



Internal School Review Report

Name of Institution

Reviewed: Fern Creek Traditional High School

Date: January 28, 2014-January 29, 2014

School Principal: Nathan Meyer



Introduction

The KDE Internal School Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2011-2012 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2013
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2013 and TELL Kentucky survey data
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- a rating for each concept within the indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4), Opportunities for Improvement (level 2), and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 3.33	Team Rating for Standard 3 2.67
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Standard: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

3.1	The school/district’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	School Rating 3	Team Rating 3
Performance levels			
	4	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school’s purpose.	
	3	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.	
X	2	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.	
	1	Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.	
	4	Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level.	
X	3	There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level.	
	2	There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level.	
	1	There is no evidence to indicate how successful students will be at the next level.	
	4	Like courses/classes have the same high learning expectations.	
X	3	Like courses/classes have equivalent learning expectations.	
	2	Most like courses/classes have equivalent learning expectations.	
	1	Like courses/classes do not always have the same learning expectations.	
	4	Learning activities are individualized for each student in a way that supports achievement of expectations.	
	3	Some learning activities are individualized for each student in a way that supports achievement of expectations.	
X	2	Little individualization for each student is evident.	
	1	No individualization for students is evident.	

Evidence Reviewed (list presentations, interviews, observations, artifacts)

Class syllabi

PLC evidence

Curriculum documents

AdvanceKY documents

Classroom observations

Interviews

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered:**

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of “1” will be **“Improvement Priorities”**

The team will determine whether Indicators receiving a rating of “2” will be **“Improvement Priorities”** or **“Opportunities for Improvement”**

“Opportunities for Improvement” and **“Improvement Priorities”** should follow to the format below.

(Check one)

<input type="checkbox"/>	Opportunity for Improvement
<input type="checkbox"/>	Improvement Priority

Supporting Evidence

Student Performance Data:

- Percentile rank and overall score increased.
- The CCR Delivery target was exceeded by 2.3 points in 2011-12 and by 5.9 points in 2012-13.

Classroom Observation Data:

- Data from ELEOT Learning Environment descriptor A.3, “Knows that rules and consequences are fair, clear and consistently applied,” received a score of 2.8 on a 4-point scale.
- Data from ELEOT Learning Environment descriptor B.2, “Is tasked with activities and learning that are challenging but attainable,” received a score of 3.0 on a 4-point scale.

Stakeholder interviews, document and artifact review:

- Interview analysis and actual observations of the PLC structure reveal a powerful catalyst to drive challenging learning experiences for students.
- Evidence from syllabi, culturally responsive teaching, and Fast Break materials indicate that teachers have support to offer equitable learning opportunities to students.

3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School Rating 4	Team Rating 3
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Performance levels

	4	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
X	3	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
	2	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
	1	School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose.
	4	There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.
X	3	There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.
	2	A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.
	1	No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.
	4	The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.
	3	The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.
X	2	There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.
	1	There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.

Evidence Reviewed (list presentations, interviews, observations, artifacts)

Data Day evidence

PLC evidence
Formative and summative assessment evidence
Data room
ILT processes
Interviews

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered:**

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

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“Opportunities for Improvement” and **“Improvement Priorities”** should follow to the format below.

(Check one)

<input type="checkbox"/>	Opportunity for Improvement
<input type="checkbox"/>	Improvement Priority

Supporting Evidence

Student Performance Data:

- Percentile rank and overall score increased.
- The CCR Delivery target was exceeded by 2.3 points in 2011-12 and by 5.9 points in 2012-13.

Classroom Observation Data:

- Data from ELEOT Learning Environment descriptor E.4, “Understands how her/his work is assessed,” received a score of 2.7 on a 4-point scale.
- Data from ELEOT Learning Environment descriptor F.1, “Speaks and interacts respectfully with teacher(s) and peers,” received a score of 3.4 on a 4-point scale.

Stakeholder interviews, document and artifact review:

- Interview analysis and actual observations of the PLC structure reveal multiple student assessments are being discussed.
- Evidence from Data Day materials indicates that administrators and teachers have a systematic process to monitor and adjust professional practice.

3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	School Rating 3	Team Rating 2
Performance levels			
	4	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	
	3	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	
X	2	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	
	1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	
	4	Teachers personalize instructional strategies and interventions to address individual learning needs of each student.	
	3	Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary.	
X	2	Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.	
	1	Teachers seldom or never personalize instructional strategies.	
	4	Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	
	3	Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	
X	2	Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	
	1	Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	
Evidence Reviewed (list presentations, interviews, observations, artifacts)			
Classroom observations			
Student interviews			
PLC evidence			
Instructional plans			
Course syllabi			
Classroom assignments			

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered:**

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment

- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

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(Check one)

X	Opportunity for Improvement
	Improvement Priority

Opportunity for Improvement

Design, implement and monitor classroom protocols by which all teachers engage students in integrated instructional strategies and student self-monitoring that ensure achievement of learning expectations. Protocols should include personalized instructional strategies to address individual learning needs of students when necessary.

Supporting Evidence

Student Performance Data:

- While percentile rank and overall score increased due to improved CCR performance and graduation rate, accountability scores decreased in both achievement and growth.

Classroom Observation Data:

- Data from ELEOT Learning Environment descriptor A.1, “Has differentiated learning opportunities and activities that meet her/his needs,” received a score of 2.0 on a 4-point scale.
- Data from ELEOT Learning Environment descriptor E.1, “Students are asked and/or quizzed about individual progress/learning,” received a score of 2.2 on a 4-point scale.
- Data from ELEOT Learning Environment descriptor E.5, “Students have opportunities to revise/improve work based on feedback,” received a score of 2.4 on a 4-point scale.

Stakeholder interviews, document and artifact review:

- While PLC groups plan instruction for groups of students, there is little individualized instruction occurring in the regular classrooms.
- Evidence from planning documents and classroom observations indicate that teachers sometimes use instructional strategies that require students to integrate content and skills with other disciplines.
- While some cross-curricular classes have been developed and implemented (Food Literacy, Food Sociology), this practice is not widespread throughout the school or evident in all content areas.

- Evidence from classroom observations indicates teachers sometimes use instructional strategies that require student collaboration and development of critical thinking skills.

3.4	School/district leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School Rating 4	Team Rating 3
Performance levels			
	4	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	
X	3	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	
	2	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	
	1	School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	
Evidence Reviewed (list presentations, interviews, observations, artifacts)			
PLC evidence			
Learning Walk documents			
Data Days			
Data room			

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered:**

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

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“**Opportunities for Improvement**” and “**Improvement Priorities**” should follow to the format below.

(Check one)

<input type="checkbox"/>	Opportunity for Improvement
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Supporting Evidence

Student Performance Data:

- Percentile rank and overall score increased.
- The CCR Delivery target was exceeded by 2.3 points in 2011-12 and by 5.9 points in 2012-13.

Classroom Observation Data:

- Data from ELEOT Learning Environment descriptor A.3, “Knows that rules and consequences are fair, clear and consistently applied,” received a score of 2.8 on a 4-point scale.
- Data from ELEOT Learning Environment descriptor B.2, “Is tasked with activities and learning that are challenging but attainable,” received a score of 3.0 on a 4-point scale.

Stakeholder interviews, document and artifact review:

- Presentations from administrators revealed a keen understanding of instructional practices and a formal plan for improvement through monitoring.
- Evidence from ILT-PLC Learning Team agendas indicates that school leaders consistently monitor instructional practices. This evidence was confirmed through interviews with students and staff.

3.5		Teachers participate/system operates in collaborative learning communities to improve instruction and student learning.	School Rating 4	Team Rating 3
Performance levels				
	4	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule.		
X	3	All members of the school staff participate in collaborative learning communities that meet both informally and formally.		
	2	Some members of the school staff participate in collaborative learning communities that meet both informally and formally.		
	1	Collaborative learning communities randomly self-organize and meet informally.		
	4	Frequent collaboration occurs across grade levels and content areas.		
	3	Collaboration often occurs across grade levels and content areas.		
X	2	Collaboration occasionally occurs across grade levels and content areas.		
	1	Collaboration seldom occurs across grade levels and content areas.		

	4	Staff members implement a formal process that promotes productive discussion about student learning.
X	3	Staff members have been trained to implement a formal process that promotes discussion about student learning.
	2	Staff members promote discussion about student learning.
	1	Staff members rarely discuss student learning.
	4	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members.
X	3	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.
	2	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel.
	1	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel.
	4	School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
X	3	School personnel indicate that collaboration causes improvement results in instructional practice and student performance.
	2	School personnel express belief in the value of collaborative learning communities.
	1	School personnel see little value in collaborative learning communities.
Evidence Reviewed (list presentations, interviews, observations, artifacts)		
PLC evidence		
Teacher interviews		
Administrative interviews		
Curriculum documents		
Data evidence		

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered:**

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of “1” will be **“Improvement Priorities”**

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“Opportunities for Improvement” and “Improvement Priorities” should follow to the format below.

(Check one)

<input type="checkbox"/>	Opportunity for Improvement
<input type="checkbox"/>	Improvement Priority

Supporting Evidence

Student Performance Data:

- Percentile rank and overall score increased.
- CCR delivery target was exceeded by 2.3 points in 2011-2012 and by 5.9 points 2012-13.

Classroom Observation Data:

- Data from ELEOT Learning Environment descriptor E4, “Understands how her/his work is assessed,” received a score of 2.7 on a 4-point scale.
- Data from ELEOT Learning Environment descriptor F1, “Speaks and interacts respectfully with teacher(s) and peers,” received a score of 3.4 on a 4-point scale.

Stakeholder interviews, document and artifact review:

- Interview analysis and actual observations of the PLC structure reveal multiple student assessments are being discussed.
- Evidence from Data Day materials indicates that administrators and teachers have a systematic process to monitor and adjust professional practice.

3.6	Teachers implement the school/system’s instructional process in support of student learning.	School Rating 3	Team Rating 3
Performance levels			
	4	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance.	
	3	All teachers use an instructional process that informs students of learning expectations and standards of performance.	
X	2	Most teachers use an instructional process that informs students of learning expectations and standards of performance.	
	1	Few teachers use an instructional process that informs students of learning expectations and standards of performance.	
	4	Exemplars are provided to guide and inform students.	
	3	Exemplars are often provided to guide and inform students.	
X	2	Exemplars are sometimes provided to guide and inform students.	
	1	Exemplars are rarely provided to guide and inform students.	

	4	The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
X	3	The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
	2	The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction.
	1	The process includes limited measures to inform the ongoing modification of instruction.
	4	The process provides students with specific and immediate feedback about their learning.
X	3	The process provides students with specific and timely feedback about their learning.
	2	The process provides students with feedback about their learning.
	1	The process provides students with minimal feedback of little value about their learning.
Evidence Reviewed (list presentations, interviews, observations, artifacts)		
Classroom observations		
Data room		
PLC evidence		
Formative and summative assessment evidence		
Student interviews		

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered:**

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of “1” will be **“Improvement Priorities”**

The team will determine whether Indicators receiving a rating of “2” will be **“Improvement Priorities”** or **“Opportunities for Improvement”**

“Opportunities for Improvement” and **“Improvement Priorities”** should follow to the format below.

(Check one)

<input type="checkbox"/>	Opportunity for Improvement
<input type="checkbox"/>	Improvement Priority

Supporting Evidence

Student Performance Data:

- Percentile rank and overall score increased.
- The CCR Delivery target was exceeded by 2.3 points in 2011-12 and by 5.9 points in 2012-13.

Classroom Observation Data:

- Data from ELEOT Learning Environment descriptor B.2, “Is tasked with activities and learning that are challenging but attainable,” received a score of 3.0 on a 4-point scale.
- Data from ELEOT Learning Environment descriptor B.4, “Is engaged in rigorous coursework, discussions, and/or tasks,” received a score of 2.8 on a 4-point scale.
- Data from ELEOT Learning Environment descriptor C.1, “Demonstrates or expresses that learning experiences are positive,” received a score of 3.0 on a 4-point scale.
- Data from ELEOT Learning Environment descriptor C.2, “Demonstrates positive attitude about the classroom and learning,” received a score of 2.9 on a 4-point scale.

Stakeholder Survey Data:

- 14 families responded to the AdvancED survey.
- 44 of 85 staff responded to the AdvancED survey.
- 343 of 1433 students responded to the AdvancED survey.

Stakeholder interviews, document and artifact review:

- Interview analysis and actual observations of PLC structure reveal multiple formal and informal meetings to discuss student learning.
- Evidence from Data Day materials indicates that administrators and teachers have a systematic process to monitor and adjust instruction.

3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school/system’s values and beliefs about teaching and learning.	School Rating 3	Team Rating 2
Performance levels			
4	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning.		
3	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning.		
X 2	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning.		
1	Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning.		
4	These programs set high expectations for all school personnel and include valid and reliable measures of performance.		
3	These programs set expectations for all school personnel and include measures of		

		performance.
X	2	These programs set expectations for school personnel.
	1	Limited or no expectations for school personnel are included.
Evidence Reviewed (list presentations, interviews, observations, artifacts)		
Teacher handbook		
Administrative interviews		
Teacher interviews		

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered:**

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of “1” will be **“Improvement Priorities”**

The team will determine whether Indicators receiving a rating of “2” will be **“Improvement Priorities”** or **“Opportunities for Improvement”**

“Opportunities for Improvement” and **“Improvement Priorities”** should follow to the format below.

(Check one)

X	Opportunity for Improvement
	Improvement Priority

Opportunity for Improvement

Develop and implement a mentoring, coaching, and induction program to support instructional improvement consistent with the school’s values and beliefs about teaching and learning.

Supporting Evidence

Stakeholder interviews, document and artifact review:

- While leadership chose the re-staffing model for turnaround and has been afforded the opportunity to hire new staff for the building, no formal systematic process for induction, mentoring and retention has been developed and implemented.
- While there is some evidence that informal mentoring is taking place during the PLC process, limited evidence was found indicating a formal, intentional program is consistently being implemented.

3.8	The school/system engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.	School Rating 3	Team Rating 2
Performance levels			
	4	Programs that engage families in meaningful ways in their children’s education are designed, implemented, and evaluated.	
	3	Programs that engage families in meaningful ways in their children’s education are designed and implemented.	
X	2	Programs that engage families in their children’s education are available.	
	1	Few or no programs that engage families in their children’s education are available.	
	4	Families have multiple ways of staying informed of their children’s learning progress.	
X	3	School personnel regularly inform families of their children’s learning progress.	
	2	School personnel provide information about children’s learning.	
	1	School personnel provide little relevant information about children’s learning.	
Evidence Reviewed			
Parent letters			
Principal newsletter			
Interviews			
PTSA correspondence			

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered:**

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

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“Opportunities for Improvement” and **“Improvement Priorities”** should follow to the format below.

(Check one)

Opportunity for Improvement

Develop, implement and monitor a program to involve families in a meaningful way in their children’s education.

Supporting Evidence

Stakeholder Survey Data:

- 14 families responded to the AdvancED survey.

Stakeholder interviews, document and artifact review:

- While the school attempts to engage families through a variety of one-way communication avenues, there is no evidence of a systematic process for involving parents and families in their children’s education.
- There is evidence of parent involvement if students participate in specially designed or magnet programs, but these strategies have not been successfully used to involve all families.

3.9	The school/system has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.	School Rating 3	Team Rating 3
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Performance levels

	4	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.
	3	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student.
X	2	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student.
	1	Few or no opportunities exist for school personnel to build long-term interaction with individual students.
X	4	All students participate in the structure.
	3	All students may participate in the structure.
	2	Most students participate in the structure.
	4	The structure allows the school employee to gain significant insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.
X	3	The structure allows the school employee to gain insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.
	2	The structure allows the school employee to gain insight into the student’s needs regarding learning skills, thinking skills, and life skills.

1	Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.
Evidence Reviewed (list presentations, interviews, observations, artifacts)	
Student interviews	
Creek Advisory Time documents	
Administrator interviews	

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered:**

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
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- Review of documents and artifacts

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“Opportunities for Improvement” and **“Improvement Priorities”** should follow to the format below.

(Check one)

	Opportunity for Improvement
	Improvement Priority

Supporting Evidence

Stakeholder Survey Data:

- 14 families responded to the AdvancED survey.
- 44 of 85 staff responded to the AdvancED survey.
- 343 of 1433 students responded to the AdvancED survey.

Stakeholder interviews, document and artifact review:

- Interview analysis and actual observations of the Creek Advisory Team (CAT) structure reveal that all students are a member of a CAT group that meets regularly with the same staff member all year.
- Evidence from counseling letters and Data Day materials indicates that teachers and counselors know students and offer support for their individual educational experience.

3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	School Rating 3	Team Rating 2
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Performance levels

	4	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
	3	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
X	2	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills.
	1	Few or no teachers use common grading and reporting policies, processes, and procedures.
	4	These policies, processes, and procedures are implemented without fail across all grade levels and all courses.
	3	These policies, processes, and procedures are implemented consistently across grade levels and courses.
X	2	These policies, processes, and procedures are implemented across grade levels and courses.
	1	Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders.
	4	All stakeholders are aware of the policies, processes, and procedures.
X	3	Stakeholders are aware of the policies, processes, and procedures.
	2	Most stakeholders are aware of the policies, processes, and procedures.
	4	The policies, processes, and procedures are formally and regularly evaluated.
	3	The policies, processes, and procedures are regularly evaluated.
X	2	The policies, processes, and procedures may or may not be evaluated.
	1	No process for evaluation of grading and reporting practices is evident.

Evidence Reviewed (list presentations, interviews, observations, artifacts)

Class syllabi
JCPS policy handbook
Teacher interviews
Student interviews
Administrative interviews

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered:**

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data

- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of “1” will be **“Improvement Priorities”**

The team will determine whether Indicators receiving a rating of “2” will be **“Improvement Priorities”** or **“Opportunities for Improvement”**

“Opportunities for Improvement” and **“Improvement Priorities”** should follow to the format below.

(Check one)

X	Opportunity for Improvement
	Improvement Priority

Opportunity for Improvement

Establish clearly defined grading and reporting protocols that represent student attainment of standards and skills that is consistent across grade levels and content areas.

Supporting Evidence

Stakeholder interviews, document and artifact review:

- While district grading guidelines are being followed, there is no consistent implementation of a single grading process across contents or grade levels.

3.11		All staff members participate in a continuous program of professional learning.	School Rating	Team Rating
			4	3
Performance levels				
	4	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school’s purpose and direction.		
X	3	All staff members participate in a continuous program of professional learning that is aligned with the school’s purpose and direction.		
	2	Most staff members participate in a program of professional learning that is aligned with the school’s purpose and direction.		
	1	Few or no staff members participate in professional learning.		
	4	Professional development is based on an assessment of needs of the school and the individual.		
X	3	Professional development is based on an assessment of needs of the school.		
	2	Professional development is based on the needs of the school.		
	1	Professional development, when available, may or may not address the needs of the school or build capacity among staff members.		
	4	The program builds measurable capacity among all professional and support staff.		
X	3	The program builds capacity among all professional and support staff.		
	2	The program builds capacity among staff members who participate.		

	4	The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
X	3	The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
	2	The program is regularly evaluated for effectiveness.
	1	If a program exists, it is rarely and/or randomly evaluated.
Evidence Reviewed (list presentations, interviews, observations, artifacts)		
Fast Break programs		
Summer training		
Specific program training (AP, Reading Plus, etc.)		

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered:**

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of “1” will be **“Improvement Priorities”**

The team will determine whether Indicators receiving a rating of “2” will be **“Improvement Priorities”** or **“Opportunities for Improvement”**

“Opportunities for Improvement” and **“Improvement Priorities”** should follow to the format below.

(Check one)

<input type="checkbox"/>	Opportunity for Improvement
<input type="checkbox"/>	Improvement Priority

Supporting Evidence

Stakeholder interviews, document and artifact review:

- Opportunities for professional development are presented during regular PLC meetings.
- Evidence from multiple documents such as Gold Day agenda, Summer Faculty PD agenda, and Fast Break sessions provides a robust PD offering.

3.12	The school/system provides and coordinates learning support services to meet the unique learning needs of students.	School Rating 3	Team Rating 3
Performance levels			
	4	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).	
X	3	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).	
	2	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages).	
	1	School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages).	
	4	School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	
	3	School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	
X	2	School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	
	1	School personnel provide or coordinate some learning support services to students within these special populations.	
Evidence Reviewed (list presentations, interviews, observations, artifacts)			
ESD program documents			
Rtl evidence			
Study Island			
ACT Boot Camp			
ECE and ESL student intervention programs			

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered:**

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of “1” will be **“Improvement Priorities”**

The team will determine whether Indicators receiving a rating of “2” will be **“Improvement Priorities”** or **“Opportunities for Improvement”**

“Opportunities for Improvement” and **“Improvement Priorities”** should follow to the format below.

(Check one)

<input type="checkbox"/>	Opportunity for Improvement
<input type="checkbox"/>	Improvement Priority

Supporting Evidence

Student Performance Data:

- The freshman behavior incidence midyear count was reduced from 920 in 2012-13 to 204 in 2013-14.

Classroom Observation Data:

- Data from ELEOT Learning Environment descriptor B.5, “Is asked and responds to questions that require higher order thinking (e.g., applying, evaluation, synthesizing),” received a score of 2.6 on a 4-point scale.
- Data from ELEOT Learning Environment descriptor E.5, “Has opportunities to revise/improve work based on feedback,” received a score of 2.4 on a 4-point scale.

Stakeholder interviews, document and artifact review:

- Freshman Transition Camp addresses recovery days and academic and social challenges of 9th graders.
- Student interviews and a document review indicate that the majority of students understand their opportunity to stay after school (ESD) with a content teacher for additional instruction.
- Classroom observations and staff interviews revealed an understanding of the differentiated needs of 9th grade students and the creation of an environment and curriculum for their success.

Other pertinent information:

- A partnership with the Louisville Film Industry provides an event for student producers. These media pathway students have opportunities to work in local film production. This partnership provided three student scholarships to travel to Los Angeles to engage in the film industry there.

Standard 3 Overview

A brief narrative overview concludes the team's analysis and review of the standard. This overview consists of two components:

1.) Themes that have emerged from the team's review of the standard.

Fern Creek Traditional High School is undergoing a resurgence of its positive learning environment and is experiencing a new level of student achievement and professional spirit. School leadership has exhibited a clear vision of improvement based on developing professional learning communities, college and career readiness, and culturally responsive teaching. Through re-staffing school leadership has assembled a staff that largely shares their vision for a high-achieving school. Through collaborative processes, school leadership has communicated school goals that clearly guide improvement initiatives. Interviews with stakeholders indicate that public perceptions of the school are increasingly positive and school admission is increasing.

Teachers are afforded the opportunity to participate in specific professional development (known as Fast Break) that is designed to meet specific needs identified in Professional Growth Plans and through observational data.

The cornerstone of Fern Creek's effort to shift the school toward more rigorous, engaging, and student-driven learning is the intentional use of data and the structuring of instruction that is reflective of student data. School leadership has made establishing highly functioning professional learning communities a priority. PLCs offer teachers a systematic, structured opportunity to review student achievement data, discuss curricular and instructional implications, and share professional ideas for school improvement. The PLC structure is the vehicle through which school improvement initiatives are communicated and addressed. The use of Data Days that allow dedicated time and focus on student data has provided all staff an opportunity to delve into data-based decision making for school improvement.

While the opportunity for re-staffing afforded leadership the chance to make critical hiring decisions, for Fern Creek Traditional High School to continue its course of improvement, school leaders should establish structures for mentoring, coaching, and retention of teachers. While there is some evidence that informal mentoring is taking place during the PLC process, a teacher induction program should be developed further, with clear, detailed, and collaboratively-developed plans for developing and retaining high-quality staff. An intentional program to support and coach teachers toward improvement is not only consistent with leadership's philosophy of a collaborative school culture, but a natural extension of the school's work toward developing high-functioning PLCs.

2) (Optional) Promising practices or approaches which may be new initiatives or recently adopted policies that, when fully implemented, appear likely to improve the institution's rating of one or more indicators. Promising practices must be aligned to a specific indicator.

1. Promising Practice:

Fern Creek's implementation of professional learning communities

Primary Indicator: __3.5__

Explanation/Justification:

PLCs have been implemented with fidelity and are being utilized to communicate initiatives, analyze data, make instructional adjustments and design effective curriculum.

PLCs are monitored and provided feedback for improvement by the Instructional Leadership Team.

Attachments:

- 1) Leadership Assessment Addendum
- 2) ELEOT Worksheet

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Fern Creek Traditional High School.

Deficiency 1: The principal has not ensured all teachers use rigorous instructional and assessment practices that require higher-order thinking skills at a proficient level.

School/District	Team	
X		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School comments:

Fern Creek has committed itself to re-examining the instructional process at every stage of the implementation process. Our professional learning communities and the attendant systems provide support and feedback in the planning, delivery and assessment of the instructional process. We believe in the power of collaboration with our families, teachers and leadership team in a reiterative process of reflection and revision.

Team evidence:

- Class syllabi
- PLC evidence
- Data Days
- Curriculum documents
- AdvanceKY documents
- Classroom observations
- Interviews
- School Report Card

Team comments:

While classroom observations indicate there are some classrooms where differentiated instructional practices are being utilized, the majority of classrooms observed showed reliance on direct and whole group instruction where little differentiation was provided to the variety of learners in the class.

Deficiency 2: The principal has not ensured all teachers utilize opportunities to enhance and expand instruction through student use of technology.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.

X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School comments:

While Fern Creek has traditionally put its technology in the hands of the teachers, in recent years, we have shifted the focus and allowed our students to access technological resources in increasingly innovative ways. We have attempted to make technology available in a variety of curriculum, with a focus on the core and our gap population

Team evidence:

- PLC evidence
- Learning Walk documents
- School and classroom observations
- Student, teacher and administrator interviews
- Data room
- Current construction of additional lab
- Class syllabi

Team comments:

- Currently an additional lab is under construction.
- The ELEOT Digital Learning Environment was revealed as the lowest average score at 1.6 overall on a 4-point scale.

Deficiency 3: The principal has not provided necessary supports and resources to the Freshman Academy to ensure the academic and behavioral success of students.

School/District	Team	
X		This deficiency has been addressed in an exemplary manner.
	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School comments:

Fern Creek has determined that professional learning communities are the key to successful collaboration amongst teachers. The structures of the Freshman Academy, which were meant to address transitional and behavioral challenges of freshmen, are best addressed with the RTI plans formed within each PLC. The collaboration that is produced by a professional learning community is focused more purposefully on student learning and less on the various ways teachers are dissatisfied with student behavior. Effective freshman-level professional learning communities have made significant

inroads on the problem of freshman failure and retention.

Team evidence:

- Freshman behavior incidents trends
- School and classroom observations
- PLC evidence
- Learning Walk documents
- Data Days
- Data room

Team comments:

- Classroom observations and behavior trends reveal a positive environment for the Freshman Academy.
- PLCs have offered many enhancements to teacher and student interaction as well as vertical connections.

Deficiency 4: The principal and assistant principals do not consistently use the Teacher Evaluation Plan to address individual teachers' growth needs.

School/District	Team	
X		This deficiency has been addressed in an exemplary manner.
	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School comments:

The implementation of the PGES pilot program and the increased leadership presence in the classroom has helped Fern Creek refine its approach to professional development. Teachers are able to be much more purposeful in choosing professional development activities that suit the aspects of their practice most in need of development.

Team evidence:

- Teacher handbook
- Administrative interviews
- Teacher interviews
- PGP summer retreat
- PLC evidence
- Formative and summative assessment evidence

Team comments:

While there was evidence that the PGES pilot program and PGPs are under implementation by the principal and assistant principals, teacher evaluation is not consistent across grade levels. However, the efficacy of the PLC process has created an influential structure to address individual teacher growth goals at regular intervals

throughout the year as evidenced by PGP-Summer Retreat agenda, ILT-PLC meeting notes, PLC meeting notes and teacher interviews. Teachers at all levels of development advance one another's skills and understanding during formal and informal meetings that impact instructional practices and student learning.