

Cognia Diagnostic Review Report

Results for: Fulton County Elementary

January 21-24, 2020

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Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the institution’s adherence and commitment to the research aligned to Cognia Performance Standards. The Diagnostic Review process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. Cognia Performance Standards were developed by a committee composed of educators from the fields of practice, research, and policy. These talented leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

When this institution was evaluated, the Diagnostic Review Team used an identified subset of the Cognia Performance Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution’s learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

Stakeholder Groups	Number
District-Level Administrators	3
Building-Level Administrators	1
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	1
Certified Staff	13
Noncertified Staff	6
Students	64
Parents	6
Total	94

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.	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.	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.

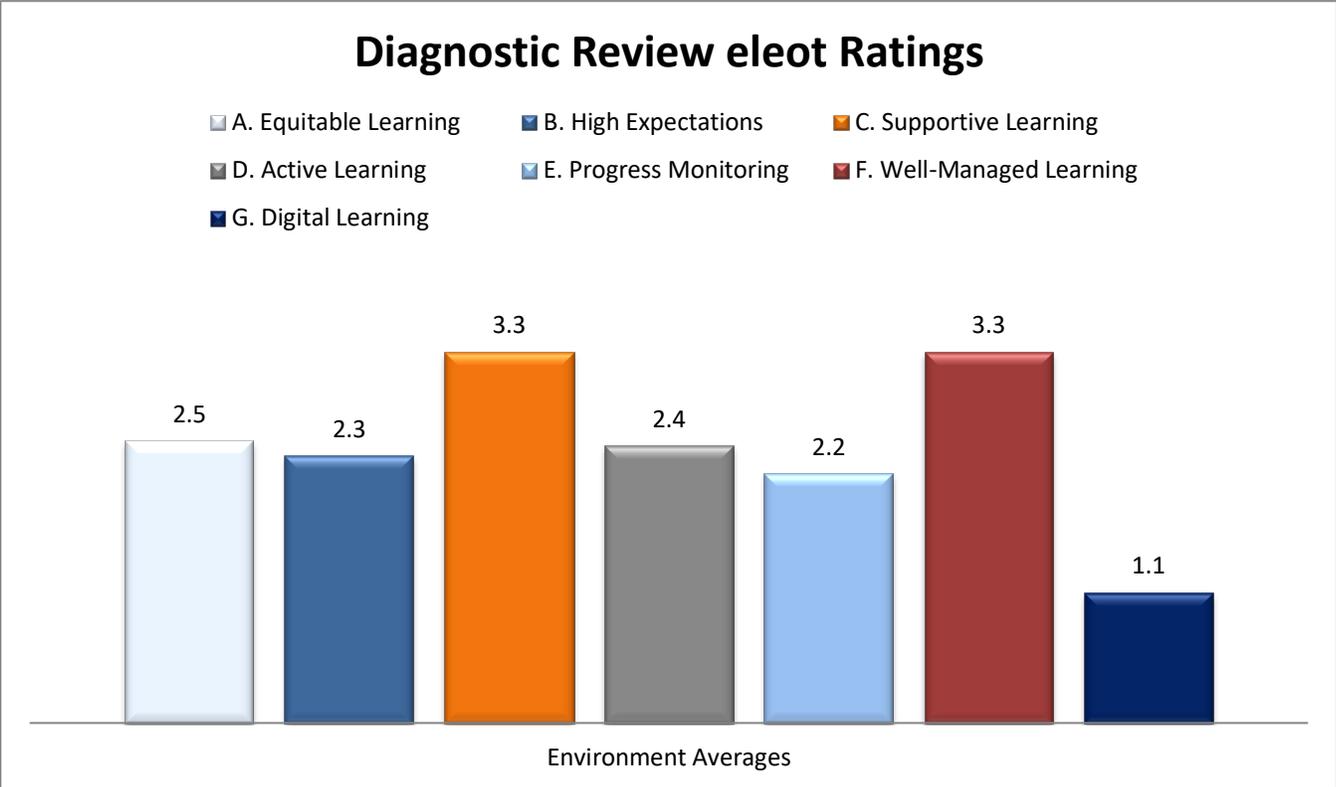
Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Insufficient
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Initiating
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Initiating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Initiating



Effective Learning Environments Observation Tool[®] (eleot[®]) Results

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

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 23 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	1.6	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	70%	9%	17%	4%
A2	3.3	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	9%	52%	39%
A3	3.6	Learners are treated in a fair, clear, and consistent manner.	0%	0%	39%	61%
A4	1.4	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.	70%	22%	4%	4%
Overall rating on a 4 point scale:			2.5			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.6	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	13%	30%	43%	13%
B2	2.5	Learners engage in activities and learning that are challenging but attainable.	9%	39%	43%	9%
B3	2.0	Learners demonstrate and/or are able to describe high quality work.	39%	30%	22%	9%
B4	2.4	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	9%	43%	43%	4%
B5	2.2	Learners take responsibility for and are self-directed in their learning.	22%	39%	35%	4%
Overall rating on a 4 point scale:			2.3			



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	3.1	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	0%	17%	52%	30%
C2	3.1	Learners take risks in learning (without fear of negative feedback).	4%	17%	39%	39%
C3	3.3	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	0%	9%	52%	39%
C4	3.5	Learners demonstrate a congenial and supportive relationship with their teacher.	0%	0%	52%	48%
Overall rating on a 4 point scale:			3.3			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.7	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	0%	43%	39%	17%
D2	2.0	Learners make connections from content to real-life experiences.	30%	39%	26%	4%
D3	3.1	Learners are actively engaged in the learning activities.	4%	17%	43%	35%
D4	1.9	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	48%	30%	9%	13%
Overall rating on a 4 point scale:			2.4			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.9	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	39%	39%	17%	4%
E2	2.7	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	0%	39%	52%	9%
E3	2.8	Learners demonstrate and/or verbalize understanding of the lesson/content.	0%	35%	52%	13%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	70%	26%	0%	4%
Overall rating on a 4 point scale:			2.2			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	3.5	Learners speak and interact respectfully with teacher(s) and each other.	0%	4%	43%	52%
F2	3.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	4%	39%	57%
F3	3.0	Learners transition smoothly and efficiently from one activity to another.	4%	26%	30%	39%
F4	3.0	Learners use class time purposefully with minimal wasted time or disruptions.	0%	30%	39%	30%
Overall rating on a 4 point scale:			3.3			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.3	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	78%	17%	4%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	96%	0%	0%	4%
G3	1.0	Learners use digital tools/technology to communicate and work collaboratively for learning.	96%	4%	0%	0%
Overall rating on a 4 point scale:		1.1				

eleot Narrative

The Diagnostic Review Team conducted 23 eleot classroom observations in core content classrooms. Collectively, these observations yielded significant insight about the learning environments at Fulton County Elementary. The overall ratings of the seven learning environments ranged from 1.1 on a four-point scale in the Digital Learning Environment to 3.3 in the Supportive and Well-Managed Learning Environments. Overall, the Diagnostic Review Team observed orderly classrooms, characterized by high levels of student engagement and a sense of community.

The Diagnostic Review Team found two areas of strength related to student and teacher relationships and the fair treatment of students. First, there were high ratings in the Supportive Learning Environment. In 100 percent of classrooms, it was evident/very evident that students “demonstrate a congenial and supportive relationship with their teacher” (C4). It was evident/very evident in 91 percent of classrooms that students “are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks” (C3). In 82 percent of classrooms, it was evident/very evident that students “demonstrate a sense of community that is positive, cohesive, engaged, and purposeful” (C1).

The second strong area was in the Well-Managed Learning Environment. In 95 percent of classrooms, it was evident/very evident that students “speak and interact respectfully with teacher(s) and each other” (F1). In 96 percent of classrooms, it was evident/very evident that students “demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2).

The Diagnostic Review Team identified one area of concern. In the Digital Learning Environment, the team found that teachers did not incorporate technology in classroom instruction. In four percent of classrooms, it was evident/very evident that students “use digital tools/technology to gather, evaluate, and/or use information for learning” (G1) and “use digital tools/technology to conduct research, solve problems, and/or create original works for learning” (G2). It was evident/very evident in zero percent of classrooms that “Learners use digital tools/technology to communicate and/or work collaboratively for learning” (G3).

Findings

Improvement Priorities

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

Improvement Priority #1

Develop and implement a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. (Standard 1.3)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated that processes and procedures were not developed or implemented to support teaching and learning. Student performance data from the Kentucky Performance Rating for Educational Progress (K-PREP) test revealed that third-grade reading scores declined from 38.5 percent Proficient/Distinguished in 2017-2018 to 32.6 percent in 2018-2019. Student performance data indicated that fourth-grade reading scores declined from 60.9 percent Proficient/Distinguished in 2017-2018 to 31.7 percent in 2018-2019. Student performance data revealed that third-grade math scores declined from 48.7 percent Proficient/Distinguished in 2017-2018 to 21.7 percent in 2018-2019. Student performance data showed that fourth-grade math scores declined from 60.9 percent Proficient/Distinguished in 2017-2018 to 41.5 percent in 2018-2019. Further, the percentage of students who scored Proficient/Distinguished in all tested areas was below the state average.

Stakeholder Interview Data:

While interview data revealed that all stakeholders were involved in the development of the Comprehensive School Improvement Plan (CSIP), the data revealed inconsistencies in the implementation and monitoring of the plan. In the overview presentation, the principal revealed a need to implement the CSIP with fidelity and assess effective progress monitoring. The interview data indicated a need to communicate the school improvement plan to all stakeholders. When asked what happened to the document after approval, the data showed that staff members assumed it was “on file in the office.” While staff members served on teams to discuss and make recommendations for the plan, they reported being out of touch with its final contents and implementation. Staff interview data also revealed that improvement efforts were inconsistent between grade levels and little vertical alignment occurred in curriculum and instruction.

Interviews with multiple stakeholders revealed that all teachers were required to have a data notebook. However, interview data yielded little information regarding expectations for the structure and contents of data notebooks or how the contents were used for ongoing analysis in alignment with the CSIP.

Stakeholder Perception/Experience Data:

While interview data revealed that all stakeholders were involved in the continuous improvement process, 60 percent of staff members agreed/strongly agreed with the statement “In our school, a formal process is in place to support new staff members in their professional practice” (E16). Sixty percent of staff members agreed/strongly agreed that “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)” (E10).



Documents and Artifacts:

The principal presentation revealed that several programs and strategies were being used to improve student academic performance and learning conditions. Many of these programs and strategies were also included in the CSIP. The programs and strategies included the implementation of aimswebPlus for benchmark testing, What I Need (WIN) sessions for targeted intervention, weekly professional learning community (PLC) meetings, data boards, data notebooks, power standards, and curriculum alignment. A review of documents and artifacts revealed a lack of processes and procedures for monitoring the implementation of these programs or measuring their effectiveness. In addition, the team found no evidence of a process for analyzing data or using findings for instructional decisions or program evaluation, or a formal and ongoing professional development plan specific to the school in support of teaching and learning. The team also found little evidence to indicate that staff had been trained on any of these strategies or that they were being consistently monitored for implementation. For example, PLC meetings appeared to occur in isolation, with staff notified every Monday as to which data to bring for their Wednesday meetings. There was no evidence of continuous and strategic data monitoring to measure student progress from one week or cycle to the next.

Members of the Diagnostic Review Team attended two PLC meetings and noted that the meeting resembled an informational grade-level meeting more than an actual PLC. Teachers had limited time to meet, given the 30-minute meeting time, which did not account for drop-off and pick-up of their students from special area classes. While there was a meeting agenda, the team observed no formal data analysis protocol or ongoing metrics being reviewed. It appeared data were being analyzed in isolation, with little connection to the CSIP or from one meeting to the next.



Improvement Priority #2

Implement a curriculum that is based on high expectations and specifically addresses the needs of all learners at Fulton County Elementary to prepare them for the next levels. (Standard 2.5)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated that increases in student learning on the Kentucky Performance Rating for Educational Progress (K-PREP) test did not occur across all grade levels and content areas. Growth index showed that reading growth was 33.8 percent, below the state average of 57.8 percent, in 2018-2019. Growth index revealed that math growth was 30.8 percent compared to the state average of 57.6 percent in 2018-2019. Growth index indicated the growth indicator was 32.3 percent, which was significantly below the state average of 57.7 percent in 2018-2019.

Classroom Observation Data:

Classroom observation data revealed a lack of rigorous instruction and high expectations for student learning. It was evident/very evident in 47 percent of classrooms that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). It was evident/very evident in 52 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable” (B2). In 31 percent of classrooms, it was evident/very evident that “Learners demonstrate and/or are able to describe high quality work” (B3). In 39 percent of classrooms, it was evident/very evident that “Learners take responsibility for and are self-directed in their learning” (B5).

Classroom observation data also revealed a lack of processes/procedures to monitor student progress related to the curriculum. In 21 percent of classrooms, it was evident/very evident that “Learners monitor their own progress or have mechanisms whereby their learning progress is monitored” (E1). It was evident/very evident in four percent of classrooms that “Learners understand and/or are able to explain how their work is assessed” (E4).

Stakeholder Interview Data:

Interview data revealed a lack of processes and procedures regarding the selection, implementation, and use of curriculum and supplemental academic tools. The data indicated teachers had the freedom to choose curriculum materials for their classroom based on personal preference. It was stated that teachers request programs and tools that they would like to use and a purchase request is generated without any formal vetting process to include comparative analysis of what is currently being used or analysis of student academic performance to determine need.

Interview data revealed that teachers had the autonomy to make curriculum and instruction decisions based on their own interpretation of data from formative assessments. Teacher interview data also revealed the absence of training on the various curriculum and supplemental tools available for use in the classrooms. This was confirmed by interviews with district personnel who shared that limited training was provided to teachers on the curriculum programs or the analysis, interpretation, and use of data to measure the effectiveness of these programs on student academic performance.

Stakeholder Perception/Experience Data:

Stakeholder survey data indicated school leadership and staff members could benefit from opportunities to build collective efficacy around curriculum, assessment, and instructional design. Seventy percent of staff members agreed/strongly agreed with the statement “All teachers in our school provide students with specific and timely feedback about their learning” (E6). Seventy-five 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).



Documents and Artifacts:

The principal presentation revealed that the school recently implemented ten evidence-based programs to address the academic and social-emotional needs of students at Fulton County Elementary (i.e., Heggerty Phonemic Awareness Program P-1, Reading Street K-4, SRA Early Interventions in Reading Interventions K-2, Saxon Phonics & Handwriting K-1, McGraw Hill Numeracy Preschool Program, Go Math K-4, Reflex Math Fact Fluency, The Leader in Me Continuation Grant, Kelso's Choices Conflict Resolution, and PBIS Rewards). The Diagnostic Review Team found no evidence of how these programs were specifically selected based on student performance data. The team also found no evidence regarding how staff members were trained on the implementation and use of these programs. Further, the team found no evidence of how these programs were monitored or adjusted to meet student academic needs.

There was no evidence of non-negotiables for teachers regarding implementation of the curriculum and supplemental programs in their classrooms. The lack of non-negotiables may have contributed to the inconsistencies in classroom instruction and the lack of vertical alignment between grade levels. For example, learning targets were not posted in a consistent manner and those that were displayed lacked a clear focus.

Improvement Priority #3

Develop, implement, and monitor a professional development plan designed to build teacher capacity. The plan should address the specific needs of learners at Fulton County Elementary, improve the learning environment, increase student achievement, and promote organizational effectiveness. (Standard 3.1)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated that professional development was not developed or implemented to support instructional capacity in alignment with the schoolwide improvement goals. The percentage of students at Fulton County Elementary who scored Proficient/Distinguished on the Kentucky Performance Rating for Educational Progress (K-PREP) test in 2018-2019 was below the state average in all content areas.

Stakeholder Interview Data:

Stakeholder interview data revealed that while Fulton County Elementary had a professional development plan, the plan was not aligned to the school's continuous improvement process or to the specific needs of the elementary school teachers. Interview data revealed that professional development sessions were districtwide. Topics included 5 Star Classrooms, Identifying Students on Drugs, Exceptional Education Training, and Curriculum Mapping. Interview data revealed inconsistencies regarding the usefulness of these trainings.

Interview data also revealed that teachers could attend conferences, workshops, and trainings outside of the district upon request. However, there were no expectations regarding redelivery or implementation of new learning. There also were no processes in place to assess the impact of outside trainings on student learning.

Interview data from multiple stakeholders revealed that professional learning occurred during professional learning community (PLC) meetings. However, interview data further revealed that what was deemed a PLC meeting was a grade-level meeting. There were few, if any, opportunities to build instructional capacity in these meetings.

Stakeholder Perception/Experience Data:

The Diagnostic Review Team found that no formal program was in place for new teacher induction. Sixty percent of staff members agreed/strongly agreed with the statement "In our school, a formal process is in place to support new staff members in their professional practice" (E16).

The team also had concerns related to the development of a professional development plan aligned to the continuous improvement goals of the school. Sixty percent of staff members agreed/strongly agreed with the statement "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)" (E10). Sixty-five percent of staff members agreed/strongly agreed that "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data" (G4).

Documents and Artifacts:

A review of the documents and artifacts provided by the school yielded a professional development plan, highlighting the scheduled sessions for the year. The team noted that the scheduled sessions largely consisted of PLC meetings and district-led trainings that were not specific to the needs of students and staff members at Fulton County Elementary, despite a copy of a staff needs assessment regarding professional development included in the evidence. A meeting agenda template and sign-in sheets from past professional development sessions were included in the evidence; however, these documents did not contain meeting minutes, clear expectations regarding follow-up, and alignment with the schoolwide goals for academic improvement. The team found no evidence that professional learning activities were evaluated to determine the degree to which they supported continuous improvement and effective instructional strategies to increase student learning.



While interview data indicated that teachers were permitted to attend workshops, trainings, and conferences upon request, there was no evidence of redelivery of information or expectation regarding implementation of learning.

Insights from the Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs, and practices and provide direction for the institution's continuous improvement efforts. The insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution within the **Levels of Impact of Engagement, Implementation, Results, Sustainability, and Embeddedness**.

Engagement is the level of involvement and frequency with which stakeholders are engaged in the desired practices, processes, or programs within the institution. **Implementation** is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. **Results** represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). **Sustainability** is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). **Embeddedness** is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.

Strengths:

Stakeholder interview and survey data indicated strong relationships existed between students, staff, and parents. Fulton County Elementary administrators and staff members demonstrated advocacy for their students and families. When asked, "What is the best thing about this school?", 100 percent of interviewed stakeholders indicated that it was the people. The Diagnostic Review Team consistently heard the school community referred to as a "family." Many staff members indicated that they grew up in the community and were students at Fulton County Elementary. One teacher reported it was her "childhood dream" to work at the school. The average teacher had been at the school for 10 years. Strong relationships were seen in classrooms where students were treated in a fair, clear, and consistent manner. The team also observed that learners demonstrated a congenial and supportive relationship with their teachers, resulting in a well-managed and safe learning environment.

The team noted that Fulton County Elementary administration and staff worked to provide for the physical, social, and emotional needs of the student population. The school was actively seeking a full-time counselor to work with students individually and in small group settings on social and emotional issues.

Continuous Improvement Process:

The administration and staff implemented numerous academic programs in the last several months in an attempt to raise student academic performance. The Diagnostic Review Team noted the importance for all stakeholders at Fulton County Elementary to be proactive, intentional, and consistent in their implementation of practices to ensure efforts align with the academic goals defined in the school improvement plan. Limiting the number of new programs and processes in order to ensure fidelity of implementation was identified as a leverage area for improvement. The team also noted that consistent monitoring and evaluation of programs and processes to measure impact was needed. Finally, the team noted that consistent, ongoing, and embedded professional learning opportunities for staff members around specific academic programs, instructional design, and the use of data for instructional decisions to meet individual needs could be leveraged to build collective efficacy and improve teaching and learning. It was specifically noted that staff members would benefit from training to build on their knowledge of what a PLC is and to develop structures to implement them with fidelity, as this process is in its infancy.

The school implemented a system of supports that could be used to promote student learning (e.g., Super Saturday for academic support, PBIS, The Leader in Me, Kelso's Choices Conflict Resolution). It was not apparent whether data were yielded from participation in each of these or whether there was analysis in conjunction with student academic performance. It was the observation of the team that this system of support



could be leveraged to promote the same structures focused on instruction, academic student performance, and practices around monitoring and evaluation as part of the school's continuous improvement process.

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. Staci Kimmons	Dr. Staci Kimmons has 20 years of experience as an educator. She most recently served as a Director of Curriculum and Instruction in Atlanta, Georgia. In this position she coordinated the selection of curriculum and supplemental programs and tools for elementary, middle, and high school students. She was also responsible for maintaining institutional effectiveness by conducting academic compliance audits and drafting academic policies for the district. Prior to this experience, she served as an administrator at the elementary, middle, and high school levels. In addition to her work as an educational consultant, Dr. Kimmons serves as an adjunct professor for Concordia University, Grand Canyon University, and Eastern Washington University, where she has developed and taught online courses in Educational Leadership.
Dr. Chris Mueller	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 12-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 schools 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.
Laura Harper	Laura Harper is a retired educator with 50-plus years of experience in teaching and administration at the elementary, middle, secondary, district, and university levels. After retirement, she was selected as an exemplary educator by the state of Tennessee to work as a Turnaround Support Consultant and School Improvement Grant Monitor for schools and school districts. Laura has served as a certified lead evaluator on Accreditation Engagement Review Teams for schools and as associate lead evaluator for school district reviews in both the public and non-public sectors in several states. She currently serves as an external facilitator guiding schools through the accreditation process and as a Cognia Ambassador conducting readiness reviews for applicant schools and school districts. In addition to her service to Cognia, Laura works as an independent education consultant in the area of school improvement and professional development. She also serves as an adjunct professor and is a supervisor for university students during their clinical and field experiences.
Haley Ralston	Haley Ralston is currently serving as an Education Recovery Leader with the Kentucky Department of Education, assisting schools in turnaround processes and procedures. She has 25 years of experience in education at both the elementary and high school levels. Mrs. Ralston has served as a member of the Annual Leadership Institute planning team with Kentucky Association of School Administrators and continues to be active in several educational affiliations. Before her current role as an Education Recovery Leader, she served as teacher, curriculum coach, assistant principal, and principal.

Karen Spigler	<p>Karen Spigler is a retired administrator from Miami-Dade County Public Schools (M-DCPS). She began her career as an English and ESOL teacher in middle school. She then became a district-level teacher who supported struggling schools. Ms. Spigler entered the administrative tract and became the assistant principal of curriculum in a senior high school. She returned to the district and her positions included Director for the Office of Bilingual Education and Foreign Language and Director for English Language Arts K-12. She was responsible for leading teams of district staff to train reading coaches and provide school site support and professional development. She also managed grants and state accountability. The primary goal of her work was to promote literacy for all students across all subject areas. Ms. Spigler was an integral part of conducting school reviews and helping to strategically align support to individual schools. She worked to build collaboration among all stakeholders and develop problem solvers to reach the district's goals. She has served on both NAEP and FL DOE review committees. Ms. Spigler is an adjunct professor at University of Miami.</p>
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Addenda

Student Performance Data

Elementary school performance results

Content Area	Grade	%P/D School (17-18)	%P/D State (17-18)	%P/D School (18-19)	%P/D State (18-19)
Reading	3	38.5	52.3	32.6	52.7
	4	60.9	53.7	31.7	53.0
Math	3	48.7	47.3	21.7	47.4
	4	60.9	47.2	41.5	46.7
Science	4	10.9	30.8	12.2	31.7

Plus

- Student performance data showed the percentage of fourth-grade students who scored Proficient/Distinguished in science increased from 10.9 percent in 2017-2018 to 12.2 percent in 2018-2019.

Delta

- Student performance data revealed the percentage of students scoring Proficient/Distinguished in third-grade reading declined from 38.5 percent in 2017-2018 to 32.6 percent in 2018-2019.
- Student performance data indicated the percentage of students scoring Proficient/Distinguished in fourth-grade reading declined from 60.9 percent in 2017-2018 to 31.7 percent in 2018-2019.
- Student performance data revealed the percentage of students scoring Proficient/Distinguished in third-grade math declined from 48.7 percent in 2017-2018 to 21.7 percent in 2018-2019.
- Student performance data showed the percentage of students scoring Proficient/Distinguished in fourth-grade math declined from 60.9 percent in 2017-2018 to 41.5 percent in 2018-2019.

Growth Index elementary

Content Area	School (17-18)	State (17-18)	School (18-19)	State (18-19)
Reading	18.8	19.7	33.8	57.8
Math	12.4	14.5	30.8	57.6
English Learner		18.8		70.5
Growth Indicator	15.6	17.1	32.3	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.

Delta

- In 2018-2019, the school's growth index in reading was 33.8 percent, below the state average 57.8 percent.
- In 2018-2019, the school's growth index in math was 30.8 percent, below the state average of 57.6 percent.

- In 2018-2019, the school's growth indicator was 32.3 percent, which was significantly below the state average of 57.7 percent.

2018-19 percent Proficient/Distinguished elementary (3-4)

Group	Reading	Math	Science	Social Studies	Writing
African American	13.0	8.7			
Alternative Assessment					
American Indian					
Asian					
Consolidated Student Group	17.1	9.8	6.3		
Disabilities (IEP)	18.8	6.3			
Disabilities Regular Assessment	18.8	6.3			
Disabilities with Acc.	18.2	0.0			
Economically Disadvantaged	21.4	17.9	4.2		
English Learners					
English Learners Monitored					
Female	34.9	32.6	13.0		
Foster					
Gifted and Talented					
Hispanic					
Homeless					
Male	29.5	29.5	11.1		
Migrant					
Military					
No Disabilities	35.2	36.6	11.8		
Non-Economically Disadvantaged	51.6	54.8	23.5		
Non-English Learners					
Non-Migrant	32.2	31.0	12.2		
Not Consolidated Student Group	45.7	50.0	16.0		
Not English Learners Monitored					
Not Gifted and Talented	29.3				
Not Homeless			12.2		
Pacific Islander					
Total Students Tested	32.2	31.0	12.2		
Two or More					
White	40.4	42.1	16.7		

Plus

- Performance data showed the percentage of Female students scoring Proficient/Distinguished in reading was 34.9 percent while the All Students group was 32.2 percent.
- Performance data showed the percentage of Female students scoring Proficient/Distinguished in math was 32.6 percent while the All Students group was 31.0 percent.
- Performance data showed the percentage of Female students scoring Proficient/Distinguished in science was 13.0 percent while the All Students group was 12.2 percent.

Delta

- Performance data showed the percentages of Male students scoring Proficient/Distinguished were 29.5 percent in reading, 29.5 percent in math, and 11.1 percent in science, which were all below the Total Students Tested group at 32.2 percent in reading, 31.0 percent in math, and 12.2 percent in science.
- Performance data showed the percentages of Economically Disadvantaged students scoring Proficient/Distinguished were 21.4 percent in reading, 17.9 percent in math, and 4.2 percent in science, which were all below the Total Students Tested group at 32.2 percent in reading, 31.0 percent in math, and 12.2 percent in science.
- Performance data showed the percentages of African American students scoring Proficient/Distinguished were 13.0 percent in reading and 8.7 percent in math, which were well below the Total Students Tested group at 32.2 percent in reading and 31.0 percent in math.
- Performance data showed the percentages of Disabilities with IEPs students scoring Proficient/Distinguished were 18.8 percent in reading and 6.3 percent in math, which were below the Total Students Tested group at 32.2 percent in reading and 31.0 percent in math.

Schedule

Tuesday, January 21, 2020

Time	Event	Where	Who
4:00 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:30 p.m. - 5:15 p.m.	Principal/Superintendent Presentation	Hotel Conference Room	Diagnostic Review Team Members
5:15 p.m. - 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, January 22, 2020

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 / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 9:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Thursday, January 23, 2020

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.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Team returns to hotel		
5:00 p.m. - 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Friday, January 24, 2020

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



School Diagnostic Review Summary Report

Fulton County Elementary (K-4) School

Fulton County Schools

January 21-24, 2020

The members of the Fulton County Elementary (K-4) 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:

The principal does have the capacity to function or to develop as a turnaround specialist and, accordingly, should continue as principal of Fulton County Elementary (K-4) School.

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 Fulton County Elementary (K-4) School.

_____ Date: _____
Principal, Fulton County Elementary (K-4) School

_____ Date: _____
Superintendent, Fulton County Schools