

Cognia Diagnostic Review Report

Results for: Fairview High School (6-8)

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	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	11
Certified Staff	16
Noncertified Staff	10
Students	144
Parents	3
Total	187

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.	Insufficient
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.	Insufficient
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.	Insufficient
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Insufficient

Learning Capacity Domain

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

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



Resource Capacity Domain

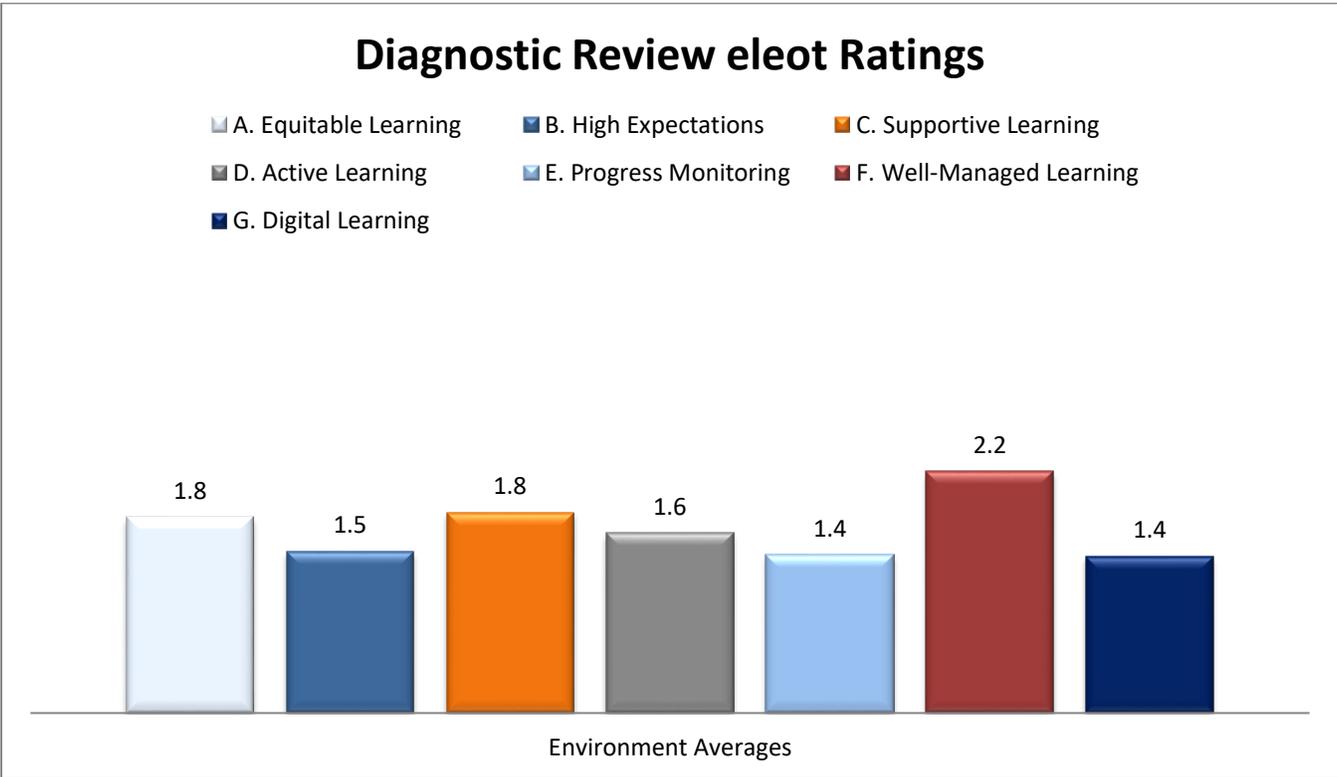
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning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

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



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.5	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	62%	29%	10%	0%
A2	2.0	Learners have equal access to classroom discussions, activities, resources, technology, and support.	14%	71%	14%	0%
A3	2.5	Learners are treated in a fair, clear, and consistent manner.	0%	52%	48%	0%
A4	1.1	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.	90%	10%	0%	0%
Overall rating on a 4 point scale:			1.8			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.4	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	57%	43%	0%	0%
B2	1.5	Learners engage in activities and learning that are challenging but attainable.	52%	43%	5%	0%
B3	1.1	Learners demonstrate and/or are able to describe high quality work.	86%	14%	0%	0%
B4	1.4	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	67%	29%	5%	0%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	29%	62%	10%	0%
Overall rating on a 4 point scale:			1.5			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	1.7	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	43%	43%	14%	0%
C2	1.7	Learners take risks in learning (without fear of negative feedback).	43%	48%	10%	0%
C3	2.0	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	19%	67%	14%	0%
C4	1.9	Learners demonstrate a congenial and supportive relationship with their teacher.	29%	52%	19%	0%
Overall rating on a 4 point scale:			1.8			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	1.6	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	43%	52%	5%	0%
D2	1.1	Learners make connections from content to real-life experiences.	90%	10%	0%	0%
D3	1.9	Learners are actively engaged in the learning activities.	29%	52%	19%	0%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	29%	57%	14%	0%
Overall rating on a 4 point scale:			1.6			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.4	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	67%	29%	5%	0%
E2	1.7	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	38%	57%	5%	0%
E3	1.5	Learners demonstrate and/or verbalize understanding of the lesson/content.	52%	48%	0%	0%
E4	1.2	Learners understand and/or are able to explain how their work is assessed.	81%	19%	0%	0%
Overall rating on a 4 point scale:			1.4			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.1	Learners speak and interact respectfully with teacher(s) and each other.	24%	48%	24%	5%
F2	2.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	19%	43%	29%	10%
F3	2.1	Learners transition smoothly and efficiently from one activity to another.	19%	52%	29%	0%
F4	2.2	Learners use class time purposefully with minimal wasted time or disruptions.	10%	57%	33%	0%
Overall rating on a 4 point scale:			2.2			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	71%	10%	14%	5%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	81%	10%	5%	5%
G3	1.4	Learners use digital tools/technology to communicate and work collaboratively for learning.	76%	14%	5%	5%
Overall rating on a 4 point scale:		1.4				

eleot Narrative

The Diagnostic Review Team observed 21 core academic classes in sixth through eighth grade at Fairview High School, which provided classroom data related to the seven learning environments presented in the previous section. The overall ratings on a four-point scale for the learning environments ranged from a high of 2.2 for the Well-Managed Learning Environment to a low of 1.4 for the Progress Monitoring and Feedback Learning Environment and Digital Learning Environment.

The highest-rated item had an average score of 2.5 and was within the Equitable Learning Environment. It was evident/very evident in 48 percent of classrooms that “Learners are treated in a fair, clear, and consistent manner” (A3). The next two highest-scoring items were found in the Well-Managed Learning Environment. Students who “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2) were evident/very evident in 39 percent of classrooms and who “use class time purposefully with minimal wasted time or disruptions” (F4) were evident/very evident in 33 percent of classrooms. A concern for the Diagnostic Review Team was that no item in any learning environment was evident/very evident in 50 percent or more classrooms.

The team found little evidence that indicated students were informed about how their work would be assessed and feedback would be provided. Learners who “demonstrate and/or verbalize understanding of the lesson/content” (E3) and “understand and/or are able to explain how their work is assessed” (E4) were evident/very evident in zero percent of classrooms. Learners who “monitor their own learning progress or have mechanisms whereby their learning progress is monitored” (E1) and “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2) were evident/very evident in five percent of classrooms.

The team observed a superficial understanding of differentiated instruction, as learners who “engage in differentiated learning opportunities and/or activities that meet their needs” (A1) were evident/very evident in 10 percent of classrooms. Students who “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” (A4) were evident/very evident in zero percent of classrooms. Additionally, learners who had “equal access to classroom discussions, activities, resources, technology, and



support” (A2) were evident/very evident in 14 percent of classrooms. By incorporating differentiated instruction and meeting the academic needs of individual students, the school has an opportunity to leverage these practices to increase student achievement.

Students who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) and “demonstrate and/or are able to describe high quality work” (B3) were evident/very evident in zero percent of classrooms. Students who “engage in activities and learning that are challenging but attainable” (B2) and “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4) were evident/very evident in five percent of classrooms, which validated areas of concern for the Diagnostic Review Team regarding the lack of academic rigor and alignment to Kentucky Academic Standards (KAS) observed during instruction.

The team observed technology in the hands of students, but classroom observation data showed that few students used technology effectively. Learners who “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1) were evident/very evident in 19 percent of classrooms. The use of digital tools and technologies to “conduct research, solve problems, and/or create original works for learning” (G2) was evident/very evident in 10 percent of classrooms. The practice of using “digital tools/technology to communicate and/or work collaboratively for learning” (G3) was evident/very evident in 10 percent of classrooms. The low scores of items in the Digital Learning Environment demonstrated the need to improve and expand the use of technology during instruction. Student engagement could be increased through in-depth research and problem-solving. Technology should be used as a tool to increase student engagement and achievement.

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 a system that involves all stakeholders in the implementation of a continuous improvement process, using multiple measures to identify, address, and monitor student learning needs and effective instructional practices within a rigorous curriculum. (Standard 1.3)

Evidence:

Student Performance Data:

A review of student performance data, as detailed in an addendum to this report, suggested that a continuous improvement process that incorporates the use of formative and summative assessments to monitor student learning and augment instruction was not implemented. Student performance data from the Kentucky Performance Rating for Education Progress (K-PREP) were consistent in that the percent of students scoring Proficient/Distinguished at Fairview High School (sixth through eighth grade) was below the state average in every content area for two consecutive years (i.e., 2017-2018 and 2018-2019).

In examining patterns of achievement on the K-PREP within the content area of reading, the percentage of students scoring Proficient/Distinguished at Fairview High School dropped from 2017-2018 to 2018-2019 in sixth through eighth grades. The percentage of students scoring Proficient/Distinguished in reading went from 46.9 percent to 42.4 percent for sixth grade, from 39.3 percent to 38.5 percent for seventh grade, and from 62.3 percent to 40.8 percent for eighth grade.

The patterns of achievement in math on the K-PREP from 2017-2018 to 2018-2019 in sixth and seventh grades demonstrated a small increase in the percentage of students scoring Proficient/Distinguished, while the percentage for eighth grade decreased. The percentage of student scoring Proficient/Distinguished went from 14.3 percent to 16.9 percent for sixth grade, from 19.7 percent to 22.4 percent for seventh grade, and from 19.7 percent to 6.2 percent for eighth grade.

Stakeholder Interview Data:

Stakeholder interview data showed that student behavior was a concern at Fairview High School, specifically in the middle school grades. School leadership team interview data showed that classroom management strategies and the Positive Behavioral Interventions and Supports (PBIS) system were in the initial phases of implementation. The principal indicated that a PBIS Leadership Team was established. Teacher interview data revealed limited understanding of the PBIS process, and classroom observation data confirmed that PBIS strategies were not being implemented. Stakeholder interview data from school leaders, professional staff, and teachers revealed that the assistant principal was not involved in the instructional processes at the school. Interview data showed that the assistant principal primarily dealt with disciplinary issues along with the principal and counselor. During interviews, many students stated that there were fewer fights in school this year and that students were experiencing better relationships with one another. Parents, teachers, professional staff, students, and administrators indicated that student behavior improved from the previous year, but was not at the required level to support teaching and learning. Team members observed an inconsistent application of classroom management techniques and strategies to address inappropriate behaviors.



Information from the principal overview presentation and interview data indicated that a process was used to establish a vision and mission statement for the school prior to the start of the school year. While the process included school administrators, professional staff, and teachers, there were some groups of stakeholders (e.g., parents, students, and other non-classified support staff) whose input was not solicited and the mission and vision were not officially shared. The vision statement was shared during morning and afternoon announcements. The principal indicated that plans were being developed to share and continue the work initiated prior to the start of the school year.

Interview data showed that most stakeholders did not understand the continuous improvement process, as they were unable to describe the process and its components. They also showed that most teachers developed their own curriculum and pacing guides in isolation. Teachers shared that lesson plans were turned in to the leadership team on a weekly basis, but feedback was limited and/or inconsistent. In addition, teachers indicated that there were no vertical and horizontal alignment opportunities for curricular conversation with other teachers to discuss the Kentucky Academic Standards (KAS). The team did not find evidence through classroom observations or stakeholder interviews that confirmed the implementation of a consistent curriculum alignment to KAS. The team did not observe rigorous instruction aligned to the KAS. Worksheets such as reading/vocabulary activity packets or math worksheets were observed in many classrooms; these were filled out using Chromebooks or on paper. Instructional activities lacked grade-level content and rigor.

The team was concerned about the lack of reference to the use of data to drive the instructional process. Teachers talked about data from the iReady Program and how they were used to assess student achievement with regard to KAS. The leadership team and teachers shared that students took the iReady assessment in the beginning of the year and for the second time in December. Teachers also referenced the IXL program, stating that it provided interventions for students. Both programs were used during the intervention period. The team observed inconsistent application of intervention programs. Many teachers were not able to describe how the data from these programs served to guide or differentiate instruction nor was any reference made to Tier 1, Tier 2, or Tier 3 interventions associated with the Kentucky System of Interventions/Response to Intervention (RtI) implementation.

Stakeholder interviews with teachers described participation in professional learning community (PLC) meetings that were whole-group and mostly led by the administration. Teachers indicated that they did not have input as to topic selection. Sessions took place after school on Tuesdays. School leaders indicated that PLC sessions were going to be expanded to targeted groups of teachers based on topics that were grade or content specific. Most teachers indicated that the sessions had improved since last year. A few teachers indicated that data-driven PLC sessions were offered to review K-PREP data but felt that more sessions on data results would be beneficial. The team did not find evidence of a professional development plan that was developed based on multiple data sources that included input from instructional staff. The team found no systematic approach across the grade levels and/or content areas for the implementation of a continuous improvement process to monitor and adjust student learning and teacher instructional effectiveness.

Stakeholder Perception/Experience Data:

The survey data provided insight into stakeholder perceptions of the continuous improvement process. Survey data showed that 64 percent of parents agreed/strongly agreed with the statement, “Our school has established goals and a plan for improving student learning” (C3). Sixty-nine percent of parents agreed/strongly agreed with the statement “Our school communicates effectively about the school's goals and activities” (D5), and 47 percent agreed/strongly agreed with the statement, “Our school ensures that all staff members monitor and report the achievement of school goals” (G1).

Student survey data indicated that 56 percent agreed/strongly agreed with the statement, “In my school, the purpose and expectations are clearly explained to me and my family” (C2), and 33 percent of students agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs” (E9).



Survey data showed that 74 percent of staff members agreed/strongly agreed with the statement, “Our school has a continuous improvement process based on data, goals, actions, and measures of growth” (C5) and 76 percent agreed/strongly agreed that “Our school has a systematic process for collecting, analyzing, and using data” (G3). These survey results indicated that a significant portion of staff members could not confirm a consistent or systematic application of the continuous improvement process across the school. Staff survey results implied limited agreement and clearly signaled a leverage point for improvement in support of the views expressed by parents and students.

Documents and Artifacts:

A review of documents and artifacts found no evidence of an articulated systemic process to implement and monitor continuous improvement at Fairview High School (sixth through eighth grade). Although several documents reviewed by the team (e.g., principal overview PowerPoint presentation, Leadership: 1.7 Spreadsheet, Leadership: 1.3, 1.10 Middle/High School Survey Open Ended Responses and Leadership: 1.3 FHS Routines, and Procedures) referred to components associated with continuous improvement, the team found no document that clearly communicated and delineated the expectations and non-negotiables.

Improvement Priority #2

Develop, implement, and monitor a rigorous curriculum that is vertically and horizontally aligned to Kentucky Academic Standards and is based on high expectations. (Standard 2.5)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated that middle school students at Fairview High School performed in the bottom five percent of all middle schools in Kentucky for the 2018-2019 school year.

In 2017-2018 and 2018-2019, the Reading Growth Index scores for middle school students at Fairview High School were 16.6 percent and 58.6 percent respectively, which were above the state's scores of 16.1 percent and 56.1 percent, respectively. The Growth Index scores in math for middle school students for both 2017-2018 and 2018-2019 were below state scores. The Growth Indicator for the school was 9.9 percent in 2017-2018 and 47.5 percent in 2018-2019, below the state's Growth Indicator scores of 12.1 percent and 52.5 percent, respectively.

Classroom Observation Data:

Classroom observation data, as previously discussed, showed instruction did not typically meet the level of rigor required by KAS, as it was evident/very evident in five percent of classrooms that learners “engage in activities and learning that are challenging but attainable” (B2). In five percent of classrooms, it was evident/very evident that learners “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4), suggesting that in 95 percent of classrooms, observers could not confirm these practices occurred consistently. In zero percent of classrooms, it was evident/very evident that learners “demonstrate and/or are able to describe high quality work” (B3). The team observed a lack of high academic expectations for all students. Students who “strive to meet or are able to articulate the high expectations established by themselves and/or the teacher” (B1) were evident/very evident in zero percent of classrooms. Instances where learners “take responsibility for and are self-directed in their learning” (B5) were evident/very evident in 10 percent of classrooms.

Classroom observation data revealed that the practices of progress monitoring and providing timely and helpful feedback to students occurred infrequently. During classroom observations, it was evident/very evident in five percent of classrooms that “Learners monitor their own progress or have mechanisms whereby their learning is monitored” (E1). Neither the process nor criteria were articulated, resulting in students who “understand and/or are able to explain how their work is assessed” (E4) being evident/very evident in zero percent of classrooms. It was evident/very evident in five percent of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). Students who “demonstrate and/or verbalize understanding of the lesson/content” (E3) were evident/very evident in zero percent of classrooms. In addition, students who “are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks” (C3) were evident/very evident in 14 percent of classrooms. Students were not observed self-monitoring, so they could not gauge their own progress toward the daily learning expectations and make corrections to their work. Classroom observation data revealed a lack of established classroom routines, structures, and practices that incorporated the use of data and feedback. Stakeholder interviews with instructional leadership team members and teachers disclosed that student behavior was better this school year but was not at a level that facilitated teaching and learning. Classroom observations revealed that teachers did not consistently use effective evidence-based classroom management strategies, suggesting a possible negative impact on student achievement.

Stakeholder Interview Data:

Stakeholder interview data revealed that many teachers wanted more professional development on deconstructing standards and reviewing data. Teachers acknowledged during interviews that they received copies



of instructional non-negotiables and lists of examples of the types of formative and summative assessments to be included in units/lesson plans. Instructional non-negotiables included areas targeted for implementation (e.g., high expectations, curriculum, learning environment, assessment, and instruction). Teachers also discussed the grading system used to assign a specific weight to assessments based on type (summative or formative). School leaders also confirmed during interviews that formative assessment would be assigned a weight of 30 percent and summative assessment 70 percent. Additionally, the team reviewed a document describing the criteria for the development of teacher-generated common assessments. The document identified items such as the use of rigor through questioning, development of question/item alignment to KAS, use of open- and extended-response questions, on-demand writing, and assessments that were similar in format to the K-PREP. Classroom observations data provided limited evidence of the consistent implementation and/or system for monitoring and feedback of these initiatives. These findings provide an opportunity for school leaders, teachers, and support staff to improve student learning by increasing instructional rigor and aligning instruction to the Kentucky Academic Standards.

The team did not find evidence of leaders and teachers systematically collecting, analyzing, and using data to evaluate the quality and effectiveness of the curriculum in order to meet student learning expectations and preparedness for the next grade level. There was limited use of data to augment the curriculum to meet the individual needs of students. Many students validated this observation during stakeholder interviews, expressing concerns about preparedness for the next grade level. One student stated, “We are not really prepared for the next level.”

Stakeholder Perception/Experience Data:

Survey results revealed a perception among stakeholders that the school’s curriculum was not based on high expectations and did not prepare students for their next level of learning. Survey data indicated that 40 percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs” (E1). Forty-seven percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers give work that challenges my child” (E2). The data also showed that 60 percent of parents agreed/strongly agreed with the statement, “My child knows the expectations for learning in all classes” (E10), and 40 percent of parents agreed/strongly agreed with the statement, “My child is given multiple assessments to measure his/her understanding of what was taught” (E12). Sixty-eight percent of students agreed/strongly agreed with the statement, “In my school, the principal and teachers have high expectations of me” (D3). Additionally, 69 percent of staff members agreed/strongly agreed with the statement, “Our school uses data to monitor student readiness and success at the next level” (G5).

The survey data about instructional practices revealed that 60 percent of staff members agreed/strongly agreed with the statements, “All teachers in our school use a process to inform students of their learning expectations and standards of performance” (E5) and “All teachers in our school provide students with specific and timely feedback about their learning” (E6). Fifty-four percent of staff members agreed/strongly agreed with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” (E7), while 50 percent of students agreed/strongly agreed with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed” (E8). Survey data indicated that 52 percent of students agreed/strongly agreed with the statement, “My school provides me with challenging curriculum and learning experiences” (E2), and 45 percent of students agreed/strongly agreed with the statement, “In my school, a high-quality education is offered” (C3).

All survey responses by parents, staff members, and students for Standard 2.5 were below 70 percent, reflecting an absence of agreement. This indicated that a significant portion of stakeholders could not confirm the implementation of a curriculum that is based on high expectations and prepares learners for their next levels. The absence of stakeholder agreement signals a leverage point for improvement.

Documents and Artifacts:

A review of documents and artifacts (e.g., Leadership: Instructional Non-Negotiables, Learning: Success Criteria for Building Common Assessments, Learning: 6th Reading Long Range Plan, Learning: 7th Grade ELA Assessment, Learning: 8th Grade American Revolution Assessment, Resources: Experiencing Math Collaborative Learning and Resources: Experiencing Reading Collaborative Learning) revealed that school leadership started to introduce high-yield instructional practices that targeted teaching and learning. However, classroom observation and survey data indicated that high expectations, progress monitoring and feedback to students, effective use of assessment practices, and instructional rigor were inconsistently implemented and monitored. The team did not find evidence of a documented professional development plan established with stakeholder input and based on data from multiple sources.



Improvement Priority #3

Develop a formalized process to evaluate program effectiveness that uses data to analyze and refine programs and practices, improve the quality and fidelity of implementation, and continually measures the impact of programs and practices on student learning. (Standard 2.12)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated the absence of a schoolwide, formal process that continuously assessed programs and organizational systems to improve student learning. The student performance data indicated that the percent of middle school students at Fairview High School who scored Proficient/Distinguished on the K-PREP science assessment in 2017-2018 was 4.9, as compared to the statewide percent of 25.9. In 2018-2019, the percent of students who scored Proficient/Distinguished in science was 12.2, while 26 percent of students scored Proficient/Distinguished statewide. Breaking the 2018-2019 K-PREP science assessment data down by group revealed that in the Total Students Tested group, 12.2 percent of students scored Proficient/Distinguished. In the Females group, 15.4 percent reached this score; in the Males group, 8.7 percent; and in the Economically Disadvantaged group, 9.4 percent.

The percentage of students who scored Proficient/Distinguished on the K-PREP social studies assessment dropped by 15.1 percentage points from 2017-2018 to 2018-2019. The school's percentage of students who scored Proficient/Distinguished on the 2017-2018 and 2018-2019 K-PREP social studies assessment was below the state's percentage. In the Total Students Tested group, 29.2 percent scored Proficient/Distinguished. In the Females group 35.3 percent attained this score; in the Males group, 22.6 percent; and in the Economically Disadvantaged group, 23.1 percent.

Stakeholder Interview Data:

Stakeholder interview data indicated that although school leadership started implementing programs and systems, the school did not have a formal process to consistently collect and analyze data to evaluate programs and processes and monitor their impact on student academic performance. For example, interview data revealed that district and school leaders identified and purchased intervention programs (iReady and IXL) without input from stakeholders or data sources that validated their effectiveness for middle school students. Interviews with instructional leadership team members and teachers revealed that minimal and inconsistent feedback was provided to teachers on lesson and unit plans. Curricular decisions, such as the discontinued use of the Summit Learning program, were made with limited stakeholder input and without data from formalized evaluation processes. Additionally, interview data from leaders, teachers, parents, and students supported the need for professional development in the area of classroom management to address off-task student behaviors, as well as the implementation of programs to support, monitor, and provide feedback to teachers on classroom management strategies. Data from interviews with school leaders and a review of documents (i.e., email establishing a committee and a list identifying members for the Positive Behavioral Interventions and Supports (PBIS) advisory committee) revealed that school leaders identified a support structure to address student behavior. Another area identified by students during stakeholder interviews that required monitoring and feedback structures and processes was the transition process from fifth grade to sixth grade. During interviews, students stated that the transition from elementary school to middle school was difficult and a student described it as "crazy." However, the student added that as he progressed through the middle school years, "things seem to calm down." Stakeholder data validated the need to establish a process to continuously assess programs and organizational conditions to improve student learning.

Stakeholder Perception/Experience Data:

Survey data validated the need to establish processes and organizational structures to continuously evaluate programs and practices designed to support teaching and learning. Sixty-two percent of staff members agreed/strongly agreed with the statement, "Our school uses multiple assessment measures to determine student



learning and school performance” (G1). Meanwhile, 61 percent of staff members agreed/strongly agreed with the statements, “Our school employs consistent assessment measures across classrooms and courses” (G2), and “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data” (G4).

Seventy-six percent of staff members agreed/strongly agreed with the statement, “Our school has a systematic process for collecting, analyzing, and using data” (G3), and 77 percent agreed/strongly agreed with the statement, “Our school leaders monitor data related to student achievement” (G6). The percent of agreed/strongly agreed for these two items within the staff survey for Standard 2.12 were within 70 percent to 79 percent and may be described as suggesting limited agreement. Items described as being in limited agreement signify mixed results and clearly signal a leverage point for improvement in the use and monitoring of data to drive instruction.

Documents and Artifacts:

A review of documents and artifacts by the team suggested that Fairview High School (sixth through eighth grade) did not have a systemic process that was implemented with fidelity and designed to use results for continuous improvement. Documents such as the Leadership: Instructional Non-Negotiables, the Leadership: Writing Focus Group Agenda, the Learning: FHS Intervention Setup, the Learning: Intervention Plan, the Resources: Learning Symposium Agendas and the Walkthrough Data with Look-fors Plus/Delta showed staff members had limited exposure to data driven curriculum development or revisions based on the needs of students.

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 Diagnostic Review Team observed a well-maintained facility. The facility and grounds provided a positive, safe, clean, and healthy environment for students to engage in learning. Food services delivered nutritious and healthy meals/snacks to students in a caring manner and provided a second chance for breakfast for students who arrived late for breakfast. Parents expressed a positive sense of community during interviews. Many parents stated during interviews that they loved the small school setting. There was a sense of pride, as many stakeholders reported having grandparents, parents, siblings, and family members who had attended both Fairview Elementary and Fairview High School (sixth through twelfth grade). The school was a source of pride and the center of the community.

The building provided a welcoming environment for students and adults. The school's common areas were filled with holiday decorations. Afterschool clubs and activities were available to qualifying students and provided extracurricular offerings. The Family Resource and Youth Service Center (FRYSC) was strengthened by community partnerships in its ability to provide vital programs, services, and referrals to students and their families. The center offers a unique blend of programs and services to meet the special needs of students and families in support of academic success.

The leadership team, teachers, and support staff at Fairview High School (sixth through eighth grade) all cared for their students and expressed concern about student social, emotional, and academic performance. The commitment of all staff members was evident through stakeholder interviews. Teachers expressed their desire to participate in professional development activities in order to increase their ability to ensure all students succeed.

The principal articulated a need for data-driven systems in the areas of curriculum, instructional design and delivery, and teacher effectiveness to maximize student achievement. The principal sought out support for both human and fiscal resources to support the instructional program. The school's instructional leader is the interim principal for Fairview High School (sixth through twelfth grade), and the district Director for Curriculum, Instruction and Assessment coordinates Extended School Services (ESS) for the district and goes to the elementary school one day per week to supervise the implementation of PLCs. Of concern to the Diagnostic Review Team were the numerous job-related responsibilities of the interim principal of a Comprehensive Support and Improvement (CSI) school and her ability to focus on leading the turnaround effort at the school.

Fairview High School served students in sixth through twelfth grades. Students in high school and middle school were housed in separate wings of the building. The middle school wing was labeled with a sign. During stakeholder interviews, middle school students stated that they were pleased to be in the newer high school building. Students shared common spaces such as the cafeteria and hallways and some middle school students



had classes on the high school side of the building. The Fairview High Student Handbook made minimal reference to middle school students. The handbook did not have a separate section for middle school students. The words “high school” appeared in the handbook in over 30 instances. The word “middle” appeared once. Although it was understood that the handbook’s content/policies (e.g., Daily Routines, Privileges and Attendance Policy, Curriculum, Behavior, and Grading) applied to all students, many were strictly for students in ninth through twelfth grades. A concern of the Diagnostic Review Team was that students in the middle school lacked a clearly defined identity within the high school structure.

Continuous Improvement Process:

Data from classroom observations, surveys, and stakeholder interviews and a review of documents/artifacts suggested that teachers and leaders had not successfully established an effective continuous improvement process. The ongoing and effective use of data and results-driven decision making by teachers and leaders was not consistently evident in practice or organizational structures. A two-day symposium for teachers prior to the start of the 2019-2020 school year focusing on the Kentucky Academic Standards, classroom structures, long-range planning, assessments, vision/mission statement development, school data analysis, and iReady training provided teachers with professional development. Teachers also participated in Kagan cooperative learning strategies training, recently visited a nearby school district, and were part of classroom walk-throughs. Additionally, the principal shared that professional development sessions were provided after student dismissal on Tuesday afternoons to all staff members and additional offerings to targeted groups started the week of December 9, 2019. During classroom observations, the team witnessed limited implementation and monitoring of topics covered during professional development sessions.

Classroom observation and stakeholder data confirmed that students had few opportunities to engage in differentiated instruction except for time spent using the iReady program during the intervention period. The team observed few instances of rigorous and grade-level instruction aligned to the KAS. There was some evidence of data collection through teacher-created formative and summative assessment aligned to units of study/lesson plans developed by teachers. In addition, interview and observation data revealed that the school did not routinely use data to evaluate program effectiveness or monitor the impact of specific strategies in order to determine progress toward reaching improvement goals. The Diagnostic Review Team found little evidence that the school engaged stakeholders in the continuous improvement processes.

The school did not consistently use systems to collect data to improve teaching and learning. The data collected were not effectively used to inform the design or availability of professional development activities, such as differentiated workshops and job-embedded training that would meet the needs of students and instructional staff. The instructional staff would also benefit from an instructional coach, mentor teacher, or leader conducting structured planning sessions during teacher planning to ensure the appropriate use of research-based instructional strategies aligned to state standards. These findings could be leveraged by the school to establish and commit to a clear set of performance benchmarks and measures to monitor and determine the school’s ability to meet future improvement goals.

Addressing curriculum, instruction, and assessment practices are critical areas. Classroom observation data revealed a lack of consistency in implementing research-based, rigorous instruction. Furthermore, students engaging in high-quality work and teachers providing meaningful feedback were seldom observed. The team suggests that the district find ways to actively engage teachers in ongoing, structured collaboration related to curriculum alignment/mapping, assessment development, data use, differentiated instruction, and student learning tasks.

To continue growth toward proficiency and to provide opportunities for leveraging improvement, school staff members need coaching and mentoring to maximize the implementation of high-yield instructional practices. Classroom teachers need additional support to differentiate instruction effectively, use exemplars to promote student understanding of high-quality work, and create a culture and climate conducive to learning.

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>Maria P. de Armas, Ed.D.</p>	<p>Dr. Maria P. de Armas serves as a consultant working with schools, educational entities, and Cognia (Lead Evaluator for Diagnostic Reviews). During her 39-year career as a K-12 educator, administrator, and consultant, she was a classroom teacher, a bilingual teacher, and an English as a second language teacher in urban settings in New Jersey and Florida. Her administrative experiences include supervising the implementation of curriculum at the district and region levels, overseeing the operations of schools and principals within feeder patterns, creating professional development programs for teachers and administrators, writing and supervising federal grants targeting special populations, facilitating the development and implementation of school improvement plans, supporting schools designated as in need of improvement by the district, and building teacher capacity in the identification of underrepresented students for gifted and advanced academic programs. She was administrative Director of Advanced Academics and Gifted Programs, Region Administrative Director, Assistant Superintendent for Academic Support, and Assistant Superintendent for Academics.</p>
<p>Chris Mueller, Ed.D.</p>	<p>Dr. Chris Mueller has over 33 years of experience as a teacher and administrator. He is currently working for the Kentucky Department of Education as a facilitator for the Lead-KY National Institute for School Leadership (NISL) cohort for the West Region in Bowling Green, Kentucky. This twelve-unit program provides school and district administrators with research-based strategies in strategic thinking, instructional leadership, elements of standards-aligned instructional systems, effective coaching for high-quality teaching, and driving and sustaining change. He spent the past seven years working with low performing school in Kentucky's Central Region, primarily in the Jefferson County School District, as an Education Recovery Leader. Dr. Mueller also has experience as an adjunct instructor for Campbellsville University.</p>

<p>Tonya Holt</p>	<p>Tonya Holt currently serves as an Education Recovery Leader with the Division of School and Program Improvement for the Kentucky Department of Education. The primary focus in her current role is to build leadership capacity, while improving instructional practices within the classroom, and creating sustainable systems to ensure future student success. Ms. Holt has over 25 years of experience as an educator, with the past 10 years serving as an administrator at three levels (Pre-K, elementary, and middle school). Her career began with Massac County Unit #1 Schools in Metropolis, Illinois, as a Learning Behavior Disability (LBD) self-contained teacher. Later, her career afforded her the opportunity to work in Christian County, Paducah Public, and Jefferson County as a special education resource teacher, as well as an instructional coach.</p>
<p>Kathy Maust</p>	<p>Kathy Maust is currently the Chief Academic Officer for Bourbon County Schools in Paris, Kentucky. In this position, she is the supervisor of curriculum for three elementary schools and the preschool in the district. She is also the Community Education Director, Extended School Services Coordinator, and the Gifted and Talented Coordinator for the district. She has experience as a primary and intermediate teacher in Bourbon County and Fayette County Schools. Her experience includes work with Migrant education, afterschool and summer programs through a 21st Century grant. and as a high school teacher at the Bourbon Graduate Academy. This is her twenty-fifth year in education.</p>
<p>Kate McAnelly</p>	<p>Kate McAnelly is the Chief Academic Officer for Fayette County Public Schools. In that position, she oversees several programs including Title I, Title II, Title III, Title IV, Special Education, Pre-School, Curriculum, Instruction, and Assessment. She has been a high school teacher, middle school principal, associate high school principal, and consultant for the Kentucky Department of Education. During her principalship, her middle school underwent a Cognia Engagement Review for continued accreditation. Ms. McAnelly has served on Kentucky Department of Education and Cognia Diagnostic Review and school engagement reviews over the last several school years.</p>

Addenda

Student Performance Data

Middle 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	6	46.9	59.7	42.4	59.0
	7	39.3	57.4	38.5	57.4
	8	62.3	62.9	40.8	62.6
Math	6	14.3	47.5	16.9	46.7
	7	19.7	47.4	22.4	47.1
	8	19.7	46.1	6.2	45.3
Science	7	4.9	25.9	12.2	26.0
Social Studies	8	44.3	60.2	29.2	58.8
Writing	8	21.3	44.3	12.3	31.9

Plus

- The percentage of student scoring Proficient/Distinguished in sixth-grade math increased from 14.3 to 16.9 percent.
- The percentage of student scoring Proficient/Distinguished in seventh-grade math improved from 19.7 to 22.4 percent.
- The percentage of student scoring Proficient/Distinguished in science increased from 4.9 to 12.2 percent.

Delta

- The percentage of student scoring Proficient/Distinguished in reading declined in all three grade levels, from 46.9 to 42.4 percent in sixth grade, from 39.3 to 38.5 percent in seventh grade, and from 62.3 to 40.8 percent in eighth grade.
- The percentage of student scoring Proficient/Distinguished in eighth-grade math declined from 19.7 to 6.2 percent.
- The percentage of student scoring Proficient/Distinguished declined in social studies from 44.3 to 29.2 percent.
- The percentage of student scoring Proficient/Distinguished in writing showed a decline from 21.3 to 12.3 percent.



Growth Index Middle

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	16.6	16.1	58.6	56.1
Math	3.2	8.0	36.4	48.8
English Learner		5.4		56.3
Growth Indicator	9.9	12.1	47.5	52.5

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

Plus

- Reading growth data showed that in 2018-2019 the results (58.6 percent) were above the state average (56.1 percent).

Delta

- Data showed that growth in 2018-2019 in math (36.4 percent) was below the state average (48.8 percent).
- Overall growth in 2018-2019 at the middle school (47.5 percent) was below state average (52.5 percent).

2018-19 Percent Proficient/Distinguished Middle School

Group	Reading	Math	Science	Social Studies	Writing
African American					
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	3.4	10.3	10.0		
Disabilities (IEP)	4.3	13.0			
Disabilities Regular Assessment					
Disabilities with Acc.					
Economically Disadvantaged	37.6	12.0	9.4	23.1	12.8
English Learners					
English Learners Monitored					
Female	50.5	16.5	15.4	35.3	20.6
Foster					
Gifted and Talented					
Hispanic					
Homeless					



Group	Reading	Math	Science	Social Studies	Writing
Male	29.3	12.2	8.7	22.6	3.2
Migrant					
Military					
No Disabilities	46.0	14.7	11.6		13.8
Non-Economically Disadvantaged	46.4	19.6	17.6	38.5	11.5
Non-English Learners	40.5	14.5	12.2	29.2	12.3
Non-Migrant	40.5	14.5	12.2	29.2	12.3
Not Consolidated Student Group	47.9	15.3	12.8		14.0
Not English Learners Monitored	40.5	14.5	12.2	29.2	12.3
Not Gifted and Talented		14.5	12.2	29.2	
Not Homeless	39.6	14.0	8.9		
Pacific Islander					
Total Students Tested	40.5	14.5	12.2	29.2	12.3
Two or More					
White	41.9	15.0			

Plus

- Data showed economically disadvantaged students scored above total students tested in writing (12.8 percent) compared to (12.3 percent)
- Data showed that females scored above males in all content areas

Delta

- Data showed that students with disabilities Individual Education Plans (IEP) scored below in math (13.0 percent) compared to total students tested in math (14.5 percent)
- Data showed that male students scores in math (12.2 percent), reading (29.3 percent), science (8.7 percent), social studies (22.6 percent), and writing (3.2 percent) was below females math (16.5 percent), reading (50.5 percent), science (15.4 percent), social studies (35.3 percent), and writing (20.6 percent).

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.	Principal Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:15 p.m. - 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, December 10, 2019

Time	Event	Where	Who
7:15 a.m.	Team arrives at school	School Office	Diagnostic Review Team Members
7:40 a.m. - 4:00 p.m.	Interviews / Classroom Observations / Interviews	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:00 p.m. - 9:00 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 school	School	Diagnostic Review Team Members
7:45 a.m. - 4:00 p.m.	Observe Arrival-Dismissal Procedures / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:00 p.m. - 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, December 12, 2019

Time	Event	Where	Who
8:00 a.m. - 10:30 a.m.	Final Team Work Session	School	Diagnostic Review Team Members
11:00 a.m. - 12:00 p.m.	Finalize Leadership Assessment	Hotel Conference Room	Diagnostic Review Team Members



School Diagnostic Review Summary Report
Fairview High School

Fairview Independent Schools

December 9-12, 2019

The members of the Fairview High School 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:

Fairview High School has an interim principal at this time.

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 Fairview High School.

_____ Date: _____
Principal, Fairview High School

_____ Date: _____
Superintendent, Fairview Independent Schools