



Cognia Diagnostic Review Report

Results for:
McFerran Preparatory Academy

November 28 – December 1, 2022

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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 leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

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

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

Stakeholder Groups	Number
District-Level Administrators	1
Building-Level Administrators	3
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	10
Certified Staff	19
Noncertified Staff	12
Students	17
Parents	7
Total	69

Performance Standards Evaluation

Diagnostic Reviews are based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the essential Diagnostic Review Standards, which are a subset of the Cognia Performance Standards. These standards define the elements of quality that research indicates are present in an institution that is continuously improving. The standards provide the guideposts to becoming a better institution. The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to

indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are located in this report's appendix.

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. Guided by evidence, the team arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

Strengths and Continuous Improvement:

During the school's overview presentation, the principal shared that the school climate and culture are priorities. The Diagnostic Review Team recognized these as school strengths. The administrative team and staff adopted the theme "You Belong Here." The Diagnostic Review Team observed a focus on improving the school's culture and climate. Interview and survey data from stakeholders revealed a respectful and welcoming atmosphere. During interviews, many stakeholders shared that the number of disruptive behaviors has decreased and recognized that administrators, teachers, and staff members are acknowledging the positive actions of students. Staff interview and classroom observation data and a review of the social-emotional learning (SEL) walkthrough form and curriculum indicated that supporting students' social-emotional needs is also a priority. Through the SEL walkthrough form, the administrative team provided feedback to teachers about implementing SEL lessons, morning routine/meeting, and reviewing expectations, which provides an opportunity to support teachers and students as needed.

In addition, the school has implemented Positive Behavior Interventions and Supports (PBIS). Matrices with expected behaviors aligned to the words Safety Ownership Attitude Respect (S.O.A.R.) are visible in the hallways, common areas, and classrooms. The administration provides teachers with a PBIS focus strategy via the staff newsletter. In addition, the administrative team encourages staff to offer positive reinforcement to students who make good choices by writing positive referrals. The team observed the school recognizing these students in the morning announcements.

The Diagnostic Review Team also found evidence of improved and effective communication with stakeholders. Staff members reported that the administration keeps them informed through a weekly newsletter housed in the Falcon's Nest. In addition, parents reported positive communication with teachers and the school through newsletters, phone calls, text messages, and Dojo. The team reviewed evidence (e.g., an agenda from a Family Engagement committee, an open house agenda, a parent-teacher conference log, positive feedback from parents about the school-sponsored Literacy Night, the plan for bringing parents in for a Thanksgiving lunch with their child) and identified activities that staff members have executed to engage and involve parents.

The administration provides opportunities for staff members to give feedback following meetings and professional learning activities. Staff interview data and a review of Glows and Grows from Turnaround Instructional Leadership Team meeting agendas and Accelerated Improvement Schools (AIS) professional learning week agendas showed opportunities where staff feedback was collected and shared. Staff and stakeholder interview data also indicated that feedback is collected, and the leadership team provides follow-up.

When the new administration began in July, the principal led the review of the Turnaround Plan with the leadership team. The plan focused on the three improvement priorities. Due to the significant staff turnover, the principal, assistant principal, and academic instructional coach led the work in the summer of 2022 using the three designated improvement priorities to guide the creation of systems and processes within the school. The principal was also tasked with filling 28 vacant positions. Staff members who were in place at the beginning of August 2022 had the opportunity to work as a school team during Accelerated Improvement Schools (AIS) week. Also, the principal shared with the staff a vision for school improvement and the expectation for teachers and students to support this work. In September, the principal created a Turnaround Instructional Leadership Team that includes



teacher representatives to review data and adjust the Turnaround Plan as needed. The Leadership Team also provides feedback about the implementation of the plan. This team meets monthly to review action steps aligned with the implementation of the improvement priorities.

A significant number of new teachers, including six certified through Option 6, resulted in the leadership team creating a new teacher cadre. While teachers in the cadre are provided support, participation is open to all teachers in the school. The September 26 New Teacher Cadre meeting slides focused on support for classroom management and information to prepare for parent-teacher conferences. Leveraging the new teacher cadre meetings to offer individualized support and feedback about schoolwide instructional expectations can increase new teacher confidence regarding instructional practices.

The leadership team has focused on the school climate and culture since they began in July 2022. Stakeholder interview and survey data suggested that this focus has already resulted in an improved environment for students and staff. A continued emphasis on implementing the PBIS program and monitoring for positive interactions can encourage students to adhere to behavioral expectations. The weekly newsletter communicated the PBIS expectation for adults to have four positive interactions to every negative interaction. Data shared in the newsletter from October 3, 2022, showed on two of the three days that the school monitored interactions, the number of negative interactions was greater than the positive interactions. The Diagnostic Review Team suggests providing more frequent feedback and monitoring this expectation to increase the number of positive interactions between adults and students.

The administration has worked to ensure that students are more active participants in school activities. Student participation was evident in the student-led Rock the Vote mock election where students voted to name their school mascot. Fifth-grade students served as leaders for the mock election. The team learned that the administration wants to continue offering additional activities for students to be actively involved. The team encourages the school to capitalize on this momentum and continue providing students with the opportunity to have a voice and positive effect on the school environment.

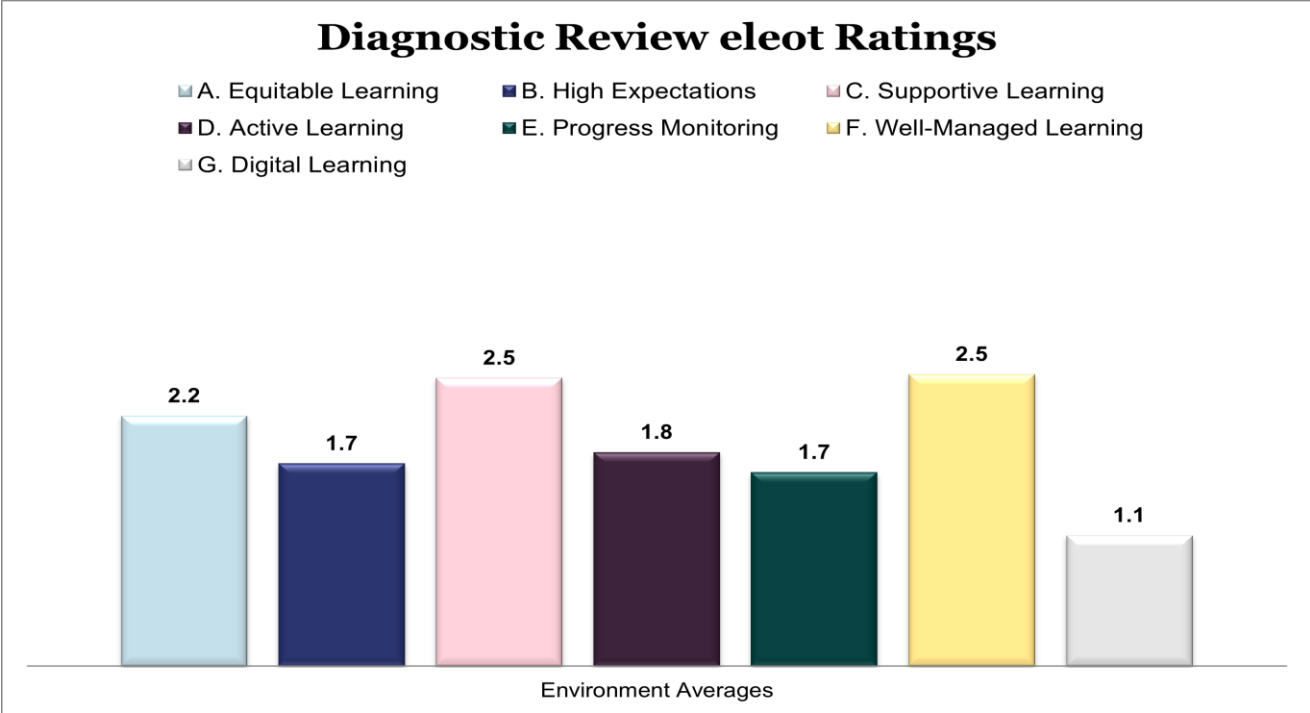
Potential Leader Actions:

- Use action steps outlined in the Turnaround Plan to continue supporting the established goals.
- Continue leveraging the new teacher cadre to provide targeted and individual support to new teachers.
- Monitor and provide frequent feedback to teachers about the number of positive interactions observed between teachers and students.
- Create a student-led group (e.g., student council, student advisory group) to give students a voice in their school community.

Effective Learning Environments Observation Tool (eleot) Results

Cognia's 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 Performance 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 39 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	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	74%	15%	5%	5%
A2	2.8	Learners have equal access to classroom discussions, activities, resources, technology, and support.	18%	15%	36%	31%
A3	3.1	Learners are treated in a fair, clear, and consistent manner.	8%	18%	33%	41%
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.	72%	21%	8%	0%
Overall rating on a 4-point scale:		2.2				

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.9	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	46%	21%	31%	3%
B2	2.0	Learners engage in activities and learning that are challenging but attainable.	44%	26%	21%	10%
B3	1.3	Learners demonstrate and/or are able to describe high quality work.	77%	18%	5%	0%
B4	1.8	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	54%	23%	15%	8%
B5	1.8	Learners take responsibility for and are self-directed in their learning.	49%	26%	21%	5%
Overall rating on a 4-point scale:		1.7				



C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.3	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	36%	21%	18%	26%
C2	2.4	Learners take risks in learning (without fear of negative feedback).	33%	21%	18%	28%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	23%	26%	31%	21%
C4	2.7	Learners demonstrate a congenial and supportive relationship with their teacher.	21%	23%	21%	36%
Overall rating on a 4-point scale:			2.5			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.1	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	38%	26%	28%	8%
D2	1.6	Learners make connections from content to real-life experiences.	59%	21%	18%	3%
D3	2.2	Learners are actively engaged in the learning activities.	41%	23%	15%	21%
D4	1.5	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	74%	3%	18%	5%
Overall rating on a 4-point scale:			1.8			



E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.5	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	67%	15%	15%	3%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	41%	31%	23%	5%
E3	1.9	Learners demonstrate and/or verbalize understanding of the lesson/content.	36%	41%	15%	8%
E4	1.3	Learners understand and/or are able to explain how their work is assessed.	74%	23%	3%	0%
Overall rating on a 4-point scale:			1.7			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.7	Learners speak and interact respectfully with teacher(s) and each other.	10%	33%	28%	28%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	15%	28%	28%	28%
F3	2.4	Learners transition smoothly and efficiently from one activity to another.	28%	26%	26%	21%
F4	2.3	Learners use class time purposefully with minimal wasted time or disruptions.	31%	28%	26%	15%
Overall rating on a 4-point scale:			2.5			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.2	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	90%	5%	5%	0%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	90%	8%	3%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	90%	10%	0%	0%
Overall rating on a 4-point scale:		1.1				

eleot Narrative

The Diagnostic Review Team conducted 39 observations in core content classrooms using the eleot tool. Also, the team conducted informal observations in non-core content classrooms and common areas.

The new administration started focusing on the school's climate and culture at the beginning of the school year. Observation data revealed areas where this focus can continue to be leveraged into strengths within the classroom environment. For example, it was evident/very evident in 74 percent of classrooms that "Learners are treated in a fair, clear, and consistent manner (A3)." Through interviews, stakeholders shared that S.O.A.R. expectations were created to support the PBIS program in classrooms and common areas. These common expectations contributed to the fair, clear, and consistent treatment of students in classrooms and common areas. The highest-rated items in the Well-Managed Learning Environment have a direct connection to the implementation of PBIS expectations, as it was evident/very evident in 56 percent of classrooms that "learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)" and "Learners speak and interact respectfully with teacher(s) and each other (F1)."

In over half of the classrooms, positive relationships between learners and their teachers were observed. For example, it was evident/very evident in 57 percent of classrooms that "Learners demonstrate a congenial and supportive relationship with their teacher (C4)." It was evident/very evident in 52 percent of classrooms that "Learners are supported by the teacher, their peers, and other resources to understand content and accomplish tasks (C3)." As the school builds on the existing positive interactions and support that students receive, teachers can use these growing congenial and supportive relationships to offer students feedback to strengthen their learning, as it was evident/very evident in 28 percent of classrooms that "Learners receive/respond to feedback (from teacher/peers/other resources) to improve understanding and/or revise work (E2)."

The team observed predominantly teacher-led instruction. The Diagnostic Review Team found that students' "discussion/dialogues/exchanges with each other and the teacher predominate (D1)" were evident/very evident in 36 percent of classrooms. In most classrooms, students completed the same worksheet or activity. It was evident/very evident in 10 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)."

Observation data showed it was evident/very evident that "Learners are actively engaged in learning activities (D3)" in 36 percent of classrooms. In addition, learners who "use class time purposefully with minimal wasted time



or disruptions (F4)” were evident/very evident in 41 percent of classrooms. Leveraging the preparation of engaging learning activities can increase the purposeful use of instructional time.

Additionally, observation data showed that instruction lacked rigor, and students most frequently responded to low depth of knowledge level tasks/questions. Overall, instances in which students engaged "in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)” were evident/very evident in 23 percent of classrooms. In addition, these low-level activities did not provide many opportunities for students' thinking to be challenged. For example, it was evident/very evident in 31 percent of classrooms that "Learners engage in activities and learning that are challenging but attainable (B2).”

The Diagnostic Review Team identified several areas the school could leverage to continue improving student climate and culture. The continued growth in Well-Managed and Supportive Learning Environments can provide the foundation for implementing high-yield engagement strategies and evidence-based differentiated learning opportunities.

Potential Leader Actions:

- Establish and implement instructional expectations for engagement and differentiated instruction.
- Provide professional learning about planning for high-yield engagement strategies and rigorous questioning in daily lessons.
- Support teachers to provide opportunities for students to receive and respond to feedback to improve their understanding and/or revise their work.

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

Establish and implement the Instructional Framework (e.g., instructional expectations, lesson design, data-driven instruction) schoolwide. Ensure the consistent implementation of a monitoring process where school leaders (e.g., principal, assistant principal, academic instructional coaches) provide immediate and actionable feedback to staff on the established Instructional Framework.

Standard 21: Instruction is characterized by high expectations and learner-centered practices.

Findings:

Summative and formative student performance results and classroom observation data revealed a need to establish consistent instructional expectations, lesson design, and data-driven instruction. During the 2021-22 school year, 15 percent of third-grade students and 10 percent of fourth- and fifth-grade students scored proficient/distinguished in reading on the Kentucky Summative Assessment (KSA). In comparison, the statewide average of students scoring proficient/distinguished in reading was 45 percent of third graders, 46 percent of fourth graders, and 45 percent of fifth graders. In addition, the state suppressed the number of students who scored proficient/distinguished in math in third through fifth grade because of data reporting guidelines. A review of the fall 2022 Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) growth data showed that 21 percent of students in kindergarten through fifth grade scored at or above the forty-first percentile in math, and 28 percent of students in kindergarten through fifth grade scored at or above the forty-first percentile in reading.

Stakeholder interviews revealed an inconsistency in teachers' ability to explain the instructional process. Interviews also indicated the need for a stronger instructional focus with support around standards implementation, effective use of curricular materials, and instructional adjustments to meet all students' needs. A review of grade-level lesson plans provided by the school did not show opportunities for differentiation in the form of questioning or through planned activities. Additionally, lesson plans lacked intentional opportunities to check students' readiness for learning before the lesson.

Classroom observation data showed that students rarely engage in differentiated activities or assignments to meet their individual academic needs. For example, it was evident/very evident in 10 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Student and educator survey data differed in their perceptions about addressing students' individual academic needs. For example, while 91 percent of educators agreed/absolutely agreed that "at my institution, we base our improvement efforts on learners' needs (5)", 67 percent of students agreed/absolutely agreed, "In the past 30 days, I had lessons that were changed to meet my needs (13)."

The principal overview presentation indicated instructional expectations exist in math and reading. Additionally, the Diagnostic Review Team reviewed the leadership team's walkthrough tool and the walkthrough schedule and tracking information. The walkthrough tool tracks differentiation observed through activities, grouping, manipulatives, and questioning and checks for understanding and teacher references to the learning targets and success criteria. The walkthrough schedule indicated that most teachers had received at least one walkthrough using the tool, but the team found a lack of consistency in the frequency of the walkthroughs. For example, over 50 walkthroughs were completed in September, while six were documented in October and 10 in November. The



team found no evidence of staff members participating in professional learning based on the walkthrough data about using high-yield strategies and lesson design that supports differentiation of instruction, checks for understanding, or implementation of learning targets with success criteria.

Potential Leader Actions:

- Plan instructional visits to ensure every classroom is visited at least once every two weeks to monitor and provide feedback on components of the Instructional Framework.
- Collaborate with stakeholders to develop a common understanding around instructional expectations for all students.
- Provide professional learning about evidence-based strategies and lesson design (e.g., learning targets with relevancy and success criteria aligned to standards, checks for understanding, providing effective feedback, guided practice) and monitor for implementation impact.
- Use academic instructional coaches to model evidence-based strategies around lesson design.
- Support teachers in using data to make daily informed decisions in core instruction to meet student needs.

Improvement Priority 2

Consistently implement and monitor the established professional learning community (PLC) protocol to ensure it guides instructional conversations around curriculum (e.g., support in using instructional resources), instructional expectations (e.g., learning intentions and success criteria aligned to standards mastery), and assessment (e.g., evaluation of formative assessments to make instructional adjustments).

Standard 22: Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

Findings:

The Diagnostic Review Team reviewed student performance data, as previously discussed and detailed in an addendum to this report, to identify Improvement Priority 2.

Evidence provided included the PLC Implementation Plan, PLC Agenda Data Analysis Protocol template, and Letter ID Analysis. The principal presentation showed the school year began with a focus on creating the professional learning community (PLC) implementation plan and protocols. The Letter ID Analysis document provided a sample of how the template was completed using kindergarten and first-grade data from a Benchmark Assessment (BAS) at the beginning of the school year. The Letter ID Analysis allowed teachers to share instructional strategies as a next step depending on the student's level of mastery. The team found no evidence showing how these activities impacted daily instruction or the learning outcome for students following the implementation of these activities.

As PLC practices are being embedded into the school culture and expectations, PLCs also need to evolve to guide and adjust weekly instruction. Stakeholder interviews revealed inconsistency in the effectiveness of PLCs in identifying instructional strategies to improve student learning. Stakeholders shared how to benchmark data (e.g., NWEA MAP Growth, Fountas & Pinnell Benchmark Assessment System data, CASE) were reviewed and addressed during PLC time following its collection, but stakeholders could not speak to how PLC time was used to adjust or plan for weekly Tier 1 instruction based on collected data.

Classroom observations revealed that learners who "strive to meet or are able to articulate the high expectations established by themselves and/or the teacher (B1)" were evident/very evident in 34 percent of classrooms. Additionally, observers found "learners engage in activities and learning that are challenging but attainable (B2)" evident/very evident in 31 percent of classrooms. Leveraging the school's instructional leaders to facilitate and support PLC meetings will clarify the expectations that teachers have for students and thereby increase learners' ability to meet expectations.

Survey results showed that 81 percent of educators agreed/absolutely agreed that "at my institution, we deliver instruction that considers learners' needs, interests, and potential (8)" and 67 percent of students agreed/absolutely agreed that "In the past 30 days, I had lessons that were changed to meet my needs (13)." As PLC meetings become more focused on planning and adjusting instruction based on the needs of students, school leadership can monitor the instructional needs of teachers. Identified needs can then be supported and addressed by modeling evidence-based strategies by instructional coaches, professional learning sessions, and peer observations.



Potential Leader Actions:

- Develop clear expectations of the leadership team (e.g., principal, assistant principal, academic instructional coaches) for implementing and monitoring the PLC protocol.
- Consistently implement the established PLC protocol to guide instructional conversations around curriculum (e.g., curriculum resource support), instructional expectations (e.g., learning targets and success criteria aligned to standards mastery), and assessments (e.g., evaluation of formative assessment to make instructional adjustments).
- Collaborate with the leadership team to determine the needs for professional learning around curriculum, instructional expectations, and assessment based on PLC observations.

Your 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.



Principal Capacity in Diagnostic Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the principal's capacity for leadership of school turnaround, as defined in 703 KAR 5:280, Section 1. The recommendation of the principal's ability to lead the intervention in the school is based on an assessment of Standard 10: School Improvement from the Professional Standards for Educational Leaders (PSEL) approved by the National Policy Board for Educational Administration and adopted by the Kentucky Education Professional Standards Board (EPSB).

703 KAR 5:280, Section 3, identifies the discretion of the audit team to incorporate the analysis and recommendation regarding the principal's capacity into this report. The superintendent will make any necessary determination regarding the principal or other certified staff pursuant to KRS 160.346(8).

Following its review of extensive evidence, the Diagnostic Review Team submitted the following assessment regarding the principal's capacity to lead turnaround in a school identified for comprehensive support and improvement to the Commissioner of Education:

- The team has chosen not to reflect on the principal's capacity to lead the school's turnaround efforts.
- It is the consensus of the diagnostic review team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school.
- It is the consensus of the diagnostic review team that the principal requires intensive support in order to successfully lead the turnaround of the Comprehensive Support and Improvement (CSI) school.
- It is the consensus of the diagnostic review team that the principal does not have the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school and should be reassigned to a comparable position in the district.

It is the consensus of the Diagnostic Review Team that the principal has the capacity to lead the turnaround of the Comprehensive Support and Improvement (CSI) school. The principal at McFerran Preparatory Academy has demonstrated a clear understanding of what is necessary to lead the school's turnaround efforts and possesses the ability to guide the school in this effort. The principal has established procedures and protocols, as evidenced by the walkthrough schedule and feedback documents, in order to develop the capacity of the school's faculty.

The principal has made the improvement of culture and climate a priority, with a theme of "You Belong Here," during her first few months as principal. This was also referenced in multiple interviews from students, staff, and faculty. Survey data from parents indicated they feel welcomed and supported. The principal is modeling the strategies and procedures during professional learning that should be used in all classrooms. In leading and modeling these instructional strategies, the principal seeks to make the school more effective for each student, teacher and staff, families, and the community. The development of a new staff handbook, which clearly delineates roles and responsibilities for staff members and provides a clear set of guidelines across all classrooms, was implemented by the principal.

Due to the number of new staff members at McFerran Preparatory Academy this school year, it was essential to adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services. The development of a PLC Implementation Plan and a process for using assessment data was another example of the principal's leadership in data analysis and assessing instruction. Student assessment data are disaggregated using the four guiding PLC questions to determine which strategies



worked and determine next steps. The principal empowers teachers to develop technically appropriate systems of data collection, management, analysis, and use of student data.

The principal exhibits a sense of urgency in reshaping McFerran's climate and culture. This was evident in general observations and interviews and has had a positive impact on the current improvement in the school. However, as this positive shift in culture becomes more entrenched throughout the school, the principal will need to shift her focus and energy to improving instruction throughout the building. Currently, there is a system for walkthroughs using the 30-second feedback model; however, moving forward the principal needs to increase her ability to develop the capacity of staff to assess the value and application of emerging educational trends and the findings of research for the school and its improvement. The principal and administrative team should develop a system to ensure that they conduct consistent walkthroughs and observations for all faculty members, leading them to use and apply high-yield instructional strategies with fidelity.



Team Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team.

Team member name	Brief biography
Maggie Dainton	Mrs. Maggie Dainton has over 15 years of educational experience. She has served as an elementary teacher in both urban and rural settings. Additionally, Mrs. Dainton served as an elementary principal, where she led the school's successful turnaround efforts. Following this school turnaround role, she moved to the Indiana Department of Education to support schools under state board intervention. Mrs. Dainton has also served as a district-level administrator in a rural setting, where she led curriculum, technology, and federal programs and the district's navigation through the pandemic. Currently, she serves as Director of Institutional Improvement with Cognia.
Chris Mueller	Dr. Chris Mueller has over 37 years of experience as a teacher, administrator, and Educational Recovery Leader (ERL). Dr. Mueller has taught at the middle, high school, and collegiate levels. While serving as an ERL, Dr. Mueller worked with administrative and school leadership teams to facilitate turnaround efforts in Kentucky's central region. Additionally, he has been an associate lead in multiple diagnostic reviews across the Commonwealth. Dr. Mueller has also led monitoring reviews in Comprehensive Support and Improvement (CSI) schools for the Kentucky Department of Education. He is a certified facilitator for the National Institute for School Leadership (NISL) for the Lead-KY initiative. Dr. Mueller also has experience as an adjunct instructor in political science for Campbellsville University.
Libbi Denney	Ms. Denney has more than 22 years of classroom experience. She has taught preschool, middle school, and high school. She has been a department chair, a member of her school's school-based decision making (SBDM) council, a cooperating teacher for multiple student teachers, and a mentor to first- and second-year teachers. In addition to teaching English I, II, III, and IV, she has also taught reading strategies courses and a genre-specific course focused on true crime and mysteries. She has worked with tutoring programs for middle and high school students after school hours. She currently teaches collaborative English 1 classes in a public high school in Kentucky.
Deidra Hightower	Deidra Hightower is currently in her fourth year serving as a Continuous Improvement Coach for the Kentucky Department of Education. In this position, she supports schools and districts in implementing sustainable systems as they strive to close achievement gaps and positively impact student growth through ongoing continuous improvement. Ms. Hightower's professional background includes over ten years of experience as a classroom teacher and two years as an Instructional Transformation Coach for the Kentucky Department of Education.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
1. Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.	Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	2
2. Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.	Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.	Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.	Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented, and are consistent with and based on its stated values.	Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.	2

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3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.	Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	2
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	2

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6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	2

Key Characteristic 2: Leadership for Learning

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers, continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

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7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	2
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	2

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11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.	Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.	Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.	Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.	Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.	2
12. Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	1

Key Characteristic 3: Engagement of Learning

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

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17. Learners have equitable opportunities to realize their learning potential.	Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.	Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.	1
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	1

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21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	1
22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.	Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.	Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.	Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.	Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.	2

Key Characteristic 4: Growth in Learning

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

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24. Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.	Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	2
25. Leaders promote action research by professional staff members to improve their practice and advance learning.	Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.	Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.	Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.	Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.	2

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26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	2
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	3
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	1

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29. Understanding learners' needs, and interests drives the design, delivery, application, and evaluation of professional learning.	Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.	Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.	Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.	Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.	2
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	2

Student Performance Data

School Name: McFerran Preparatory

Kentucky Summative Assessment Elementary School Performance Results

Content Area	Grade	%P/D School (21-22)	%P/D State (21-22)
Reading	3	15	45
	4	10	46
	5	10	45
Math	3	*	38
	4	*	39
	5	*	38
Science	4	*	29
Social Studies	5	6	37
Editing and Mechanics	5	14	47
On Demand Writing	5	9	33

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- The percentage of students scoring proficient/distinguished in third grade is 15 percent, which is well below the state average of 45 percent.
- The percentage of students in fourth and fifth grade scoring proficient/distinguished in reading was 10 percent, while the state average for fourth grade was at 46 and 45 percent respectively.
- In social studies, the percentage of students reaching proficient/distinguished was six percent and the state average for fifth grade was 37 percent.
- Only nine percent of students scored proficient/distinguished in on-demand writing and the state average for on-demand writing in fifth grade was 33 percent.
- Fourteen percent of students scored proficient/distinguished in editing and mechanics, while the state average was 47 percent.

Elementary English Learner Progress

Group	School (21-22)	State (21-22)
Percent Score of 0	34	38
Percent Score of 60-80	26	28
Percent Score of 100	23	19
Percent Score of 140	16	9

Plus

- Students scoring 0 for English Learner Progress were less than the state average.
- Students scoring 60-80 for English Learner Progress were less than the state average.
- Students scoring 100 for English Learner Progress were greater than the state average.
- Students scoring 140 for English Learner Progress were greater than the state average.

Delta

- Percentages were not low enough to qualify for a delta.

Kentucky Summative Assessment 2021-22 Percent Proficient/Distinguished 3rd Grade

Group	Reading	Math	Science	Social Studies	Mechanics and Editing	On Demand Writing
All Students	15	*	N/A	N/A	N/A	N/A
Female	15	*	N/A	N/A	N/A	N/A
Male	15	*	N/A	N/A	N/A	N/A
African American	14	*	N/A	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	N/A	N/A	N/A	N/A
Two or More Races	*	*	N/A	N/A	N/A	N/A
White (non-Hispanic)	*	*	N/A	N/A	N/A	N/A
Economically Disadvantaged	14	*	N/A	N/A	N/A	N/A
Non-Economically Disadvantaged	*	*	N/A	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	N/A	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	N/A	N/A	N/A	N/A
Alternate Assessment	*	*	N/A	N/A	N/A	N/A
Students Without IEP	15	*	N/A	N/A	N/A	N/A
English Learner Including Monitored	14	*	N/A	N/A	N/A	N/A
English Learner	7	*	N/A	N/A	N/A	N/A
Non-English Learner	17	*	N/A	N/A	N/A	N/A
Non-English Learner or Monitored	15	*	N/A	N/A	N/A	N/A
Foster Care	*	*	N/A	N/A	N/A	N/A
Gifted and Talented	N/A	N/A	N/A	N/A	N/A	N/A
Non-Gifted and Talented	15	*	N/A	N/A	N/A	N/A
Homeless	*	*	N/A	N/A	N/A	N/A
Migrant	*	*	N/A	N/A	N/A	N/A
Military Dependent	*	*	N/A	N/A	N/A	N/A

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- Only 14 percent of African American students in third grade scored proficient/distinguished in reading.
- Fourteen percent of economically disadvantaged students in third grade scored proficient/distinguished in reading.
- Only seven percent of English Learners in third grade reached proficiency in reading.

Kentucky Summative Assessment 2021-22 Percent Proficient/Distinguished 4th Grade

Group	Reading	Math	Science	Social Studies	Mechanics and Editing	On Demand Writing
All Students	10	*	*	N/A	N/A	N/A
Female	*	*	*	N/A	N/A	N/A
Male	8	*	*	N/A	N/A	N/A
African American	*	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A
Hispanic or Latino	*	*	*	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A	N/A	N/A
Two or More Races	*	*	*	N/A	N/A	N/A
White (non-Hispanic)	*	*	*	N/A	N/A	N/A
Economically Disadvantaged	11	*	*	N/A	N/A	N/A
Non-Economically Disadvantaged	9	*	*	N/A	N/A	N/A
Students with Disabilities (IEP)	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP Regular Assessment	*	*	*	N/A	N/A	N/A
Students with Disabilities/IEP with Accommodations	*	*	*	N/A	N/A	N/A
Alternate Assessment	*	*	*	N/A	N/A	N/A
Students Without IEP	*	*	*	N/A	N/A	N/A
English Learner Including Monitored	*	*	*	N/A	N/A	N/A
English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner	*	*	*	N/A	N/A	N/A
Non-English Learner or Monitored	*	*	*	N/A	N/A	N/A
Foster Care	*	*	*	N/A	N/A	N/A
Gifted and Talented	*	*	*	N/A	N/A	N/A
Non-Gifted and Talented	10	*	*	N/A	N/A	N/A
Homeless	*	*	*	N/A	N/A	N/A
Migrant	*	*	*	N/A	N/A	N/A
Military Dependent	*	*	*	N/A	N/A	N/A

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- Eight percent of male students in fourth grade scored proficient/distinguished in reading.
- Only 10 percent of all students scored proficient/distinguished in reading in fourth grade.



Kentucky Summative Assessment 2021-22 Percent Proficient/Distinguished 5th Grade

Group	Reading	Math	Science	Social Studies	Mechanics and Editing	On Demand Writing
All Students	10	*	N/A	6	14	9
Female	5	*	N/A	*	14	12
Male	16	*	N/A	9	14	*
African American	9	*	N/A	5	14	8
American Indian or Alaska Native	*	*	N/A	*	*	*
Asian	*	*	N/A	*	*	*
Hispanic or Latino	*	*	N/A	15	*	*
Native Hawaiian or Pacific Islander	*	*	N/A	*	*	*
Two or More Races	*	*	N/A	*	*	*
White (non-Hispanic)	*	*	N/A	*	*	*
Economically Disadvantaged	8	*	N/A	6	13	7
Non-Economically Disadvantaged	25	*	N/A	*	*	*
Students with Disabilities (IEP)	*	*	N/A	*	*	*
Students with Disabilities/IEP Regular Assessment	*	*	N/A	*	*	*
Students with Disabilities/IEP with Accommodations	*	*	N/A	*	*	*
Alternate Assessment	*	*	N/A	*	*	*
Students Without IEP	10	*	N/A	7	16	10
English Learner Including Monitored	9	*	N/A	9	16	13
English Learner	*	*	N/A	*	*	*
Non-English Learner	13	*	N/A	7	16	9
Non-English Learner or Monitored	10	*	N/A	4	13	*
Foster Care	*	*	N/A	*	*	*
Gifted and Talented	*	*	N/A	*	*	*
Non-Gifted and Talented	10	*	N/A	6	14	9
Homeless	*	*	N/A	*	*	*
Migrant	*	*	N/A	*	*	*
Military Dependent	*	*	N/A	*	*	*

Plus

- Percentages were not high enough to qualify for a plus.

Delta

- Only 10 percent of fifth-grade students scored proficient/distinguished in reading.
- Five percent of females in fifth grade scored proficient/distinguished in reading.
- Nine percent of African American students in fifth grade scored proficient/distinguished in reading.
- Eight percent of economically disadvantaged students in fifth grade scored proficient/distinguished in reading.
- Only nine percent of students achieved proficient/distinguished scores in on-demand writing.

Schedule

Monday, November 28, 2022

Time	Event	Where	Who
4:00 p.m. – 4:30 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members
5:00 p.m. - 6:00 p.m.	Principal Overview Presentation	McFerran Preparatory Academy	School Administration Team, Diagnostic Review Team Members
6:30 pm – 7:30 pm	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, November 29, 2022

Time	Event	Where	Who
7:45 a.m.	Team arrives at institution	McFerran Preparatory Academy	Diagnostic Review Team Members
8:00 a.m.- 3:45 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	McFerran Preparatory Academy	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 #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, November 30, 2022

Time	Event	Where	Who
8:45 a.m.	Team arrives at institution(s)	McFerran Preparatory Academy	Diagnostic Review Team Members
8:45 a.m. – 5:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	McFerran Preparatory Academy	McFerran Preparatory Academy
5:00 p.m. – 5:30 p.m.	Team returns to hotel		
5:30 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members



Thursday, December 1, 2022

Time	Event	Where	Who
8:45 a.m. – 11:50 a.m.	Final Team Work Session	McFerran Preparatory Academy	Diagnostic Review Team Members