvantaged. While at the middle school level, 37 percent of economically disadvantaged students demonstrated math proficiency as compared to 53 percent of students who were not economically disadvantaged. Regarding academic and career readiness, the data revealed that of 352 high school students graduating from the district, 105 were academic ready and 123 were career ready. Of 64 students with disabilities graduating from the district, 7 were academic ready and 15 were career ready. Of concern to the team were comparison data of Career Technical Education (CTE)/Career Readiness “Completers” at each of the district’s high schools: Betsy Layne High School – 44 percent, Floyd Central High School – 24 percent, and Prestonsburg High School – zero percent.

K-PREP data that were reported in the CDIP showed that the percentage of students who scored Proficient/Distinguished (P/D) in reading, mathematics, and writing decreased from 2016-2017 to 2017-2018 at all development levels. Specifically, the percentage of students who scored P/D in reading dropped from 75 to 72 percent at the elementary school level, 70 to 68 percent at the middle school level, and 51 to 37 percent at the high school level. In mathematics, the percentage of students who scored P/D dropped from 69 to 58 percent at the elementary school level, 53 to 52 percent at the middle school level, and 38 to 27 percent at the high school level. And in writing, the percentage of students who scored P/D dropped from 71 to 51 percent at the elementary school level, 48 to 43 percent at the middle school level, and 59 to 46 percent at the high school level.



MAP data analyzed from the fall 2019 Projected Proficiency Summary Report suggested a high number of elementary students were academically at-risk. Based on fall 2019 MAP scores, spring K-PREP projections showed 37 percent of elementary students were on track to score at the P/D level in mathematics and 45 percent were on track to score at the P/D level in reading.

The team also analyzed sixth-grade CERT benchmark data provided by the district. These data revealed the following percentages of sixth-grade students who required additional assistance/remediation in different content areas: English – 16 percent, reading – 61 percent, mathematics – 95 percent, and science – 83 percent.

Data from multiple sources suggested to the team that district leadership needed to improve efforts around monitoring of curriculum and instruction. While the team found evidence that district leaders were aware of decreases in student academic performance, there was little evidence that the district used data to inform the review and revision of instructional practices and procedures. This led the team to further conclude that monitoring efforts were too narrowly focused on compliance (e.g., documenting teaching to the standards via classroom walk-throughs) rather than using data to monitor effectiveness and revise strategies intended to improve student performance.

Classroom Observation Data:

The team found it was evident/very evident in 46 percent of classrooms observed that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). When analyzing data for collaborative learning opportunities, it was evident/very evident in 50 percent of classrooms that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4). In examining how learners monitor their progress, it was evident/very evident in 50 percent of classrooms that “Learners understand and/or are able to explain how their work is assessed” (E4). Given Floyd County’s substantial investment in digital technologies, the team was concerned that it was evident/very evident in 19 percent of classrooms that “Learners use digital tools/technology to communicate and work collaboratively for learning” (G3). The team concluded that the use of digital technologies was a missed opportunity that could be leveraged to improve differentiation and individual progress monitoring at the classroom level. The use of digital technologies could also provide an opportunity for individualized, remedial learning.

Stakeholder Interview Data:

The team found that Floyd County was engaged for the better part of the last two years in a large reorganization of central office, the replacement and appointment of up to 10 new building principals, and an effort by district administrators and the Board of Education to move Floyd County away from a test-centric culture to a student-centric culture focused on continuous school improvement. While the team found evidence of protocols and administrative reports associated with mandatory classroom walk-throughs, data analysis meetings, and Perpetuating Excellence in Teaching, Leadership, and Learning (PETLL) school visits, there was little evidence of district leadership using longitudinal achievement and program data to collaboratively solve problems and reallocate human and fiscal resources to achieve specific outcomes associated with continuous improvement at the district level or to support the continuous school improvement efforts at Duff-Allen Central Elementary (DACE).

During interviews, many district administrators expressed confidence in classroom teaching, stating that instruction was good, but that NWEA MAP benchmark data were unreliable. The team found little evidence that district and building instructional leaders had effectively monitored the implementation of the district’s curriculum or used other longitudinal data such as NWEA MAP or CERT benchmark data to drive instructional decision-making. Interviewed stakeholders acknowledged that more work was needed to improve data analysis in the district and to improve the capacity of building principals to diagnose student performance trends, collaboratively solve instructional problems (i.e., responding to decreases in student performance scores), and have candid conversations about personnel performance issues.



Evidence gathered through stakeholder interviews led the team to conclude that while the district was making substantial investments in professional development for teachers and school administrators, human and fiscal resources were not being effectively allocated to support a clear, concise, and comprehensive strategy for continuous school improvement. As an example, the team found that building principals were spending several hours each day making phone calls to students who were absent in an effort to improve school attendance rates (i.e., per the district's attendance policy). Yet, data examined in the CDIP showed that attendance decreased slightly to 94 percent, while student performance data in the CDIP showed substantial decreases in most core content areas without a clearly articulated strategy to reverse this trend.

The team concluded through stakeholder interviews that administrators in the district were too narrowly focused on complying with reporting requirements associated with well-intended policies and procedures that may or may not be well-aligned with systemic issues involving curriculum, instruction, and assessment.

Stakeholder Perception/Experience Data:

In examining stakeholder survey data from DACE, the team found an observable discrepancy between staff and parents in the Leadership Capacity Domain. One hundred percent of staff agreed/strongly agreed with the statements, "Our school leaders monitor data related to school continuous improvement goals" (G7) and "Our school's leaders hold all staff members accountable for student learning" (D6). Yet there was a lack of agreement among parents when responding to similar survey questions. For example, 66 percent of parents surveyed agreed/strongly agreed with the statements, "Our school has established goals and a plan for improving student learning" (C3) and "Our school shares responsibility for student learning with its stakeholders" (D4). Seventy percent of parents agreed/strongly agreed with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals" (G1). Similarly, 60 percent of students agreed with the statement, "My principal and teachers ask me what I think about school" (G1). These data suggested that more work was needed to actively involve parents and students in a shared understanding of the goals associated with DACE's plans for comprehensive school improvement, particularly as the school is seeking to review and revise instructional processes and practices to raise student performance scores.

Documents and Artifacts:

Documents and artifacts provided to the Diagnostic Review Team showed evidence that the district pursued many activities and interventions; however, there was little evidence that district and building leaders engaged in a regular, systematic process to involve multiple stakeholders in analyzing data in order to review and revise instructional practices and processes. This could be seen in the district's Central Office Instructional Leadership Team (COILT) Meeting Minutes, where various administrators shared information regarding specific events and activities at their school but never discussed leading and lagging measures to monitor the implementation and efficacy of CDIP-related goals. Moreover, there was little evidence to substantiate that district administrators were regularly engaging with the instructional leadership team at DACE. While documentation exists of one PETLL visit conducted during the early part of the fall semester 2019, there was no evidence of regular district engagements with the DACE Professional Learning Communities or of specific efforts related to reviewing and revising the school's instructional processes and practices.

The team was also concerned by the data provided by administrators from classroom walk-throughs, which suggested that classroom instruction was exemplary. The data reported were limited to the number of times building administrators observed desirable teaching practices as delineated by walk-through criteria. The team was most concerned that instructional leaders were over-emphasizing data from walk-throughs and not seeking to understand why student performance data were decreasing in most core content areas. Decreases in student performance data (across the district) suggested a systems issue such as curricular misalignment (e.g., among taxonomy levels within articulated academic standards, planned learning experiences in the classroom, and the assessments being used to monitor and validate learning).

Improvement Priority #2

Utilize data, including longitudinal results from the evaluation of programs and services, to improve the quality of instruction through collaborative problem-solving. (Standard 2.12)

Evidence:

Student Performance Data:

Student performance at Duff-Allen Central Elementary (DACE), as detailed in an addendum to this report, declined from 2017-2018 to 2018-2019 in all tested areas (with the exception of third-grade reading). In examining the percentage of students who scored Proficient/Distinguished (P/D) at grades 3, 4, and 5, the team observed the following performance data. In grade 3, the percentage of students who scored P/D in reading increased from 54 percent to 59 percent, while the percentage of students who scored P/D in math decreased slightly from 65 percent to 62 percent. Decreases in student performance were more significant in grades 4 and 5. In grade 4, the percentage of students who scored P/D in reading dropped from 65 percent to 53 percent, while significant decreases were observed in math (53 percent to 11 percent) and science (31 percent to 16 percent). In grade 5, the percentage of students who scored P/D in reading dropped from 79 percent to 44 percent, while significant decreases were observed in math (54 percent to 12 percent), social studies (80 percent to 25 percent), and writing (67 percent to 23 percent).

The team noted that growth data were significantly below state average in reading and math at the elementary level. In examining subgroups, the team was concerned that the percentage of students with disabilities scoring P/D was significantly lower than for students without disabilities in every assessed area except science. The percentage of students with disabilities who had an Individualized Education Plan (IEP) scoring P/D in reading was 24 percent compared to 62 percent of students with no disabilities, 20 percent compared to 33 percent in math, 7 percent compared to 32 percent in social studies, and 7 percent compared to 29 percent in writing. The team noted that females performed better in writing than males, but males outperformed females in math, science, and social studies.

When discussing these data during stakeholder interviews, administrators suggested that the results were unreliable but did not provide evidence to support such an assertion. Moreover, the team found similar decreases in student performance data when examining K-PREP scores, district NWEA MAP data, and CERT benchmark data for all tested students across the district. The data analyzed by the team suggested larger system issues related to curriculum and instruction. The team found little evidence of efforts by the district to use longitudinal data from the evaluation of current programs and services to review, revise, and improve instruction in core content areas. This suggested that teachers largely determined what adjustments were made to instruction at the classroom level and without the shared understanding of data trends observed in content areas across the district.

Stakeholder Interview Data:

During stakeholder interviews it was reported that NWEA MAP data shared with teachers prior to the 2019-2020 school year were not accurate. Stakeholders also stated that data analysis protocols were shared with principals during data reviews led by central office personnel. While the Diagnostic Review Team found data analysis meetings were being conducted utilizing standardized protocols, the team concluded that monitoring by instructional leaders did not go far enough in three critical areas: (1) evaluating efficacy of programs intended to improve student performance, (2) insuring fidelity of implementation of specific interventions and instructional practices, and (3) informing instructional decisions related to the improvement of student learning. Moreover, the team found no evidence to suggest any changes in the district's approach to improving student performance in DACE, particularly after it was identified as a CSI school for 2019-2020.

District administrators reported that while one PETLL visit of DACE was completed by district personnel at the start of the school year, an examination of the school's PETLL reflection analysis demonstrated that no significant changes were made in the instructional approach of the school. Moreover, district administrators acknowledged



not attending Professional Learning Community meetings and acknowledged a lack of sufficient classroom monitoring by the school's instructional leadership. The team was concerned that Educational Recovery Staff were not asked to attend instructional leadership meetings. An examination of the allocation of Title I resources showed that the district continued to follow a pattern of decentralized decision-making with regard to the expenditure of available Title I and Title II funding. Available Title I dollars were still used to reduce class size, following a pattern of past practice rather than reallocating Title I resources based on a current needs analysis and a clear plan to move DACE out of CSI status.

During stakeholder interviews, there was evidence of the district's commitment to digital technologies. While the district utilized NWEA MAP testing and purchased the Study Island progress monitoring platform, there was no evidence presented that the district leveraged technology to improve differentiated learning in the classroom (e.g., to improve individual progress monitoring of learners or to provide remediation through Study Island based on available MAP data). The team concluded this was an area that could be better leveraged to improve student performance at both DACE and across the district.

Stakeholder Perception/Experience Data:

Stakeholder survey data revealed discrepancies between teachers and parents in two key areas—the extent to which learning is individualized and the extent that individual learner progress is monitored. With respect to meeting the needs of individual learners, there was strong agreement among teachers. In responding to the statement, “In our school, staff members use student data to address the unique learning needs of all students” (E14), 100 percent of teachers agreed/strongly agreed. However, 67 percent of parents agreed/strongly agreed with the statement, “All of my child's teachers meet his/her learning needs by individualizing instruction” (E4). When examining the issue of student progress monitoring, 100 percent of teachers agreed/strongly agreed with the statement, “In our school, all school personnel regularly engage families in their children's learning progress” (E19). However, 70 percent of parents agreed/strongly agreed with the statement, “All of my child's teachers keep me informed regularly of how my child is being graded” (E7). These data suggested differences in the extent to which teachers and parents perceive the learning capacity of the school.

Documents and Artifacts:

Agenda items listed in the Central Office Instructional Leadership Team (COILT) Meeting Minutes showed no evidence of efforts by district and building leaders to discuss student and/or teacher concerns or to analyze available progress-monitoring data at the district and/or building level. At the school level, the Data Analysis Meeting Minutes showed no evidence of district administrator participation and it was unclear how data were being used to make changes or how the instructional program was being monitored regularly by building and district instructional leaders for effectiveness.

The team examined the Comprehensive District Improvement Plan (CDIP) to better understand how the district's leadership team was addressing decreases observed in student performance at DACE and across the district. The 2018-2019 CDIP does not list measures of success nor does it identify funding sources or progress-monitoring data to support the plan's implementation. This led the team to conclude that the district had yet to establish a clear method for determining when a school is on a path toward desired improvement. As with the CDIP, the DACE PETLL Summary provided evidence of results from classroom observations and staff and student interviews, but lacked evidence of a clear, concise, and coherent plan for implementing revisions to the instructional program or the identification of leading measures to be used during subsequent PETLL school visits to monitor improvement efforts.

The team concluded that documents and artifacts provided evidence of strong classroom-level teacher leadership at DACE but provided little evidence of strong instructional leadership over the school. Of concern to the team was that teachers at DACE were largely seeking to improve test scores without the benefit of strong instructional leadership in the building or through regular interaction with a district instructional leadership team who could best analyze program data for systemic issues, such as curricular alignment and/or the need to reallocate human or fiscal resources to support a clear plan for improvement.



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 Floyd County Board of Education has worked with the superintendent to identify a clear mission and vision for the district. There is a sense among the majority of stakeholders that the district has made progress toward a new culture that is less test-centric and more student-centric. Many stakeholders expressed optimism about the future of Floyd County Schools and acknowledged the emergence of a more positive working environment in the central office under the current superintendent. Stakeholders also acknowledged a sense of stability emerging, pointing to the Board of Education's decision to extend the current superintendent's contract by four additional years.

The district demonstrates a strong focus and commitment toward the professional development of its teachers and has instituted a Principal Academy to improve the capacity of current and new building principals. District administrators are making an effort to get out to schools and participate in shared walk-throughs with building principals. Efforts are being made to better communicate the progress of the district and individual schools through a social media presence. Positive communication through social media has been bolstered by the leadership of the superintendent who has developed a reputation for taking "selfies" with students both in school and during opportunities when students are observed in community-based settings.

The team found the district is making good progress on expanding career pathways and transition opportunities for students. Other notable program efforts include the district's focus on STEM (Science, Technology, Engineering, and Math) education and the district's early childhood program. The team noted that all of the district's preschool classrooms have earned five-star ratings through the Kentucky All Stars program, which promotes quality early care and childhood learning experiences. The team was impressed by several program strengths associated with the district's early childhood program (e.g., community-based partnership, parent connection, and strong transition pathways to kindergarten). The early childhood program utilizes a strong Professional Learning Community model in conjunction with building principals and has established a strong systems approach to implementing and monitoring continuous improvement.

The district has been proactive in pursuing grant opportunities to expand learning opportunities for students. The district has also been proactive in consolidating buildings and managing enrollment losses to protect the district's financial health. Floyd County's central office has processes and procedures in place to manage teacher evaluations, gather school safety plans, utilize data analytics, and develop building-level capacity via the PETLL

reflective analysis protocols. Additionally, select data from the district's CSI School, Duff-Allen Central, provide evidence of exemplary instructional practices in the classroom.

Continuous Improvement Process:

The Diagnostic Review Team found that the district has a number of critical components established that will help support the district's continuous improvement process, but the team concluded that additional work is needed in the area of instructional leadership habits and professional dispositions to support the district's success in achieving improvements to student performance. At present, the district has identified a process for monitoring continuous improvement through data analysis and school walk-throughs. The district has also invested in using the Perpetuating Excellence in Teaching, Leadership, and Learning (PETLL) process. The PETLL process has helped in soliciting some input from stakeholders (i.e., students, teachers, and building administrators), but more work is needed to encourage collaborative problem-solving. The evidence examined by the team suggested that the responsibility for analyzing data for instructional decisions is largely centralized around one administrator in the central office while decisions related to the allocation of Title I and Title II funding and responsibility for determining how instruction is reviewed and revised is largely decentralized and directed by individual school leaders. This was of concern to the team due to the lack of evidence of instructional leadership capacity among building administrators. Through numerous interviews and the review of documents and artifacts, the team determined that while there was strong teaching in the classroom, the district was still working to develop the leadership capacity of instructional leaders at the building level.

The team recommends that Educational Recovery Staff be invited to participate in Central Office Leadership Instructional Team Meetings and Instructional Leadership Team Meetings at the building level. At present, leadership team meetings are largely focused on the sharing of information, rather than on efforts to collaboratively solve problems based on a shared understanding of mission, vision, and goals. The team found that the district is still seeking to move away from years of a top-down, heavy-handed approach to accountability and that more effort is needed to develop healthy accountability habits that can best support continuous school improvement. The Diagnostic Review Team concluded that expectations of instructional leaders in the district need to align around three critical areas. First, there needs to be an alignment of awareness to achieve a shared understanding of improvement priorities and the human and fiscal resources needed for success. Next, there needs to be an alignment of ability, specifically with respect to the shared abilities of teachers and instructional leaders to mutually support student learning at the building level. While the district has made significant investments in professional development, an emphasis on aligning professional development with clear improvement outcomes is still needed. Lastly, there needs to be an alignment of agreement among stakeholders as shown by the lack of stakeholder involvement and input into the continuous improvement process. Such agreement can best be achieved by the district developing a comprehensive assessment system with technologies that allow end-users to quickly query and analyze data for the purpose of diagnosing learning challenges and leveraging digital technologies that exist to provide individualized learning and improve remedial learning opportunities and progress monitoring in individual schools.

The district has identified a Kentucky Department of Education consultant who is assisting in the creation of the 2019-2020 Comprehensive District Improvement Plan (CDIP). It is recommended that the district work with stakeholders to agree upon and implement systematic leading measures of performance that can better support the monitoring of the instructional program. Additionally, the district should consider ways to strengthen systems currently in place by pursuing systems training through reputable models such as Shipley or Baldrige or by visiting Hub Schools in Kentucky who have implemented systems thinking processes. One system that the team would like to call to the attention of district leadership is the need to improve their transition readiness rating. As the district works to expand transition opportunities and career pathways, the team encourages the district to consider Kentucky House Bill 3, which addresses workforce skills development.



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. He has served as a Cognia Lead Evaluator since 2015.
Jim Hamm	Jim Hamm has more than 35 years of experience as a teacher and administrator. He is currently serving the Kentucky Department of Education as Co-Lead for Diagnostic Reviews and providing support for Targeted Support and Improvement (TSI) schools. He has served as both an elementary and high school principal. He has also held central office positions. The last nine years of his career were spent on a Memorandum Of Agreement with the Kentucky Department of Education. He served as a Professional Growth and Effectiveness Lead, Education Recovery Leader, State Assistance Monitor, and State Manager during this time. His last assignment was as State Manager of the Breathitt County School District.
Angela Baker	Angela Baker has been in the field of education for the last 26 years. She started by working with families, first as a parent educator for Head Start and then as a Family Resource Center Director for an elementary school. From there, Mrs. Baker moved to the classroom as a high school teacher, then to the district level as a literacy coach, and then Director of Pupil Personnel. She currently is on a Memorandum Of Agreement from Berea Independent, working for the Kentucky Department of Education as an Education Recovery Leader in Jefferson County Schools. She has served as a Kentucky Hope Street Group Fellow and participated as the teacher representative from Kentucky on NEA's Mid-Atlantic Common Core Work Group. Along with her current study of school improvement, Mrs. Baker has a special interest in vision therapy and how it affects students' reading development.
Lesia Eldridge	Lesia Eldridge currently serves Fleming County Schools in Flemingsburg, Kentucky, as assistant superintendent and district assessment coordinator. In this role, Mrs. Eldridge supports teachers and students by supervising secondary (grades 7-12) curriculum and instruction. She also coordinates gifted/talented services, professional learning, and career and technical programs. Mrs. Eldridge serves as the district leader for all assessment and accountability for both district- and state-level required assessments. She has previously served as middle school principal and assistant principal, district-wide curriculum resource specialist, gifted/talented specialist, and middle/high school social studies and French teacher. Mrs. Eldridge has volunteered with Cognia since 2014, participating in diagnostic and engagement reviews in Kentucky.
LeAnn Fisher	LeAnn Fisher currently serves Simpson County Schools in Franklin, Kentucky, as the instructional supervisor and district assessment coordinator. In this role, she supports teachers and students by aligning instructional and assessment practices to better prepare students for success. She also leads professional learning academies to foster teacher capacity in Simpson County Schools. Mrs. Fisher is also the district leader for all testing both at the district- and state-level required assessments. She has also served Simpson County as secondary schools administrator and curriculum/instruction/assessment specialist. Prior to becoming part of the Simpson County Schools Team in July of 2011, Mrs. Fisher worked in Warren County Schools as

	a teacher, curriculum coach, and as an assistant principal since 2001. She has volunteered with Cognia since 2015 participating in diagnostic reviews in Kentucky and Indiana.
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Addenda

Student Performance Data

School Name: Duff-Allen Central Elementary (Floyd County)

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	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 P/D in reading in third grade increased from 2017-18 to 2018-19 and is above state average.
- The percentage of students scoring P/D in math in third grade decreased slightly from 2017-18 to 2018-19 but is above state average.
- Although the percentage of students scoring P/D in reading in fourth grade declined between 2017-18 and 2018-19, it is still slightly above state average.

Delta

- In all tested areas, with the exception of third-grade reading, the percentage of students scoring P/D declined from 2017-18 to 2018-19. Most percentages declined dramatically.
- The percentage of students scoring P/D in social studies decreased by 55.3 points from 2017-18 to 2018-19. During the same period, the percentage of students scoring P/D declined by 42 points in fourth-grade math, by 42.6 points in fifth-grade math, and by 44.1 points in fifth-grade writing.

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 18-19 and 19-20. 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 2018-19.
- The elementary school was significantly below state average in every area in 2017-18 except for math.

2018-2019 percent Proficient/Distinguished

Group	Reading	Math	Science	Social Studies	Writing
African American					
Alternative 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

Group	Reading	Math	Science	Social Studies	Writing
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

- A higher percentage of female students scored Proficient/Distinguished in writing compared to male students.
- A higher percentage of male students scored Proficient/Distinguished in math, science, and social studies compared to female students.
- Female students outperformed males in reading and writing.

Delta

- A lower percentage of economically disadvantaged students scored Proficient/Distinguished compared to non-economically disadvantaged students in every tested content area except science.
- A significantly lower percentage of students with disabilities scored Proficient/Distinguished compared to students without disabilities in every tested content area except science.



Schedule

Monday, December 9, 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.	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, December 10, 2019

Time	Event	Where	Who
7:15 a.m.	Team Arrives at Institution	Central Office	Diagnostic Review Team Members
8:00 a.m.- 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	Central Office or Duff-Allen Central	Diagnostic Review Team Members
4:00 p.m.	Team Returns to Hotel		
5:15 p.m. - 8:30 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, December 11, 2019

Time	Event	Where	Who
7:30 a.m.	Team Arrives at Institution	Central Office	Diagnostic Review Team Members
8:00 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	Central Office or Duff-Allen Central	Diagnostic Review Team Members
4:00 p.m. -	Team Returns to Hotel		
5:15 p.m. - 8:30 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 12, 2019

Time	Event	Where	Who
7:50 a.m.	Team Arrives at Institution	Central Office	Diagnostic Review Team Members
8:00 a.m. - 12:00 p.m.	Final Team Work Session	Central Office / Hotel Conference Room	Diagnostic Review Team Members



District Diagnostic Review Summary Report
Floyd County School District
December 9-12, 2019

The members of the Floyd County Diagnostic Review Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Following its review of extensive evidence and in consideration of the factors outlined in 703 KAR 5:280, Section 5, the Diagnostic Review Team submitted the following assessment regarding the **district's capacity** to the Commissioner of Education:

The district does have the capacity to manage the intervention in the schools identified for Comprehensive Support and Improvement.

The Commissioner of Education adopts the assessment of district capacity by the Diagnostic Review Team.

_____ Date: _____
Interim Commissioner, Kentucky Department of Education

I have received the diagnostic review report for Floyd County School District.

_____ Date: _____
Superintendent, Floyd County Schools