

# Caverna Independent District Leadership Assessment Report



**03/14/2010 - 03/19/2010**



# District Leadership Assessment Executive Summary

## Caverna Independent School District

3/14/2010 - 3/19/2010

Dr. Sam Dick, Superintendent

### Introduction

The Kentucky Department of Education conducted a district leadership assessment of Caverna Independent School District during the period of 3/14/2010 - 3/19/2010. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

### District Deficiencies and Next Steps in Supporting its Low-Performing Schools

1. Deficiency	District leadership has not facilitated effective comprehensive district and school improvement planning to drive necessary changes in teaching and learning to sustain continuous improvement.
Next Steps	District leadership should solicit expert professional development and technical assistance on comprehensive improvement planning for the board of education, district and school leadership, and school councils. Professional support in conducting a comprehensive needs assessment using all existing student performance and learning environment data sources available at the district and school levels should be provided. District and school leadership should set annual measurable goals and periodic benchmarks using valid and reliable performance assessments. Timelines should be established to report ongoing progress toward goals and benchmarks at the district, school, and grade levels. All goals, benchmarks and progress toward meeting goals should be clearly communicated to all stakeholders in the learning community.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	District leadership has not systematically monitored student achievement, instructional programs and services to ensure improved student and school performance.

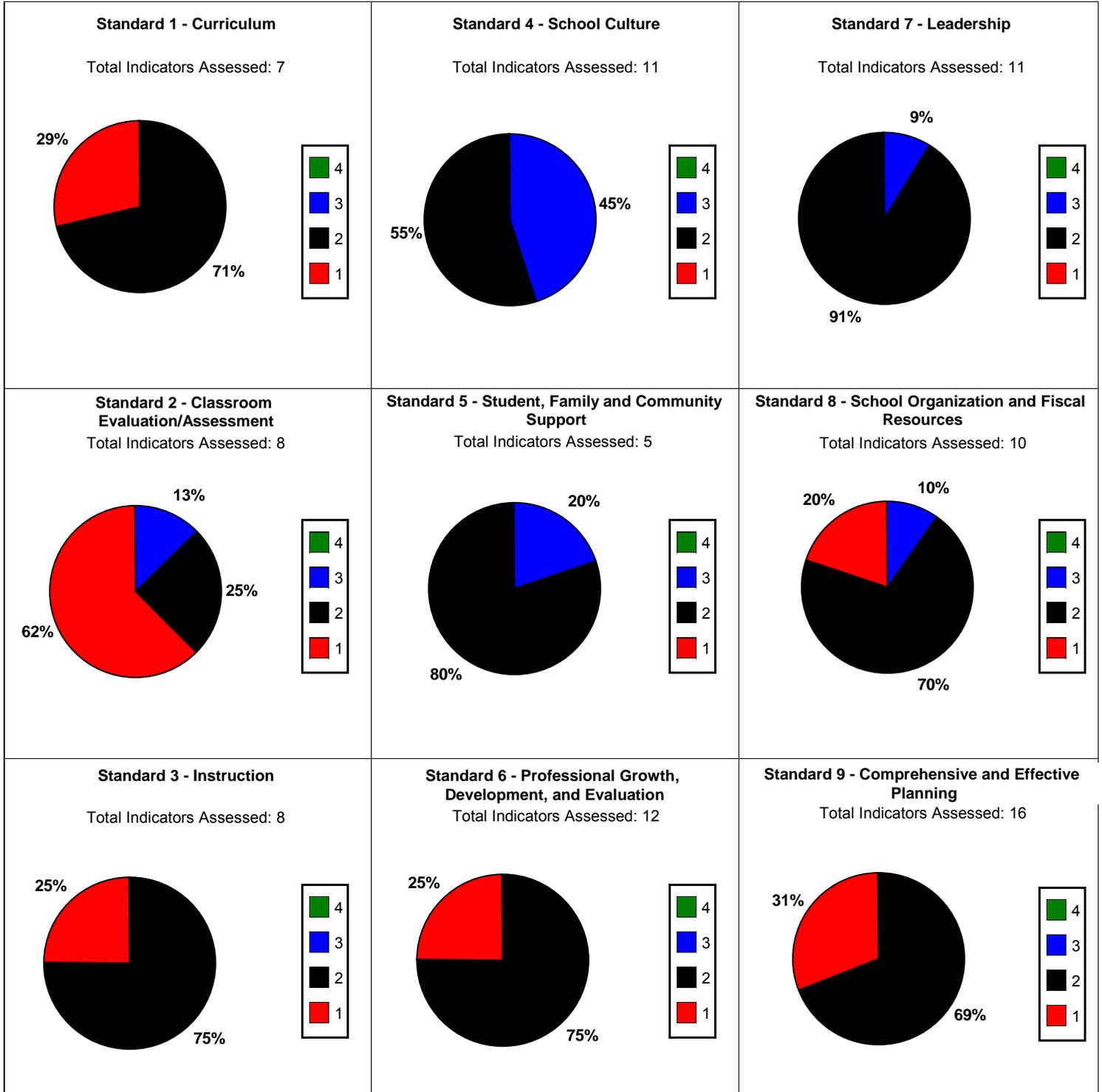
Next Steps	<p>The board of education and district leadership should establish formal, written structures and processes for monitoring the performance of all students districtwide. District leadership should assist school leadership in maintaining a comprehensive student performance data system that enables all teachers to track ongoing student progress using multiple assessment data sources. The board of education should also direct district leadership to evaluate the effectiveness of instructional programs and services. District leadership should provide technical assistance to schools in assuring fidelity of implementation of research-based programs and strategies and in measuring their impact on student learning and school improvement. District leadership should provide school leadership with professional development on the effective use of the evaluation process in order to differentiate support to build leadership and staff capacity. District leadership should identify a dedicated district instructional leader to provide consistent, focused and high-quality support for and coordination of all instructional matters across the district.</p>
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	<p>District leadership has not ensured that instruction is consistently rigorous, standards-based and differentiated to meet unique learning needs of Caverna's diverse student population.</p>
Next Steps	<p>District leadership should establish a district instructional leadership team composed of teacher leaders from all schools. Leadership team members should receive training and support to prioritize characteristics of high quality teaching and learning for all Caverna classrooms. District leadership, school leadership and the district instructional leadership team should conduct “instructional rounds”. The data from these “instructional rounds” should be used to determine baselines and set goals for improving teacher practice and student learning experiences. District leadership should obtain professional assistance to build capacity within the district and school leadership teams to consistently monitor progress toward goals to improve instructional practices and student learning. Feedback on the effectiveness of teaching practices should be regularly provided to staff.</p>
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

4. Deficiency	District leadership has not provided an aligned curriculum document for the Caverna school district.
Next Steps	District leadership should facilitate the development of aligned district curriculum documents and pacing guides in all content areas. District leadership should collaborate with school leadership to ensure that all instructional staff members are provided the professional development and ongoing support in the use of these curriculum documents in planning and implementing effective instruction, assessment and interventions for all students. District leadership should collaborate with school leadership to ensure that all teachers have collaborative planning time, and that teacher teams effectively use this time to deconstruct standards for each instructional unit, develop clear daily learning objectives, and rigorous formative and summative assessments. This planning time should also be use to regularly analyze student performance results and student work for implications on teaching practices and student learning. District and school leadership should ensure that all instructional staff members receive ongoing professional development and support to build their capacity to fulfill these expectations.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

**Caverna Independent**  
**KDE 2010 District Leadership Assessment Report**  
**At-a-Glance**

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

- 4- Exemplary level of development and implementation
- 3- Fully functional and operational level of development and implementation
- 2- Limited development or partial implementation
- 1- Little or no development and implementation



**9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Caverna Independent**

<p><b>Standard - 1 - Academic Performance</b></p> <p><u>Curriculum</u></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p><b>Standard - 4 - Learning Environment</b></p> <p><u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><b>Standard - 7 - Efficiency</b></p> <p><u>Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><b>Standard - 2 - Academic Performance</b></p> <p><u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><b>Standard - 5 - Learning Environment</b></p> <p><u>Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><u>Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><u>Resource Allocation and Integration</u></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><b>Standard - 3 - Academic Performance</b></p> <p><u>Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><u>Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities...alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b></p> <p><u>Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><u>Implementation and Documentation</u></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

**Legend**

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

Blue 3- Fully functional and operational level of development and implementation

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

## **Focus on Student Academic Performance**

The district leadership assessment report contains many important findings district leadership should consider. It will be the task of district leadership to read and prioritize the results from this report to plan for improving student performance.

Carefully read the scholastic leadership assessment report for each school that triggered the district leadership assessment. Consider the implications of the report for each school's work and policies.

Build greater understanding of new approaches to professional development and address the ways that stakeholders will have to work differently to improve instruction.

Identify the implications of this report for stakeholders.

Acknowledge and address the fact that current practice does not provide adequate opportunity for teachers and principals to carry out the demands of their work to ensure student success.

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

3/14/2010 - 3/19/2010

### Introduction

The Kentucky Department of Education conducted district leadership assessment of Caverna Independent School District during the period of 3/14/2010 - 3/19/2010.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with teachers (22), students (26), parents (14), community members (16), principals (3), assistant principal (1), school classified staff (2), local board of education members (4), central office certified staff members (3), central office support staff members (8), and the superintendent.

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. All collected data were considered in the development of this report.

The district leadership assessment team report was based upon examination of the documents provided in the district portfolio, interviews (99) and on-site experiences and observations (12) of the district leadership assessment team. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The chairperson of the team was Wayne Puckett - District Administrator. The other team members were: Larry G. Frank - District Administrator; Martha Francis - Teacher; Sheila K. Underwood - Teacher; Barbara W. Miller - Building Administrator; Ruth Gail Butler - Teacher; Dee Ann Newton - Teacher; Rina Gratz - Kentucky Department of Education Representative; Greg Howell - Kentucky Department of Education Representative.

## Academic Performance

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

- Standard 1:** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3:** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

## Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

## Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

**Standard 7:** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

**Standard 8:** The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

**Standard 9:** The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

### **Standard 1**                    **Curriculum**

#### **Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, examples of school to home communications, Implementation and Impact Checks, Individual Learning Plans, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, newspaper clippings/press releases, perception survey results, report cards/progress reports, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages, state statute and regulation, student handbook, student work and student/parent/staff handbooks

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, counselor, district leadership, parents, school council members, school leadership, speech pathologist, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas and media center

### **Performance Rating    2**

- 1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).

District leadership does not initiate or facilitate continuing opportunities for school staff members to have discussions about key curriculum transition points. Some content areas such as math, science and social studies were addressed 2 years ago; however, these discussions have not continued. District leadership does not always facilitate intentional discussions, and curriculum transition points between feeder and receiver schools are not articulated.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

District Leadership has made some efforts to address overlaps and gaps in math, science and the social studies curriculum. However, this has not been sustained in all content areas. There is no ongoing process to guide district-

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating 2**

wide implementation of curriculum development.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

District Leadership does not facilitate or create ongoing opportunities for schools to address vertical alignment of the curriculum. Formal discussions regarding curriculum transition points are limited to some content areas. Communication to address transition points among schools is not systematic or monitored by the district.

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

District leadership does not examine the curriculum of each school to ensure it includes opportunities for application of skills that will prepare students to be self-sufficient and productive citizens. The high school principal is initiating a process of aligning current Kentucky content standards to college readiness standards and vocational skill standards. Caverna High School leadership developed and district leadership supported opportunities for students to participate in dual credit courses through Western Kentucky University at Glasgow. Special Education teachers at the middle school and high school oversee the development of the Individual Learning Plans with assistance from the counselor; however, the district and school leadership does not monitor the active implementation of the Individual Learning Plans for students in grades 6-12.

- 1.1g The curriculum provides access to a common academic core for all students.

District leadership articulates that all students should have access to a core academic curriculum. However, the district does not monitor student placement practices to ensure enrollment in appropriate and academically rigorous courses that are aligned with current state and national standards.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**Performance Rating**    **1**

- 1.1a There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment, Transformations and the Program of Studies.

District leadership does not ensure that curriculum documents in all schools are based on and aligned with current content standards. The implemented curriculum is partially aligned with Academic Expectations, Core Content for Assessment 4.1, Transformations and Program of Studies in some content areas. Curriculum maps are not fully implemented in all content areas to guide teachers when to teach core content. Some teachers are using Core Content for Assessment 4.0 instead of 4.1.

- 1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

The board of education has adopted curriculum policy (08.1) and district leadership established procedures (08.1AP.2) to address curriculum issues; however, district leadership has not ensured these procedures are being followed. District leadership has not provided assistance to school councils to implement, revise and update their curricula. District leadership does not facilitate discussions to monitor, evaluate and review the curriculum.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Academic Performance**

### **Standard 1**      **Curriculum**

District leadership should adhere to the current school board policies and implement procedures to ensure the development of a rigorous curriculum that is aligned with Academic Expectations, Core Content for Assessment v.4.1, Transformations and the Revised Program of Studies in all content areas. District leadership should ensure a systematic process is in place to review, revise and monitor the curriculum on an annual basis.

Resources:

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>

Core Content for Assessment 4.1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/ Core+Content+for+Assessment+4.0/default.htm>

Jacobs, H. H. (2004). Getting Results with Curriculum Mapping. Alexandria, VA: Association for Supervision and Curriculum Development.

SISI Toolkit Standard 1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%201/Standard%201%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%201/Standard%201%20By%20Standards.htm)

Program of Studies. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+ Studies/default.htm>

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

### **Standard 2**                      **Classroom Evaluation/Assessment**

#### **Findings For This Standard Are Based On:**

Review of classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, curriculum maps, examples student learning Inventories, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, professional development records, protocols for analyzing student work, report cards/progress reports, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, School Report Card data, student academic records, student homework with teacher feedback, Student Performance Level Descriptors and student work

Interviews with assistant principal, assistant superintendent(s), central office staff, counselor, district leadership, local board of education members, parents, principal, school council members, superintendent and teachers

Observations of classrooms, common areas and hallways

### **Performance Rating    3**

2.1g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.

The board of education has adopted and district leadership implements an assessment policy (08.222) to address test administration and ethics of the state's assessment and accountability system. District leadership ensures that all staff involved in the state assessment process receives annual training on administration and ethics procedures. Records including training dates and staff signatures are kept on file at the board of education office. District leadership also works with school leadership in the development of a testing schedule and to ensure accommodations follow state mandates for all students including special populations.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

**Performance Rating    2**

2.1d    Test scores are used to identify curriculum gaps.

Board of education policy (02.441) on assessment of student progress dictates that school councils make revisions to the comprehensive school improvement plans based on assessment data (Kentucky's Core Content Test, No Child Left Behind). District leadership expects school principals to analyze data from state and national assessments and share the results with school councils. School leadership performs a gap analysis based on this data which is presented to the board. District leadership does not ensure that assessment data is utilized in the identification of curriculum weaknesses.

2.1e    Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

District Leadership does not systematically review teachers' use of assessments in the classroom to monitor student learning for instructional purposes. District leadership does not require school leadership to report on progress toward student performance goals to the board in accordance with board policy (02.441). School leadership occasionally reports school assessment data during the monthly local board and district administrative team meetings. District leadership does not communicate expectations or ensure that school leadership or teachers regularly analyze classroom assessment results for the purpose of evaluating student achievement and making curricular changes.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

**Standard 2** **Classroom Evaluation/Assessment**

**Performance Rating 1**

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

District Leadership has conducted and completed a book study with the leadership team on 'instructional rounds' that will facilitate the monitoring of classroom assessments and their alignment to the Core Content standards. However, this practice has not been fully implemented. Board of education has adopted an assessment policy (08.222) but district leadership does not ensure that all school councils have a classroom assessment policy. Although the high school has an assessment policy, district leadership has not established a systematic process for facilitating the development of high quality classroom assessments. District leadership does not monitor classroom assessments to ensure quality and rigor.

- 2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

District leadership rarely collaborates with teachers to design authentic assessment tasks. High school leadership has communicated the expectation that assessments are in Kentucky Core Content Test format. However, many types of assessments (e.g., true-false, fill in the blank, definitions) are not always rigorous or aligned with Kentucky's Core Content for Assessment.

- 2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

District leadership does not monitor schools to determine if students can articulate the academic expectations in each class. High school leadership has established a protocol for allowing students to articulate expectations (essential questions), but this protocol is not consistently implemented by all staff members or monitored for effectiveness.

- 2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

District leadership does not ensure that Student Level Performance Descriptions are clearly communicated, evident in classrooms and observable in student work in every school. Scoring of student work is inconsistent within the high school and is not always qualitative and aligned to state performance levels.

# District Leadership Assessment Summary Report

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3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

**Performance Rating**    **1**

2.1h    Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

District leadership has not developed formal procedures that communicate an expectation that all teachers should regularly analyze student work to improve instruction in the classroom. District leadership has not provided professional development opportunities for teachers to acquire the skills needed to effectively analyze student work. District leadership expects school leadership to ensure the ongoing analysis of classroom assessment results informs instructional practices. However, this process is not monitored for consistent implementation.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Academic Performance**

### **Standard 2**      **Classroom Evaluation/Assessment**

District leadership should facilitate an ongoing process for the deconstruction (unpacking) of state academic standards with all school staff. The deconstruction of standards should drive the development of clear learning objectives and expectations for students in all classrooms. These learning objectives should then become the basis for developing quality classroom assessments that are rigorous and aligned with state standards. District and school leadership should create a systematic process for monitoring this practice.

District leadership should develop and implement scoring protocols that will create consistent scoring practices within schools and between schools. Benchmarks should be created that provide authentic samples of student work according to state performance level descriptors. School leadership should provide professional development to all school staff on how to effectively use these benchmarks to drive assessment and instruction.

District leadership and school leadership should develop procedures for systematically analyzing classroom assessment data for the purpose of improving student performance in each classroom. Training should be provided to all staff on how to use data to inform instructional practices. District and school leadership should secure time for teachers to collaborate in analyzing student data on an ongoing basis.

Resources:

Assessment Blueprint. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Accountability+System/Blueprint+for+Kentucky+Core+Content+Test.htm?IMAGE=Search>

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>

Core Content for Assessment, 4.1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.0/default.htm>

Marzano, R. J. (2000). *Transforming Classroom Grading*. Alexandria, VA: Association for Supervision and Curriculum Development.

SISI Toolkit Standard 2. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%202/Standard%202%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%202/Standard%202%20By%20Standards.htm)

DuFour, Richard, Eaker, Robert. (1998) Professional Learning Communities at Work™: Best Practices for Enhancing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

### **Standard 3**                    **Instruction**

#### **Findings For This Standard Are Based On:**

Review of comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district technology plan, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, School Report Card data, District Report Card, Board of Education Policies, Board of education Procedures and District NCLB Report

Interviews with assistant superintendent(s), central office staff, community members, counselor, district leadership, parents, principal, school leadership and teachers

Observations of classrooms

### **Performance Rating    2**

- 3.1a    There is evidence that effective and varied instructional strategies are used in all classrooms.

District leadership does not have a formal, systematic procedure to monitor instructional practices in all schools to ensure that effective and varied instructional strategies are evident in all classrooms. District leadership depends on school leadership to monitor these practices and reports to the district leadership as needed. Informal verbal communication regarding instructional practices does occur between school leadership and district leadership, and discussions regarding instructional practices occur at some monthly administrative team meetings.

- 3.1b    Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

District leadership does not have a formal, systematic plan to provide support to schools in aligning instructional strategies with student learning goals and assessment expectations. The district relies on the school leadership and school councils to develop procedures and training for this purpose. There is little monitoring, other than informal verbal communication, on the district level or between the district and schools to ensure that instructional strategies meet student learning needs.

- 3.1c    Instructional strategies/activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating    2**

District and school leadership have studied the use of “instructional rounds” to monitor instructional strategies in all classrooms, but the practice has not been fully implemented. Additionally, the district has not ensured systematic opportunities for collaboration among high school teachers and between schools. Constructive feedback is not provided to teachers for the purpose of planning and modifying instruction to meet the unique learning needs of targeted student populations. The district currently relies on informal verbal reports from school leadership to monitor the use of instructional strategies and activities.

3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

All teachers in the district are properly certified by the Kentucky Professional Standards Board and one teacher is also certified by the National Board of Professional Standards. District and school leadership assign personnel according to their certification and 100% of core academic subject classes are taught by qualified teachers. Although some teachers do participate in professional development that updates their content knowledge and current instructional practices, district leadership does not ensure that all teachers routinely participate in professional development that focuses on challenging and motivating students to high levels of learning.

3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

District leadership has allocated adequate resources to provide technology resources in classrooms (e.g., interactive white boards, student computers and iPods). Caverna High School teachers use this technology to design and supplement instruction. District leadership has not determined if all school councils have established a policy or if leadership in all schools has implemented procedures that define and evaluate the effective use of technology in instruction. District leadership does not have a procedure in place to monitor the effective use of technology resources within the schools and to determine that technology resources are being used to support student academic achievement as stated in the district’s technology plan. District leadership relies solely on school leadership to ensure teachers are using technology effectively for instructional purposes.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating 2**

- 3.1f Instructional resources (textbook, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

District leadership follows state regulations in the allocation of instructional resources to the schools and responds to requests from school leadership for additional resources when needed. However, district leadership does not implement a systematic management process to ensure that all schools have the necessary resources to deliver high quality instruction to all students.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating**    **1**

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

District leadership does not provide direction or support to school leadership for the purpose of collaboratively analyzing student work and using this information to inform and modify instructional practices to meet the diversity of student needs.

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

District leadership does not regularly and consistently review school council policies and teacher practices to ensure that homework assignments have meaning, are clear and specific, and can be accomplished in a reasonable period of time as stated in the board of education policy (08.211). The high school council has adopted a homework policy.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Academic Performance**

### **Standard 3**      **Instruction**

District leadership should ensure that school leadership and teachers receive training in best practice and research-based instructional strategies, learning activities, and the use of technology which focus on problem solving, differentiation, and higher order thinking. The district leadership and school leadership should establish formal systematic procedures for monitoring instructional strategies, learning activities, and the effective use of technology in all classrooms to ensure that students' diverse learning needs are met. As part of the monitoring process, specific, constructive feedback should be routinely provided to teachers by both district and school leadership to ensure the effectiveness of instructional practices in promoting student progress toward academic proficiency.

Resources:

Barr, R. & Parrett, W.H. (2007). *The Kids Left Behind: Catching Up the Underachieving Children of Poverty*. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9

Gay, G, and Banks, J. A. (2000). *Culturally Responsive Teaching: Theory, Research and Practice*. NewYork, NY: Teachers College Press.

Marzano, R. J., Pickering, D. J., Norford, J. S., Paynter, D. E. & Gaddy, B. B. (2001). *A Handbook for Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

SISI Toolkit Standard 3. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%203/Standard%203%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%203/Standard%203%20By%20Standards.htm)

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122

Whitaker, T. (2004). *What Great Teachers Do Differently*. Larchmont, NY: Eye on Education.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

### **Standard 4**                    **School Culture**

#### **Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, civic group programs/agenda, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, employee handbooks, examples of school to home communications, facility inspection reports, fire marshal reports, health department inspection reports, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, list of co-curricular offerings, newspaper clippings/press releases, perception survey results, report cards/progress reports, safe schools data reports, school calendar with motivational and celebratory events, school Web pages, school/district safety plan, state statute and regulation, student handbook, student/parent/staff handbooks and student/teacher ratio

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, counselor, district leadership, Family Resource/Youth Services Center personnel, parents, school council members, school leadership, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas, computer lab, media center and outdoor areas

### **Performance Rating**    **3**

4.1a There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).

The Board of Education has adopted safety, emergency, behavior and discipline policies and district leadership has implemented safety procedures to provide students a safe and orderly learning environment. District leadership has implemented effective safety devices (e.g., surveillance cameras, buzzer system for entry into the building, teacher telephone in classroom) and emergency procedures (e.g., fire, earthquake, tornado, bomb threat, lockdown) at the high school. District leadership has provided all high school staff with a quick guide to emergency crisis. The emergency procedures are in the form of a flipchart which is to be posted in classrooms. Emergency evacuation charts are posted in the building. The high school conducts two fire drills during the first month of school and monthly, thereafter, with information recorded by school personnel. Lockdown, tornado, and earthquake drills are conducted. Bus evacuations and inspections are conducted to comply with state requirements. Guidelines for pupil conduct in the Caverna Independent School District Code for Acceptable Behavior and Discipline are communicated. The board of education adopted policy (03.24) and district leadership implements procedures for the grievance process. The

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

**Standard 4**            **School Culture**

**Performance Rating**    **3**

guidelines for this process are made accessible to students and parents by printing the information in the student handbook. District leadership conducts frequent visits in the high school but does not systematically evaluate the learning environment using walkthrough or survey data.

4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Student progress reports are sent home as required by district policy (08.221). High school progress reports are mailed to the home of each student after the midpoint of each nine week grading period. Report cards are mailed to students four times a year. These report cards are a computer generated report to the parents as to what progress each student is making. Infinite Campus is available to students and parents to review student progress online. Parents may call the guidance office and get a progress report on their child. The high school is implementing a mentoring program where teachers make home visits to provide parents information on student performance and report progress on the goals of the student Individual Learning Plan.

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

District leadership does not regularly conduct perception surveys of students, parents and other stakeholders to learn if staff members in the district office and schools are perceived to care about students and inspire their best efforts. District and school leadership are active and visible in the community and verbally communicate confidence in students' ability to achieve. District leadership implements numerous programs (e.g., truancy diversion, Family Youth Services, English as a Second Language, dual credit courses, school psychologist, school counselor, school nurse) at the high school level to reduce barriers to learning and inspire students' best efforts. District and school leadership also encourage students' best efforts through events and programs designed to publicize and celebrate student success (e.g., student recognition at board of education meetings, newspaper articles, out- to-lunch celebrations). Although the high school staff may demonstrate a caring relationship with students and families, district and school leadership have not identified the specific need to incorporate culturally responsive learning and teaching in developing and sustaining caring, respectful relationships.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

**Standard 4**                    **School Culture**

**Performance Rating**    **3**

- 4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

District and school leadership ensure communication is shared regularly with homes, businesses and community groups (e.g., Web site, email, One Call, radio, newsletters, board of education and school council meetings, Infinite Campus). The marquee in front of the high school shares current information. Open houses and Family Reading nights are conducted to disseminate information to students and parents. A freshman orientation, centering on transition to the high school, is offered. Students are provided with a handbook/agenda planner to communicate between school and home.

- 4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

District leadership initiates and implements some programs for the specific purpose of reducing the impact of physical, cultural and socio-economic factors on learning. District leadership provides access to a variety of support and intervention programs (e.g., Novel Star, Reading Plus) to ensure an equitable learning environment for students at the high school. District leadership and school leadership have initiated an exemplary program of dual credit classes where students can receive college credit from Western Kentucky University. The high school, in conjunction with community partners, has instituted a School-to-Work program for senior students. District leadership supports a number of co-curricular and extracurricular activities to engage a diverse student population. The district participates in an alternative education program designed to assist students with learning. The district and high school provide opportunities of Extended School Services and summer school classes. District leadership collaborates with school leadership to provide services (e.g., school counselor, school nurse, psychologist, migrant education, Youth Services Center) to remove barriers to student learning. District and school leadership have not provided professional development opportunities to increase staff awareness and appreciation of cultural differences and assist in culturally responsive instructional strategies to meet the unique learning needs of students at Caverna High School.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

**Standard 4**            **School Culture**

**Performance Rating    2**

- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

There are consistent messages from district leadership that all students will succeed academically. The district vision that all students will possess the skills, knowledge and abilities to succeed as productive members of society expresses high expectations for all students. However, this belief is not always communicated to and embraced by all high school stakeholders. Concerns that the high school does not emphasize high expectations for all students are expressed by some community members, parents, staff and students. District leadership initiates limited opportunities for teachers at the high school to collaborate and share successes and improve student learning. Board of education meetings open with student performances and students and teachers recognized publicly for high achievement. Exemplary teachers and students are selected and recognized by the community through organizations such as the Rotary Club, Chamber of Commerce and Academic Society.

- 4.1c Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice.

There is no systematic process in place at the district level to monitor school council policies. District leadership does not ensure the adoption of an academic, discipline and classroom management policy. District leadership expects the principal at the high school to ensure the council policies focus on student achievement and ensure equitable application to all students. District and school leadership monitor the discipline and academic practices through some informal classroom observations. The high school is implementing management strategies from the Kentucky Center for Instructional Discipline. Behavior expectations are posted in the high school and published in the student handbook. The assistant superintendent serves as the facilitator of the in-school suspension program. There is no well defined procedure for district leadership to monitor the implementation of academic, discipline and classroom management procedures to ensure a culture of high academic and behavior expectations for all students.

- 4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

**Standard 4**                    **School Culture**

**Performance Rating    2**

District leadership occasionally consults with teaching and non-teaching staff in some meaningful district decisions regarding teaching and learning. District leadership solicits input from teaching and non-teaching staff through representation on the administrative leadership team and such district ad hoc committees as the calendar committee. District leadership frequently seeks input from teaching and non-teaching staff through informal conversation. Some decision making structures (e.g., classified participation on Kentucky Center for Instructional Discipline committee, coaches) which promote collegiality and collaboration among teaching and non-teaching staff are in place at the high school.

4.1e Teachers recognize and accept their professional role in student success and failure.

District leadership communicates the expectation that all staff members recognize and accept their professional role in student success and failure. However, all high school staff members are not consistently held accountable for setting high expectations and providing challenging instruction that actively engages students. District leadership expects school leadership to ensure teachers review and analyze cognitive and non-cognitive data throughout the year to evaluate the connection between the design of instructional practices and student success. Some staff members accept instructional responsibility for student success and failure, while others attribute lack of student progress to external barriers (e.g., transient students, truancy, motel housing, lack of parental involvement).

4.1f The school intentionally assigns staff to maximize opportunities for ALL students to have access to the staff's instructional strengths.

The board of education has adopted a teacher/student ratio policy (02.4331), but district leadership does not monitor school council policies to ensure school councils have adopted a policy to maintain an effective teacher/student ratio. District leadership approves a staffing allocation plan; however, school leadership assumes the responsibility of staff assignments with little guidance from district leadership. District leadership collaborates with school leadership in the appropriate placement of special education students at the high school. Staff and student assignments at the high school are generally assigned without reviewing student achievement data and matching students with staff strengths.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

**Standard 4**                    **School Culture**

**Performance Rating    2**

- 4.1j    There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

District leadership and school leadership use various formal and informal communication (e.g., board of education meetings, newspaper articles, emails, telephone calls, Infinite Campus) to publicly recognize student achievement. Sport competitions are widely publicized within the community. Student achievements are recognized during civic meetings (e.g., Rotary Club, Chamber of Commerce, Cave City Council Meeting). District and school leadership are supporting the high school art teacher's cooperation with the community to display student artwork. District leadership does not have a formal plan for recognizing student academic successes or displaying public displays of student work in all content areas.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Learning Environment**

### **Standard 4**      **School Culture**

District leadership should communicate to all staff the expectation that they are personally responsible for student academic success or failure. District leadership should create a plan with an intentional focus on holding district staff, school leadership and teachers accountable if they do not strive for high performance in all job descriptions. District leadership should establish a feedback loop to identify and provide support to those who need assistance in the development and implementation of all policies and procedures. The district should be governed with a “No Excuse” culture to remove barriers to learning.

Resources:

Beaudoin, M.& Taylor, M. E. (2004). *Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together*. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7

Kentucky Center for Instructional Discipline, Mike Wafford (502)-564-9671 - <http://www.kycid.org/>

Schlechty, P. (2001). *Shaking Up the School House*. San Francisco, CA: Jossey-Bass.

SISI Toolkit Standard 4. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%204/Standard%204%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%204/Standard%204%20By%20Standards.htm)

Empowering Parents School Box.  
<http://www.ed.gov/parents/academic/involve/schoolbox/index.html>

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

**Standard 5**                    **Student, Family and Community Support**

### Findings For This Standard Are Based On:

Review of community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, documentation of parent contacts, documentation of referrals to health and social services, employee handbooks, examples of school to home communications, Extended School Services assessment data, Extended School Services entrance and exit reports, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, newspapers, notes from parent conferences, perception survey results, record of home visits, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school visitors register, school Web pages, student handbook and student/parent/staff handbooks

Interviews with assistant principal, assistant superintendent(s), central office staff, district leadership, Family Resource/Youth Services Center personnel, local board of education members, parents, principal, school council members, superintendent and teachers

Observations of classrooms

### Performance Rating **3**

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

The board of education has adopted policy (9.14) that addresses the maintenance, security, and quality of student records. District leadership directs school leadership to implement procedures to ensure compliance with the policy. The district and school maintain student records on Infinite Campus. Individual learning plans are created at the middle school and yearly updates are continued throughout high school.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

**Standard 5**                    **Student, Family and Community Support**

**Performance Rating    2**

- 5.1a Families and the community are active partners in the educational process and work together with the school district staff to promote programs and services for all students.

District leadership solicits representation from some stakeholders in the promotion of programs and services such as “Getting High on Prescription and Over-the-Counter Drugs Is Dangerous,” a program offered by The Partnership for a Drug-Free America. District leadership also encourages many other programs (e.g. Sophomore Birthday Bash, Tobacco Prevention, Ready Fest, Helping Hands) implemented by the Youth Services Center. District leadership does not formally collaborate with school leadership in the implementation and monitoring of programs that facilitate interaction between teachers, students and their families. District staff collects data from the schools on dropout and student transfer rates and provides this data to the principal and the counselor. District and school leadership collaborate with the judicial system in providing interventions to reduce truancy and dropouts. To assist in dropout prevention, the district offers a Novel Star credit recovery program and the Alternative School. District leadership engages in informal discussions with dropouts and provides the GED program as an alternative to a high school diploma. District leadership regularly involves some parent and civic organizations such as the Rotary Club and Chamber of Commerce as partners in recognizing student achievement. The high school has initiated a partnership with the American Cave Conservation Association.

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

District leadership does not provide oversight to ensure that all students are aware of and have access to the services provided by the Youth Services Center, Extended School Services, technology programs and guidance counselor. District leadership supports school leadership to make available a variety of technology (e.g., Interactive white boards, student computers, iPod Touch). District leadership provides a venue for discussion of school technology needs at administrative team meetings, and appropriate, relevant technology is provided by the district to the school when requested by school staff. The board of education has not adopted policy that specifies all students have equal access to the common academic core. District leadership monitors the appropriate use of funds from federal and state grants to ensure that guidelines and regulations are met and effectively support learning.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

**Standard 5**                    **Student, Family and Community Support**

**Performance Rating    2**

- 5.1c    The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

District leadership provides professional development and materials (e.g., interactive white boards, computers, iPod touch) to promote active learning in the classroom. Health and social services are available for all students (e.g. school nurse, school psychologist, guidance counselor). The board of education has adopted policies, and district leadership has implemented procedures which are clearly communicated to students, family and staff for referring students to health and social services. Support systems, such as Response to Intervention, have been initiated at the high school. District leadership previously initiated Thoughtful Education to address differentiation and active learning; however, this program is not consistently used by all staff members. Student needs are not intentionally matched with teacher strengths when creating master schedules. The high school master schedule is not designed to allow for teacher collaborative planning time to address identified student needs.

- 5.1d    Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

District leadership does not facilitate collaboration and coordination among support programs and services (e.g. Extended School Services, Youth Services Center, school guidance programs) to eliminate gaps and overlaps in delivery of services to support student achievement. Limited services (e.g. Extended School Services, in school tutoring) to assist students who need more time to master core content are provided at the high school, but district leadership does not formally monitor the impact of these services on student achievement.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Learning Environment**

### **Standard 5**      **Student, Family and Community Support**

District leadership and school leadership should collaborate to ensure that schools have the necessary resources to implement a tiered intervention system (Response to Intervention) to provide students additional time and opportunities to master core content standards. District leadership should assist school leadership in establishing and maintaining a comprehensive student performance data system that allows teachers to monitor and track ongoing student progress and to make timely decisions regarding appropriate interventions and supports within and in addition to the core classes.

District and school leadership should collaborate to provide students at Caverna High School access to a variety of courses that will increase the rigor of their preparation for post-secondary opportunities, such as attending college or successful transition to workplace settings.

Resources:

Hiatt-Michael, D.B. (2001). Promising Practices for Family Involvement in Schools. Greenwich, CT: Information Age Publishing.

Marzano, R. (2003). What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). Bridges Out of Poverty. Highlands, TX: Aha! Process, Inc.

Prichard Committee for Academic Excellence, Lexington, KY - [www.prichardcommittee.org](http://www.prichardcommittee.org)

Principal's Guide to Effective Family Involvement. (2002). Gaithersburg, MD.: Aspen Publishers.

SISI Toolkit Standard 5. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%205/Standard%205%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%205/Standard%205%20By%20Standards.htm)

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

### **Standard 6**                    **Professional Growth, Development, and Evaluation**

#### **Findings For This Standard Are Based On:**

Review of categorical program financial reports, certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district personnel evaluation system and documentation of implementation, individual professional growth plans, Kentucky Performance Report disaggregated data, perception survey results, professional development records, school council policies and bylaws, school financial reports and staff development agenda

Interviews with assistant superintendent(s), central office staff, classified staff, community members, district leadership, local board of education members, school leadership, superintendent and teachers

### **Performance Rating    2**

- 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

District leadership encourages professional growth for all certified staff members and verbalizes the belief that professional development is an important agent in bringing about change in teacher practice that leads to increased student performance. However district leadership has not fully established a continuous, formal process for professional growth that meets the needs of all certified and classified staff. District leadership provides an avenue for professional development support through affiliation with the Green River Regional Educational Cooperative and encourages both teachers and administrators to utilize their resources for professional enrichment. District leadership provides few districtwide opportunities for professional development (e.g., confidentiality training). High school leadership is charged with the task of developing an annual schoolwide plan to meet the unique growth needs of the school. District leadership has not established a systematic process to ensure that professional development activities at the school level improve professional practices.

- 6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Professional development priorities for the superintendent, district staff and school administrators are not always intentionally aligned with goals for

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

**Standard 6**                    **Professional Growth, Development, and Evaluation**

**Performance Rating    2**

student performance as outlined in the district or school improvement plans and targeted items for growth on their individual professional growth plans. District leadership expects, but does not ensure, that professional development activities for school certified staff have a clear connection to goals identified in the comprehensive school improvement plan and individual professional growth plans; however, the responsibility for professional development of the school staff rests solely on school leadership.

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

The current comprehensive district improvement plan makes no reference to professional development activities. The current comprehensive school improvement plan at the high school makes limited connections to the goals for student learning and the priorities set for professional development (e.g., alignment to ACT standards). District monitoring of the connections between school goals, activities in the school improvement plan and professional development is handled through informal conversations and sharing sessions at administrative team meetings. No formal monitoring system is in place at the district level to ensure these connections are made.

6.1e Professional development is on-going and job-embedded.

District leadership and district staff professional development activities are planned annually. Most activities are discrete, one time training opportunities with no intentional focus on continuous training that builds leadership capacity over time. Job-embedded professional development experiences for the district staff are limited; however, a recent study of the book 'Instructional Rounds in Education' provided the district staff the opportunity to collaborate with school leaders in exploring a new network approach to improve teaching and learning.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

District leadership reviews professional development activities at both the school and district level through mostly informal means. These means consist of frequent conversations with staff, attendance at some professional development activities at the school level, sharing sessions at administrative team meetings and board of education presentations. These communication

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

**Standard 6**                    **Professional Growth, Development, and Evaluation**

### **Performance Rating    2**

methods do not always ensure that professional development shows a clear connection to data-based learning needs of students or identified achievement gaps in the school. District leadership offers limited assistance to school leadership to strengthen these connections when weaknesses are detected.

6.2a    The school/district provides a clearly defined evaluation process.

The local board of education has adopted evaluation policy (03.18) to lay foundations for the evaluation of all certified personnel in the district. Procedures to accompany this policy are established in the Caverna Independent District Certified Personnel Evaluation Plan that was approved by the board of education on June 28, 2007 and is pending approval by the Kentucky Department of Education. School leadership fairly and consistently administers the plan.

6.2b    Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

The local board of education has policy (04.1) and district leadership implements procedures to ensure the equitable allocation of appropriate resources among all schools; however, the policy is not specific to professional development allocations. District allocations are based on state regulations and appropriated to the schools based on average daily attendance. District leadership and school leadership collaborate through informal discussions, but there is no formal review of proposed expenditures for professional development to assess if planned activities are sufficient to have a significant impact on meeting the identified needs of students.

6.2c    The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

The superintendent collaborates with district certified staff and school principals in the development of an individual professional growth plan that is reviewed annually and accompanied with feedback. It is the expectation of district leadership that all district and school leaders charged with evaluation responsibilities will mirror this model. There is no formal district monitoring process in place to ensure all individual professional growth plans of certified staff are collaboratively developed or implemented as planned.

## District Leadership Assessment Summary Report

### Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

**Standard 6**                    **Professional Growth, Development, and Evaluation**

**Performance Rating    2**

6.2f    Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

District leadership does not formally monitor the formative evaluations of teachers to ensure support structures are in place to strengthen identified weaknesses before they surface at the summative level. District leadership does not verify that principals' evaluation of teachers positively impacts professional growth plan targets.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Learning Environment**

**Standard 6**                    **Professional Growth, Development, and Evaluation**

**Performance Rating**    **1**

- 6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

Professional development planning occurs at the school level with no formal collaboration with district leadership. School planning is done on an annual basis with no emphasis on job-embedded opportunities that foster continuous growth or build instructional capacity with the staff. Professional development activities lack continuity from year to year and seldom scaffold on previous training experiences.

- 6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.

A district committee composed of five teachers, an administrator from each school in the district, the assistant superintendent and the district director of special education collaborated in the spring of 2007 to develop the current Caverna Independent District Certified Personnel Evaluation Plan. The plan was approved by the local board of education. However, the plan has not been approved by the Kentucky Department of Education. District leadership is in communication with the Kentucky Department of Education to address compliance issues relative to all job specific evaluation instruments. District plans are presently in place to revise the evaluation process to include new teacher standards. The principal of Caverna High School fairly and consistently administers the evaluation plan.

- 6.2e The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the effective instructional leadership act requirements as a resource to accomplish these goals.

Although district and school administrators use the Effective Instructional Leadership Act as a resource for professional growth, the comprehensive district improvement plan does not identify instructional leadership needs.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Learning Environment**

### **Standard 6**      **Professional Growth, Development, and Evaluation**

District and school leadership should collaborate to develop and implement a multi-year, job embedded plan for professional growth at Caverna High School that scaffolds on previous training experiences and builds a high level of competence in the instructional staff. The plan should be reflective of goals for student achievement derived from an analysis of multiple sources of student achievement data and the individual professional growth needs of the staff. District leadership should develop a systematic process for monitoring the impact of professional development activities on teacher practice and student performance.

District leadership should ensure that the Caverna Independent District Certified Evaluation Plan is revised to include new Kentucky teacher standards and is approved by the Kentucky Department of Education. District leadership should capitalize on the value of the evaluation process by establishing a protocol for monitoring implementation of the plan to ensure adequate feedback and support structures are in place to improve teacher practices and increase student achievement.

#### Resources:

Developing Individual Professional Growth Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). SISI Toolkit, Standard 6.  
[http://www.education.ky.gov/SISI\\_Toolkit/Standard%206/Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc](http://www.education.ky.gov/SISI_Toolkit/Standard%206/Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc)

Guskey, T. R. (1999). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, Inc.

Maxwell, J. C. (1998). *The 21 Irrefutable Laws of Leadership*. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.

SISI Toolkit Standard 6. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%206/Standard%206%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%206/Standard%206%20By%20Standards.htm)

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

### Findings For This Standard Are Based On:

Review of categorical program financial reports, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, enrollment data, Extended School Services program overview and data, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, Local Educator Assignment Data Report (LEAD), master school schedule, professional development records, school communications plan, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school procedures manual, School Report Card data, school Web pages, school/district safety plan, staff development agenda and student handbook

Interviews with assistant principal, assistant superintendent(s), central office staff, community members, district leadership, local board of education members, parents, principal, school council members, school leadership, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas and media center

### Performance Rating    **3**

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

The board of education has adopted a policy (05.4) for maintaining safe and orderly learning environment for both students and staff. District leadership has developed a safety plan and the board of education has approved a code of conduct of acceptable behavior and discipline for students. The Caverna Independent Schools Emergency Response Plan calls for each school to have an Emergency Response Team and provides guidance and direction regarding emergency management. District leadership monitors the implementation of school safety procedures and has communicated the expectation that school councils approve a safety plan. District and school leadership collaborate to ensure implementation of the plan.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating    2**

7.1a Leadership has developed and sustained a shared vision.

The district administrative team collaborated with the board of education to develop the district vision and mission in 2005 as part of the comprehensive planning process. The vision and mission statements were documented in the executive summary of the comprehensive district improvement plan. The mission and vision were reviewed in 2006, but district leadership has not intentionally used these statements to guide decision-making. The district vision and mission statements are communicated during board meetings. These statements are not posted on the district's website and are not updated in all district documents. Few district leaders could clearly articulate the vision and mission of the school district.

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

District leadership provides annual reports to the board regarding student performance on state tests such as the Kentucky Core Content Test, the ACT, PLAN and EXPLORE. The board of education receives school reports (e.g., programs, initiatives, events) from each of the principals at monthly board meetings. Board of education or district leadership do not specifically require academic data to be reported monthly; however, principals occasionally provide student performance data. District leadership does not disaggregate districtwide student performance data at regular intervals, and relies on the school principals to report formative assessment data at district administrative team meetings. The board of education does not always formally use measurable student performance data to guide its decisions. District leadership occasionally and informally collaborates with school leadership in decision making regarding curriculum and instruction, but most decisions are made at the school level and subsequently receive district funding support.

7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.

District and school leadership select their professional growth priorities based on a variety of factors, including student performance data, Interstate School Leaders Licensure Consortium standards and school culture survey data. District leadership informally collaborates with school leaders to develop their professional growth priorities. School leaders are responsible for seeking

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

### **Performance Rating    2**

professional growth opportunities relative to their identified focus areas in their growth plan. Growth plans are reviewed and revised annually. District leadership does not provide direct guidance on promoting specific effective leadership skills based on the unique needs of each school leader.

- 7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

District leadership does not disaggregate student performance data at regular intervals by student population (e.g. socio-economic status, ethnicity, exceptional children, gender) in order to communicate and collaborate with school leadership to address student achievement gaps. District leadership provides a holistic report of annual district student performance data to the board of education. School principals submit to the board of education an annual gap reduction plan as required by Senate Bill 168. District leadership does not analyze or assist schools in analyzing disaggregated student performance data during the school year for the purpose of addressing the unique learning needs of the diverse student population. Disaggregated districtwide data is not generated to guide comprehensive improvement planning at the district or school levels.

- 7.1e Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

District leadership relies on school leadership to ensure that all teachers have access to Kentucky's curriculum documents. There is no formal monitoring system at the district and school level to ensure all teachers effectively use Kentucky's curriculum documents to plan instruction and assessment. District leadership has not provided consistent training for all teachers district wide on the understanding and use of the state curriculum documents.

- 7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

District leadership has communicated the expectation that school leadership and school councils develop and implement policies regarding the protection of instructional time. District leadership has not ensured that these policies

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating 2**

have been developed or implemented, and if feedback is being provided to school councils regarding efficient use of instructional time.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

District leadership allocates financial resources in accordance with allocation formula. School principals indicate that district leadership provides additional financial support for school initiatives and programs (e.g., Carnegie Math, Reading Plus) to assist in meeting state and federal goals. District leadership does not have an adequate infrastructure (e.g., human resources) to systematically monitor the impact of school programs and initiatives for their effectiveness in improving student performance.

7.1i Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

District leadership relies on school leaders to ensure that the necessary policies and by-laws for school councils are in place. District leadership does not take an active role in monitoring the implementation or impact of these policies on student achievement and the effectiveness of the by-laws in improving the school council's work.

7.1j There is evidence that the SBDM council has an intentional focus on student academic performance.

District leadership is occasionally represented at school council meetings and functions to provide support and feedback to maximize their efficiency and effectiveness in driving student achievement. District leadership relies on school principals to provide updates regarding the school council's work.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

The superintendent communicates the expectation that principals are responsible for improving student achievement. However, the superintendent does not ensure that district and school leadership have developed, implemented or monitored effective plans to sustain continuous school improvement. Principals' evaluations and professional growth plans are based

## District Leadership Assessment Summary Report

### Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

#### **Performance Rating    2**

on perceived needs generated by the principals rather than actual needs based on performance evaluations. Leadership growth targets are generally identified in one or more areas of academic performance, learning environment or efficiency, but do not specifically link to improvement plans or focus on necessary leadership skills to increase student achievement and close achievement gaps.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Efficiency**

### **Standard 7**      **Leadership**

District leadership should provide appropriate technical support and assistance to school principals and school councils in identifying school improvement and academic achievement priorities and setting measurable goals using annual and ongoing assessments. District leadership and the board of education should collaborate with schools to establish a year-long schedule for presenting student achievement progress reports to school councils, district leadership and the board of education. District leadership and school leadership should receive training and ongoing support for holding school staff accountable in meeting annual and periodic objectives toward increasing student achievement.

The board of education and district leadership should collaborate to provide rigorous and intensive oversight of the implementation of plans, programs and services for impact on student achievement and school improvement. District leadership should provide focused leadership to schools in the areas of curriculum, instruction, assessment and academic interventions. District and school leadership should create formal organizational structures and systematic processes to ensure that implementation and monitoring of academic programs and services are consistent, efficient, and effective. Responsibilities of district leadership must be clearly delineated and communicated, and have a laser-like focus on student achievement and school improvement.

District and school leadership should collaborate to effectively use the evaluation process and professional growth plans to identify the specific leadership skills necessary to accelerate student academic performance and close achievement gaps. District and school leadership should establish measurable goals and objectives for identified professional growth areas, and progress toward these goals and objectives should be frequently monitored by district leadership.

Resources:

DuFour, R. and Eaker, R. E. (2005). *On Common Ground*. Bloomington, IN: National Educational Service.

DuFour, R., DuFour, R. & Eaker, R. (2004). *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*. Bloomington, IN: National Educational Service. ISBN 1932127283

Stone, R. & Cuper, P. (2006). *Best Practices for Teacher Leadership*. Thousand Oaks, CA: Corwin Press.

SISI Toolkit Standard 7. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%207/Standard%207%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%207/Standard%207%20By%20Standards.htm)

Holliday, Terry and Clark, Brenda (2009)- Running all the Red Lights: A Journey of System-Wide Educational Reform

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

### **Standard 8**                    **School Organization and Fiscal Resources**

#### **Findings For This Standard Are Based On:**

Review of categorical program financial reports, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, district budget and allocations, district personnel evaluation system and documentation of implementation, employee handbooks, enrollment data, Kentucky Performance Report disaggregated data, Local Educator Assignment Data Report (LEAD), master school schedule, needs assessment data, records of teacher certification/experience, roster of teaching assignments, District Budget and Allocations, District Mission, Vision, and belief statements, District Profile, District procedures manual, District Report Card Data and District Web Pages and state statute and regulations

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, counselor, district leadership, parents, school council members, superintendent and teachers

Observations of cafeteria, classrooms, common areas, computer lab, media center and outdoor areas

#### **Performance Rating    3**

8.2a    The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

The board of education has adopted policies and district leadership has implemented procedures designed to ensure that school councils receive funding allocations in a timely and equitable manner. The district budget process allows the board of education to equitably allocate available funds on an as-needed basis to schools to meet the unique instructional needs of students. Examples of equitable funding provided to the high school include support of Reading Plus, Carnegie Math initiatives, and two staff members above the required allocation to supplement instruction. District leadership ensures appropriate management practices for the budgeting and accounting of district and school fixed and cash assets. District leadership has accounting practices requiring purchase orders that initiate and track all expenditures at the district and school level. Budget oversight is provided by the district finance officer to ensure that all district and school expenditures are according to code and program guidelines. The district budget provides sufficient funding to the high school for staff, instructional supplies and materials.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 8**            **School Organization and Fiscal Resources**

**Performance Rating    2**

- 8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

District leadership considers the organization of the school and the structure of programs the responsibility of the high school council and principal. District leadership has informal discussions with the school leadership (e.g., informal meetings with principals, monthly administrative meetings) that include organizational behavior and structure but does not monitor to ensure that all resources are used to effectively meet the learning needs of all students and the instructional needs of the staff. District leadership does not review the organizational structure of the high school to identify elements (e.g. master schedule, daily school schedule) to ensure they enhance the learning needs of students and the instructional effectiveness of staff.

- 8.1b The master class schedule reflects all students have access to all the curriculum.

District leadership ensures that staffing allocations to the high school meet and exceed the state minimum requirements for student/teacher ratios. District leadership expects school leadership to prepare a master schedule that ensures adequate core curriculum courses are accessible to the student population. District leadership does not have a formal review process to verify that all students at the high school have access to the core curriculum.

- 8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

District leadership allocates certified and classified staff to the high school in accordance with the district staffing policy. All teachers at the high school are certified to teach in their assigned areas. District leadership expects high school leadership to appropriately organize staff to meet the unique learning needs of the school population but does not ensure this occurs.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

District leadership encourages, but does not provide, direct assistance to high school leadership in the design of a daily school schedule that ensures

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

### **Standard 8**                      **School Organization and Fiscal Resources**

#### **Performance Rating    2**

maximum instructional time is available for staff members to provide quality instruction to accomplish the mission of the school.

- 8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Board of education policy (02.4242) references 702 KAR 3:246 that outlines how school councils request Section 7 discretionary funds. District leadership has informally communicated procedures to school councils for determining school needs and submitting requests to the board for consideration of Section 7 allocations. High school policy stipulates the process for requesting and distributing discretionary funds with assurances that these funds be used in accordance with the school's comprehensive school improvement plan. No formal requests for additional discretionary funding to the high school have been submitted to the district for the current school year. However, the district was responsive to meeting the identified needs of the high school that required funding beyond the basic allocation (e.g., Reading Plus, Carnegie Math). District leadership does not always monitor the use of resources at the high school for their impact on student achievement.

- 8.2c School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Board of education policy (02.442) and district procedure (02.442 AP.21) require district leadership to review funding sources to make sure goals, objectives and action steps of the comprehensive district and school improvement plans are aligned with budget and funding sources. The comprehensive district and school improvement plans are reviewed by district staff, but the impact of the expenditures on staff and student performance has not been monitored to determine progress toward expected outcomes. There are no formal district policies or procedures designed to address additional funding for schools struggling to meet state or federal goals.

- 8.2d State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

## District Leadership Assessment Summary Report

### Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 8**                    **School Organization and Fiscal Resources**

**Performance Rating    2**

State and federal categorical funds are allocated according to program guidelines to support student learning. These program funds provide required resources for special needs and supplemental materials and support staff to the high school. These supplemental funds are used to address identified barriers that impede improvement of individual student performance and school progress. State and federal funds (e.g., professional development, Carl Perkins, Extended School Services, Safe Schools, Migrant Program) are sometimes integrated in an effort to support needs of the high school and maximize impact on student achievement. District leadership monitors the appropriate use of categorical program funds at the high school but does not evaluate the effectiveness of these programs to determine impact on student achievement.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 8**                    **School Organization and Fiscal Resources**

**Performance Rating**    **1**

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

District leadership considers the efficient use of instructional time as the responsibility of school leadership. District leadership expects, but does not ensure, high school leadership develops and implements the master schedule, the school organizational plan and classroom management practices to support the efficient use of time to maximize student learning. District leadership allocates resources and expects high school leadership to monitor and make adjustments in methodology to meet the changing needs of students.

8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

District leadership does not promote or facilitate team planning at all schools. District leadership provides limited training and resources to assist high school leadership in creating and effectively managing the efficient use of collaborative planning time. Although some collaboration occurs between school leaders to provide transition activities and discuss vertical curriculum maps, district leadership does not promote regular, intentional vertical or horizontal planning among schools.

## District Leadership Assessment Summary Report

### Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Efficiency**

#### **Standard 8**      **School Organization and Fiscal Resources**

The board of education should adopt a policy that requires all expenditures for the district be connected to the district and school improvement plans and support the district and schools' vision and mission. District leadership should implement procedures that ensure all resources are monitored for their impact on instructional practices and student performance. District leadership should provide follow-up assistance to high school leadership to ensure appropriate adjustments are made to programs to bring about the desired impact on student and school performance.

District leadership should coordinate a districtwide effort to provide collaborative planning time to address potential vertical gaps and overlaps of the curriculum between the elementary, middle and high school.

Resources:

Kentucky School Board Association - [www.ksba.org](http://www.ksba.org)

Norton, M., Scott, N.M. & Kelly, L.K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education.

SISI Toolkit Standard 8. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%208/Standard%208%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%208/Standard%208%20By%20Standards.htm)

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

### **Standard 9**                      **Comprehensive and Effective Planning**

#### **Findings For This Standard Are Based On:**

Review of categorical program financial reports, community involvement programs, comprehensive district improvement plan, district budget and allocations, employee handbooks, enrollment data, examples of school to home communications, Family Resource Youth Services Center documentation, Kentucky Performance Report disaggregated data, newspaper clippings/press releases, policies and procedures on access to student records, report cards/progress reports, school budget and allocations, school procedures manual and staff development agenda

Interviews with assistant superintendent(s), local board of education members, parents, school leadership, students, superintendent and Business Community

#### **Performance Rating    2**

- 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

The district administrative team, which consists of district certified and classified leadership and school principals, collaborated in 2005 and developed the district vision and mission statements (Vision: "Upon graduating from Caverna Independent Schools, all students will possess the skills, knowledge, and abilities to succeed as productive members of society."; Mission: "Caverna Independent Schools will work cooperatively with all stakeholders to ensure academic success for all students, while respecting diversity and promoting life long learning."). District leadership and the board of education did not solicit input from other district stakeholder groups in this process. These statements were reviewed in 2006 and no revisions were made. The board of education chairman communicates the district vision and mission statements at the beginning of board meetings. District leadership does not formally communicate belief statements that reflect student learning. The vision statement printed in the board of education policy manual and staff handbook has not been updated to reflect the most current vision statement approved by the board of education.

- 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

District leadership collaborates with principals in the collection of some student performance data (i.e., Kentucky Interim Performance, No Child Left Behind, ACT reports). The district administrative team reviews this data

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

### **Standard 9**                    **Comprehensive and Effective Planning**

#### **Performance Rating 2**

holistically with no results available to be used to identify individual learning needs of students. The current comprehensive district improvement plan consists of a restatement of the priority needs, contributing causes and goals identified in the school improvement plans. The superintendent reports this data at a public meeting of the board of education.

9.2b The school/district uses data for school improvement planning.

The comprehensive district improvement plan consists of the priority needs, contributing causes and goals identified in the school improvement plans. The comprehensive district improvement plan does not include districtwide goals, objectives or action steps for improving student achievement. However, leadership informally recommends some action steps to be included in the school improvement plans (e.g., Caverna High School - Carnegie Math and Reading Plus). Some of these recommendations are supported by student performance data.

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are viewed by the planning team.

District leadership reviews some of the latest educational research in collaboration with the Green River Regional Educational Cooperative. District leadership shares this information with the district administrative team and principals consider this information in developing their comprehensive school improvement plan. The schools' comprehensive improvement plans reflect some educational research in the action components. Student achievement is compared to district standards, Kentucky state standards and national standards (i.e., No Child Left Behind, ACT). District leadership and the board of education does not ensure that the district and schools are in compliance with board of education planning policies (01.111 and 2.442) and planning administrative procedures (01.111 AP.21 and 02.442 AP.2).

9.3b The school/district analyzes their students' unique learning needs.

Principals annually disaggregate state and national student achievement data from the Kentucky Interim Performance, No Child Left Behind and ACT reports and use this data to identify population groups not reaching proficiency. This data is used to establish the goals to bring these population groups to proficiency. The principals and some school councils develop their

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating 2**

school improvement plans by identifying priority needs, contributing causes for low performance and establishing the goals for expected student achievement. This data is not always used to identify the unique learning needs of individual students. Some collaboration occurs between principals and school councils in the development of gap reduction plans. Gap reduction plans are incorporated into school comprehensive improvement plans. Some action steps focus on eliminating achievement gaps, but this focus is not always intentional or monitored for impact. The goals of the comprehensive district improvement plan and the improvement plan for Caverna High School are not written in measurable terms and do not address all achievement gaps within the student population.

9.3c The desired results for student learning are defined.

Some goals of the comprehensive district improvement plan are stated in clear and concise terms. The goals identified in the comprehensive district improvement plan are not always accompanied by reliable baseline data, and there are no benchmarks for comparing progress at regular intervals during the school year. The district improvement plan does not include action steps for assisting schools in their quest to eliminate achievement gaps within the student population.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

District leadership does not provide a systematic process for the use of student performance, perception surveys and non-cognitive data to determine the strengths and limitations of the district's instructional and organizational structures for inclusion in the comprehensive district improvement plan. Although district leadership is visible and active in the community by serving on various community organizations' board of directors, speaking at civic organizations and attendance at various school functions, these activities only provide informal input from district stakeholders concerning the effectiveness of the instructional and organizational structure of the school district.

9.5c The means for evaluating the effectiveness of the improvement plan are established.

District leadership does some informal reviews but a systematic process for evaluating the effectiveness of the district and school comprehensive

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating    2**

improvement plans has not been established. District leadership and school principals report to the board of education monthly, and these reports often include progress made on improving instructional practices and student achievement. These reports are usually limited to specific action steps of the comprehensive school improvement plans. There is no assurance that the board of education receives a comprehensive report on the implementation and impact the improvement plans are having on instructional practices and student achievement.

9.5d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

The goals of the comprehensive district improvement plan are sometimes aligned to the district vision and mission, but this alignment is not always intentional. Some of the strategies that district leadership encourages principals to include in the school improvement plan are grounded in educational research, but district leadership does not ensure that these strategies are always included in the plan or monitored for implementation and impact on student achievement. The lack of monitoring of implementation and impact limits the probability that the action steps identified in the Caverna High School plan and district improvement plan yield the expected results.

9.6a The plan is implemented as developed.

District leadership maximizes district fiscal resources for the implementation of district and school improvement plans. Sufficient human resources and time allotments are not made available to provide shared decision making, support and direction to effectively and efficiently monitor development and implementation. There is no protocol to effectively and efficiently monitor the impact that district and school improvement initiatives have on instructional practices and student achievement.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

District leadership collaborates with the district administrative team in the annual review of Kentucky Interim Performance, No Child Left Behind and ACT reports to measure progress in achieving the goals for school improvement. Review and annual modifications are made to the

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating    2**

comprehensive district improvement plan based on this data. Other student performance data is available to the district during the school year, but this data is not used to modify the district improvement plans at regular intervals or to inform decisions concerning student achievement on a timely basis. A systematic process is not in place that consistently yields data to evaluate the impact of instructional practices on improving student achievement.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 9** **Comprehensive and Effective Planning**

**Performance Rating 1**

- 9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

District leadership does not identify specific district goals designed to enhance the leadership, instructional and organizational capacities of the district or schools in the comprehensive district improvement plan. School principals develop school improvement plans with little support and direction from district leadership. District leadership has not provided adequate professional development for staff in planning for school improvement. District leadership does not model effective planning through the comprehensive district improvement planning process.

- 9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

District leadership does not ensure that schools identify all achievement gaps within the student population. Action steps of some school improvement plans are researched based and may have an impact on eliminating achievement gaps within the school's student population, but this is not an intentional focus of the Caverna High School improvement plan. The comprehensive district improvement plan does not identify action steps which makes it impossible to make determinations of alignment or quality. District leadership does not have a district gap reduction plan.

- 9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

District leadership does not identify the timelines and resources needed for implementation or action steps that describe how the goals of the comprehensive district improvement plan will be accomplished. One district staff person is assigned to manage all components of the district improvement plan. As a result, monitoring implementation and impact of the improvement plan on instructional practices and student achievement is not always efficient and effective in obtaining the expected results for improvement of student achievement.

- 9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

District leadership does not ensure the goals and objectives of the

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating**    **1**

comprehensive district improvement plan and Caverna High School improvement plan are accompanied by benchmarks for regular monitoring of implementation and for comparing and measuring student progress at regular intervals. Adequate professional development for school improvement planning is not provided. District leadership does not provide clear direction and support for district and school improvement planning.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

District leadership does not ensure systematic processes (e.g., instructional walkthroughs, learning checks and implementation and impact checks) are in place for monitoring instructional practices and student achievement. District leadership has provided initial orientation to school leadership and certified instructional staff in the systematic process, 'Instructional Rounds', to improve instructional practices and student achievement. Plans are to implement this process by April 1, 2010. The district has initiated some researched-based programs that will provide some data for measuring progress of student achievement at regular intervals. However, the goals and objectives for school improvement are not accompanied by benchmarks for comparing progress to stated expectations.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

Summary of recommendations in: **Efficiency**

### **Standard 9**      **Comprehensive and Effective Planning**

District leadership, board of education and stakeholder representatives should revisit the district's vision and mission and identify shared beliefs about student learning. The board of education should ensure the shared vision, mission and belief statements guide the development of comprehensive district and school improvement plans and provide a focus on high expectations for staff to accept the responsibility for student success or failure. The expectation should be established and communicated that all students reach academic proficiency as measured by district, state and national standards. The board of education should immediately review, revise and implement district policies and procedures to ensure there is continuous focus on improvement of instructional practices and student achievement. Board policies and district procedures must ensure that professional development, follow-up support and school improvement planning are not left to chance, but are strategically organized and implemented to sustain continuous improvement in student academic progress.

District leadership should develop a protocol to collect, manage and analyze multiple sources of student performance data. District leadership should communicate findings in a format that is easy to interpret and can be used by all staff to guide decision making at all levels and to report progress at regular intervals to district stakeholders. The board should set the expectation that when goals and benchmarks for student achievement are met there will be a celebration, but when they are not met there will be an immediate investigation for the reason. Then fix the problem.

The board of education should ensure that the instructional and organizational structures are in place, with adequate human resources, to provide direction and support to the district. All staff should be held accountable for sustained continuous improvement of instructional practices and student achievement. Clear and concise job descriptions should be developed and communicated that explicitly link the roles and responsibilities of each staff member to improving student achievement.

Resources:

DuFour, R. & Eaker, R.E. (1998). Professional Learning Communities At Work, Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Holcomb, E. (2004). Getting Excited About Data: How to Combine People, Passion and Proof to Maximize Student Achievement. Thousand Oaks, CA: Corwin Press.

Kentucky Association of School Administrators - [www.kasa.org](http://www.kasa.org)

Kentucky Association of School Councils - <http://www.kasc.net/>

PD & CSIP/CDIP Questionnaire SISI Toolkit, Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
[http://www.education.ky.gov/SISI\\_Toolkit/Standard%209/  
Documents/PD%20&%20CSIP%20CDIP%20questionnaire.doc](http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/PD%20&%20CSIP%20CDIP%20questionnaire.doc)

Holcomb, Edie L., Asking the Right Questions  
Hayes, Jack - Director of Student Achievement, Fayette County Public Schools

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

3/14/2010 - 3/19/2010

#### **Summary of Next Steps:**

District leadership should solicit expert professional development and technical assistance on comprehensive improvement planning for the board of education, district and school leadership, and school councils. Professional support in conducting a comprehensive needs assessment using all existing student performance and learning environment data sources available at the district and school levels should be provided. District and school leadership should set annual measurable goals and periodic benchmarks using valid and reliable performance assessments. Timelines should be established to report ongoing progress toward goals and benchmarks at the district, school, and grade levels. All goals, benchmarks and progress toward meeting goals should be clearly communicated to all stakeholders in the learning community.

The board of education and district leadership should establish formal, written structures and processes for monitoring the performance of all students districtwide. District leadership should assist school leadership in maintaining a comprehensive student performance data system that enables all teachers to track ongoing student progress using multiple assessment data sources. The board of education should also direct district leadership to evaluate the effectiveness of instructional programs and services. District leadership should provide technical assistance to schools in assuring fidelity of implementation of research-based programs and strategies and in measuring their impact on student learning and school improvement. District leadership should provide school leadership with professional development on the effective use of the evaluation process in order to differentiate support to build leadership and staff capacity. District leadership should identify a dedicated district instructional leader to provide consistent, focused and high-quality support for and coordination of all instructional matters across the district.

District leadership should establish a district instructional leadership team composed of teacher leaders from all schools. Leadership team members should receive training and support to prioritize characteristics of high quality teaching and learning for all Caverna classrooms. District leadership, school leadership and the district instructional leadership team should conduct "instructional rounds". The data from these "instructional rounds" should be used to determine baselines and set goals for improving teacher practice and student learning experiences. District leadership should obtain professional assistance to build capacity within the district and school leadership teams to consistently monitor progress toward goals to improve instructional practices and student learning. Feedback on the effectiveness of teaching practices should be regularly provided to staff.

District leadership should facilitate the development of aligned district curriculum documents and pacing guides in all content areas. District leadership should collaborate with school leadership to ensure that all instructional staff members are provided the professional development and ongoing support in the use of these curriculum documents in planning and implementing effective instruction, assessment and interventions for all students. District leadership should collaborate with school leadership to ensure that all teachers have collaborative planning time, and that teacher teams effectively use this time to deconstruct standards for each instructional unit, develop clear daily learning objectives, and rigorous formative and summative assessments. This planning time should also be use to regularly analyze student performance results and student work for implications on teaching practices and student learning. District and school leadership should ensure that all instructional staff members receive ongoing professional development and support to build their capacity to fulfill these expectations.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

### In Conclusion:

The Caverna Independent Schools leadership assessment team would like to express its gratitude to the Caverna district leadership and staff for the cooperation and hospitality extended to the team members during the week of the leadership assessment.

The district leadership assessment team has determined that the district has the capability and capacity to manage the intervention at Caverna High School.

Commissioner, Kentucky Department of Education: \_\_\_\_\_

Date: \_\_\_\_\_

Pursuant To School Improvement Grant Section 1003g (SIG) Guidance from the US Department of Education

- Pending approval from the US Department of Education, the principal of Caverna High may remain in this position for the 2010-11 school year.
  - However, after one year of implementing the intervention plan, if the Caverna High School has not made sufficient progress toward the annual goals and implementation of the intervention plan, the principal shall be removed.
- The district must submit an application to receive SIG 1003g funds.
  - The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).
  - The annual goals will be based on student achievement on the State's assessments in both reading/language arts and mathematics.
  - Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals with a valid, reliable, fair and strong predictive correlation with KDE's summative measures of student achievement.

I have received the leadership assessment report for Caverna Independent District and Caverna High School. I understand the school and district must meet the requirements listed above.

Superintendent, Caverna Independent: \_\_\_\_\_ Date: \_\_\_\_\_

# District Leadership Assessment Summary Report

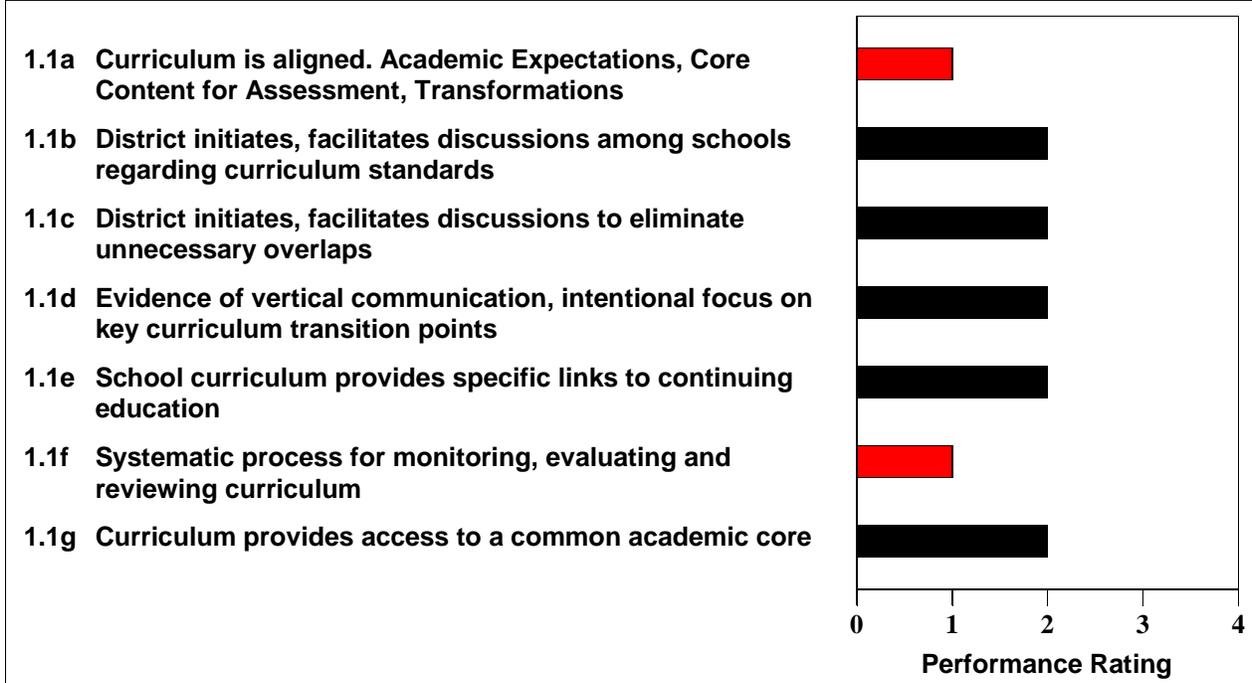
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 1.1 Curriculum

### Academic Performance



# District Leadership Assessment Summary Report

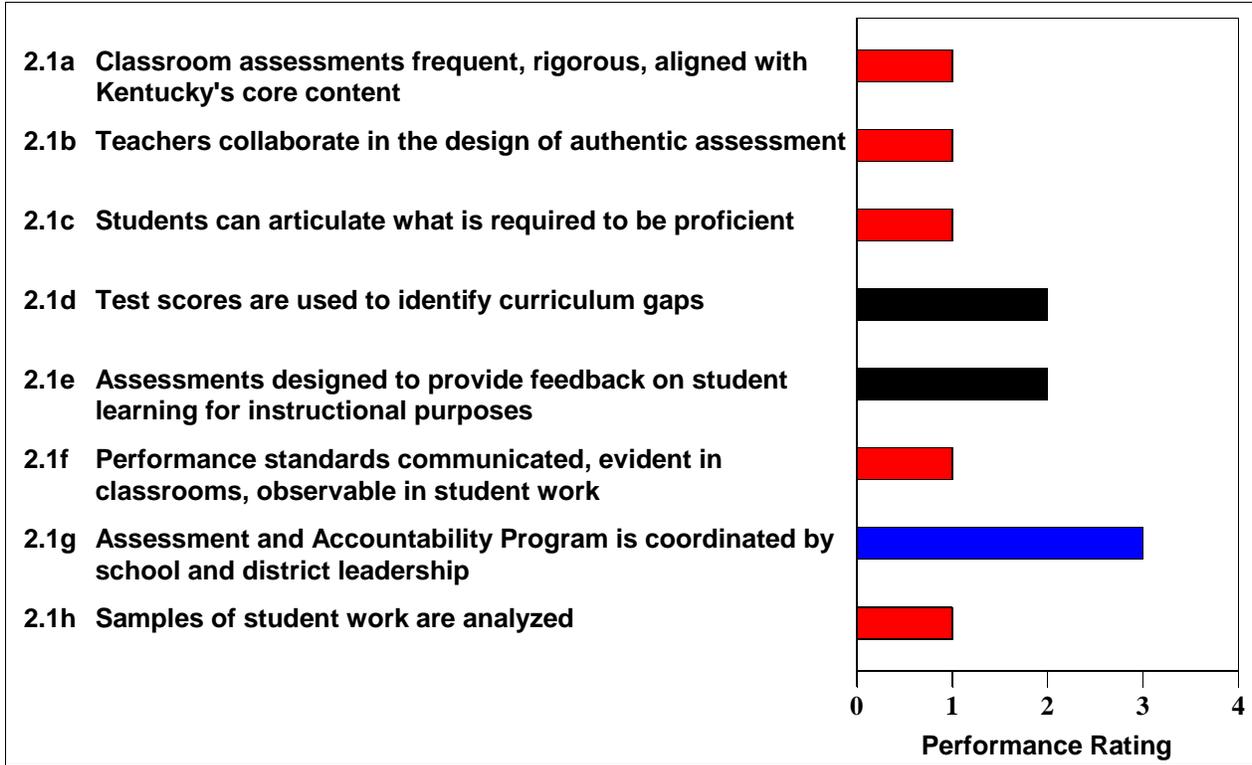
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 2.1 Classroom Evaluation/Assessment

### Academic Performance



# District Leadership Assessment Summary Report

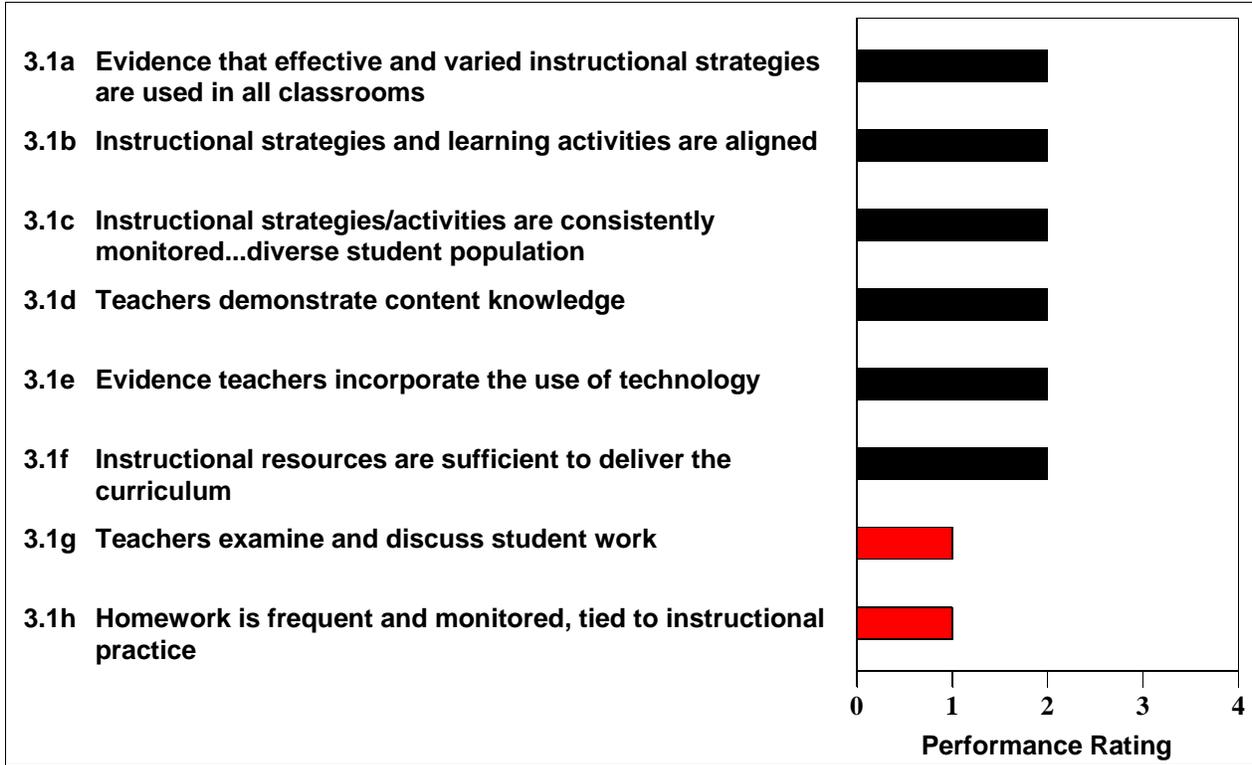
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 3.1 Instruction

### Academic Performance



# District Leadership Assessment Summary Report

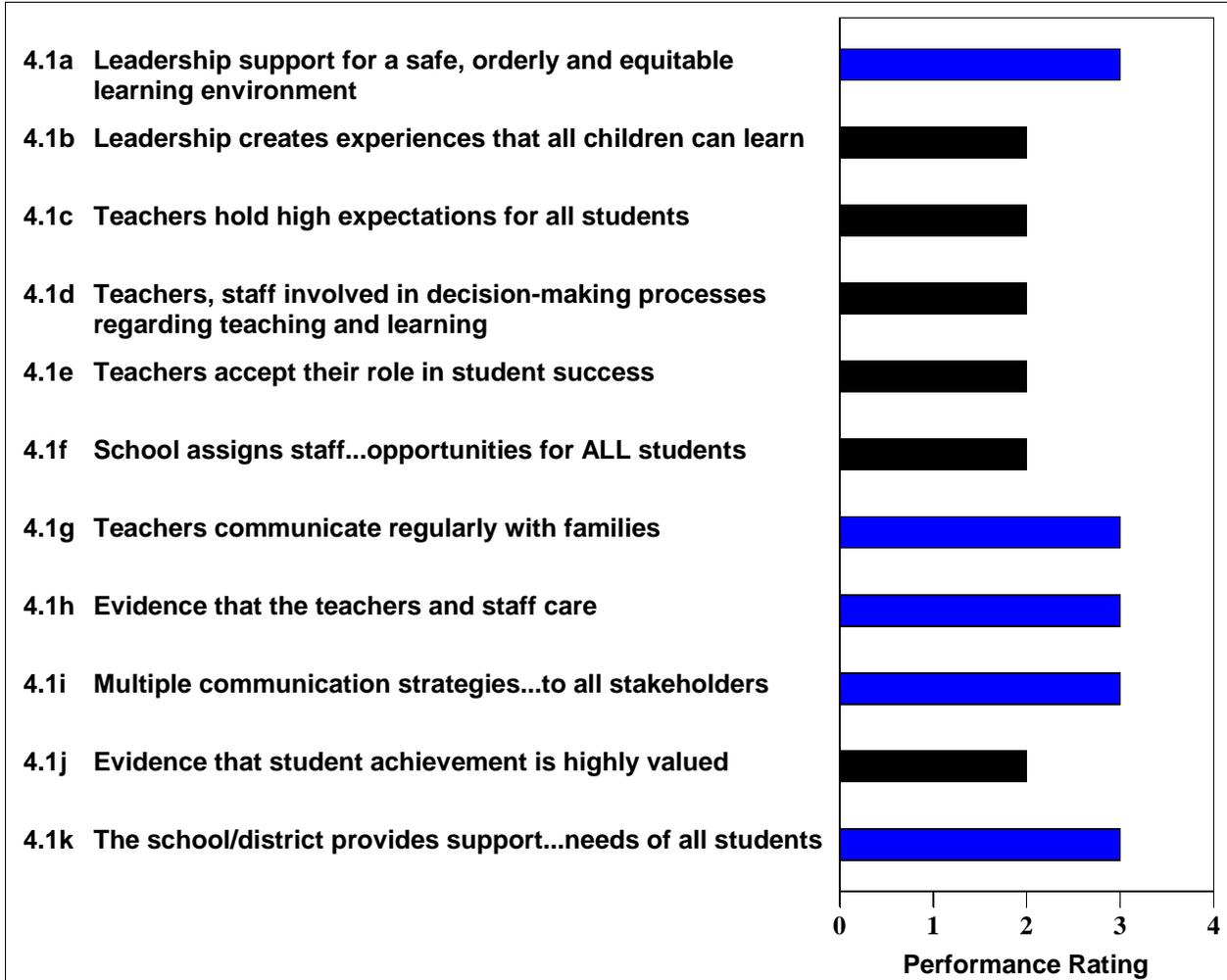
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 4.1 School Culture

### Learning Environment



# District Leadership Assessment Summary Report

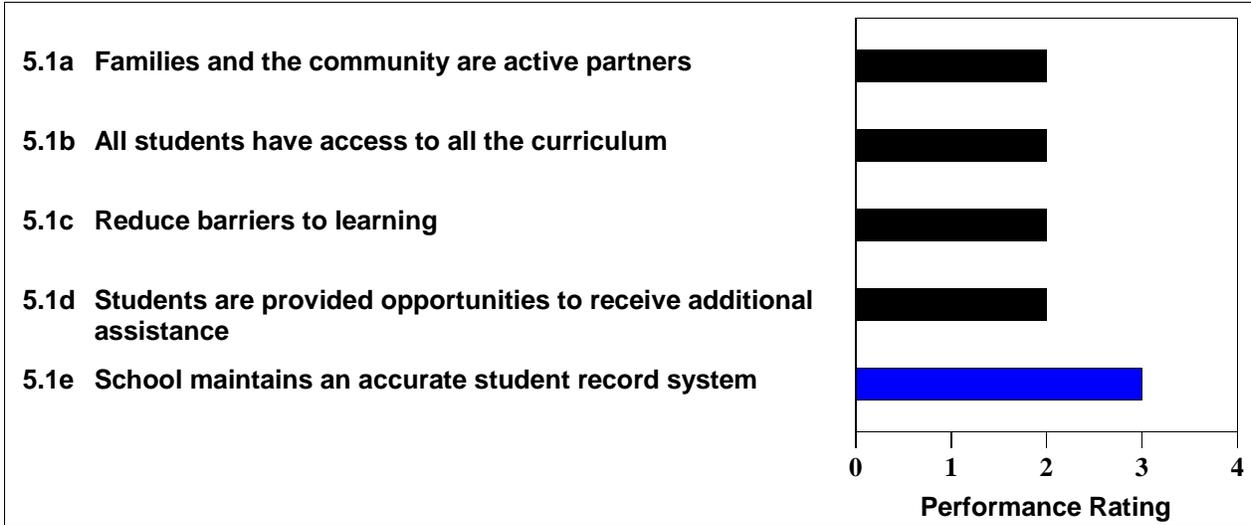
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 5.1 Student, Family and Community Support

### Learning Environment



# District Leadership Assessment Summary Report

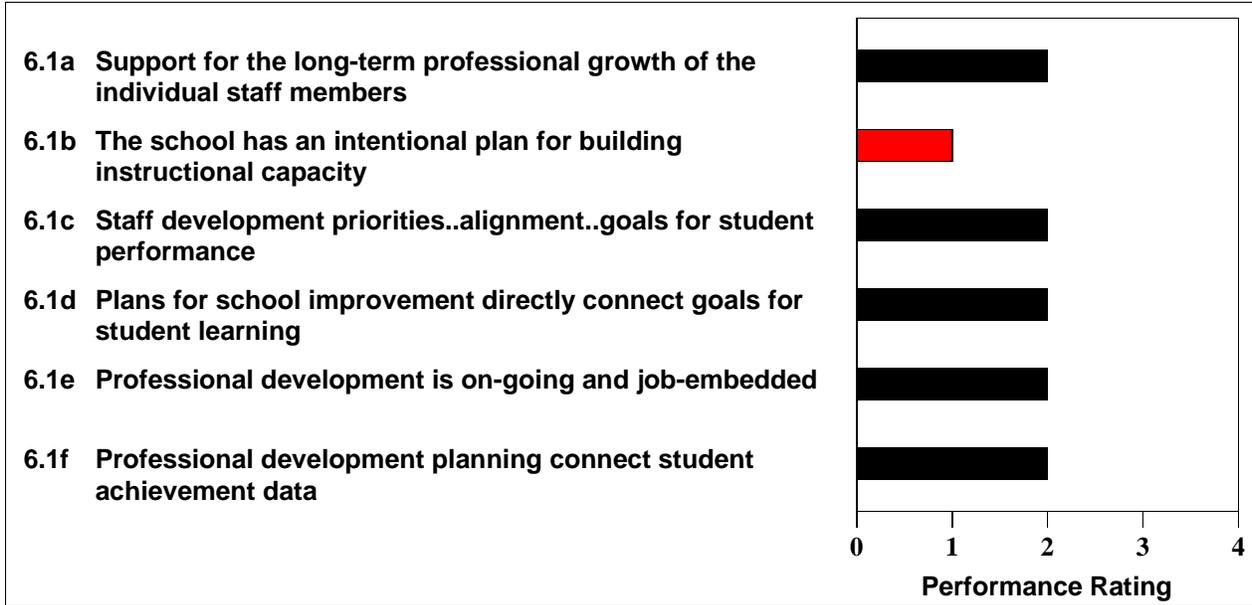
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 6.1 Professional Development

### Learning Environment



# District Leadership Assessment Summary Report

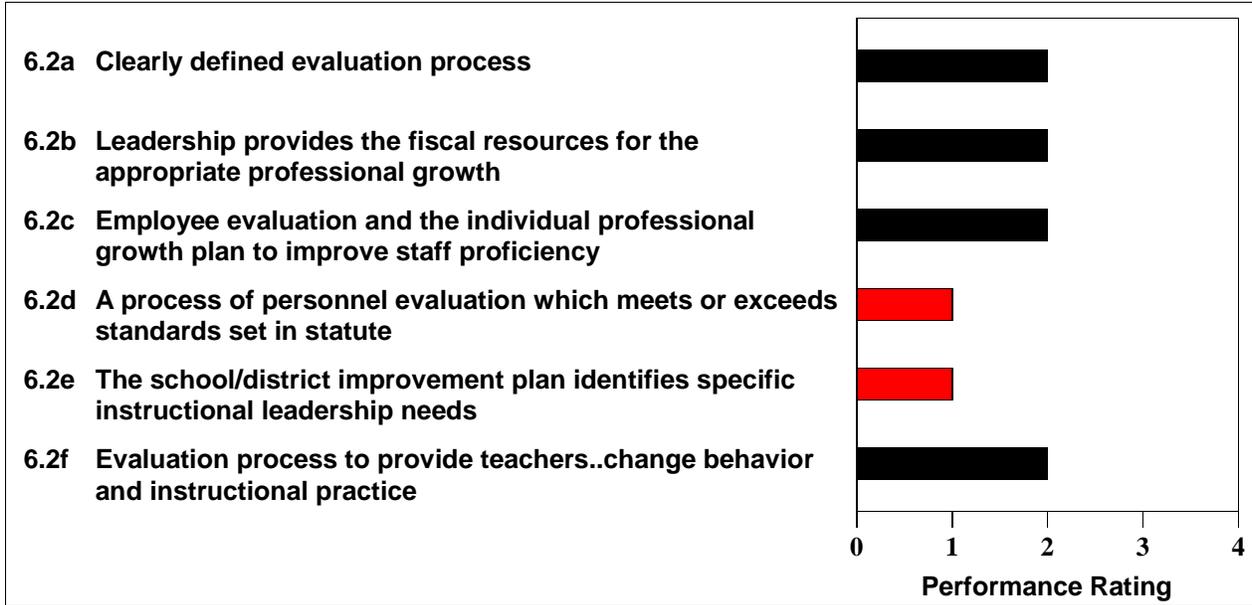
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 6.2 Professional Growth and Evaluation

### Learning Environment



# District Leadership Assessment Summary Report

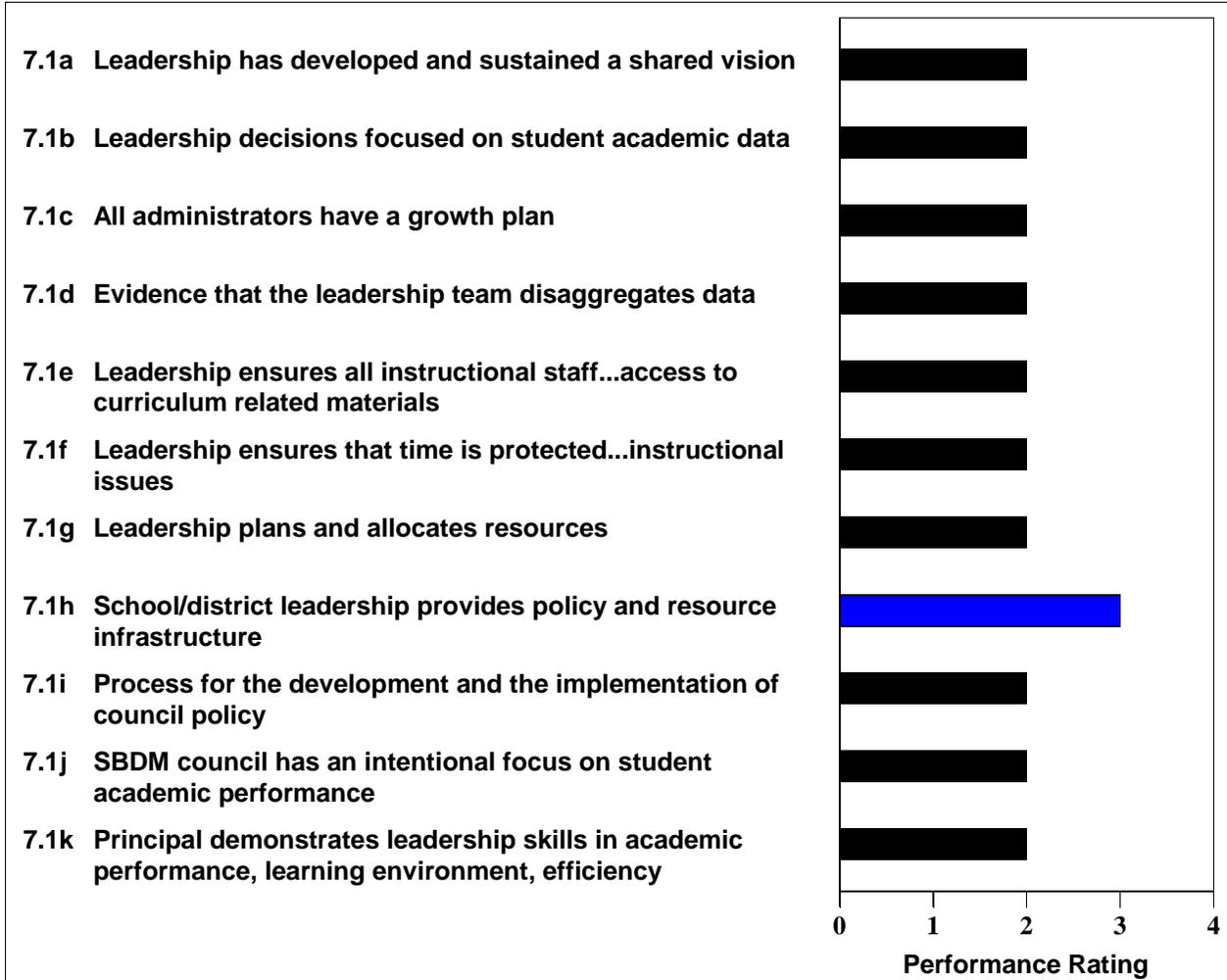
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 7.1 Leadership

Efficiency



# District Leadership Assessment Summary Report

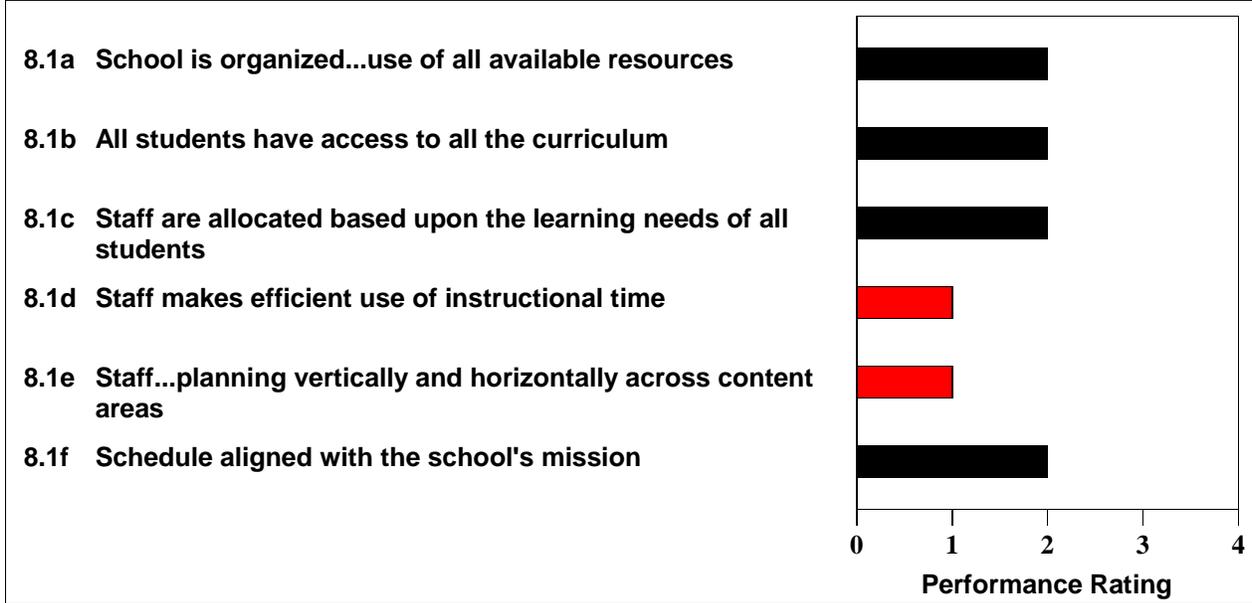
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 8.1 Organization of the School

### Efficiency



# District Leadership Assessment Summary Report

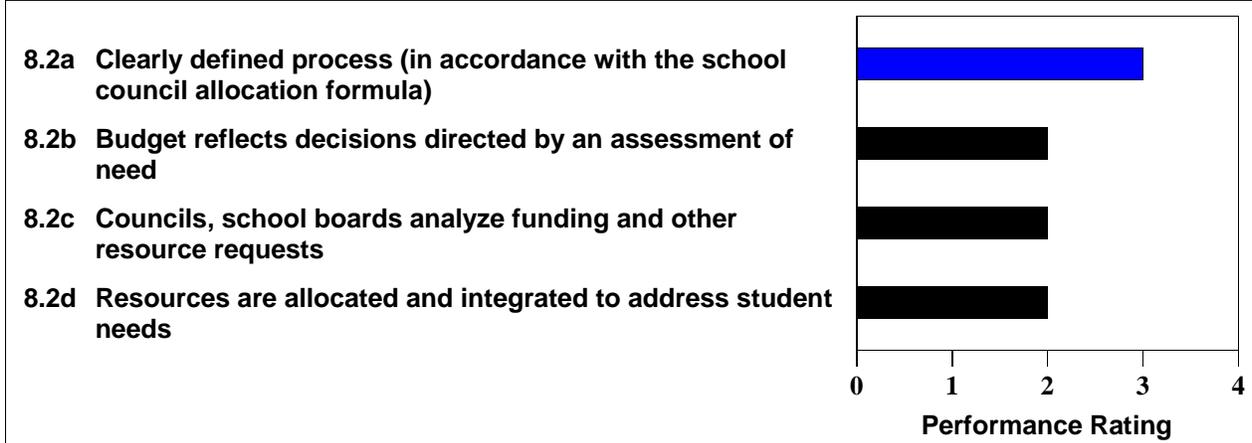
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 8.2 Resource Allocation and Integration

Efficiency



# District Leadership Assessment Summary Report

## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



# District Leadership Assessment Summary Report

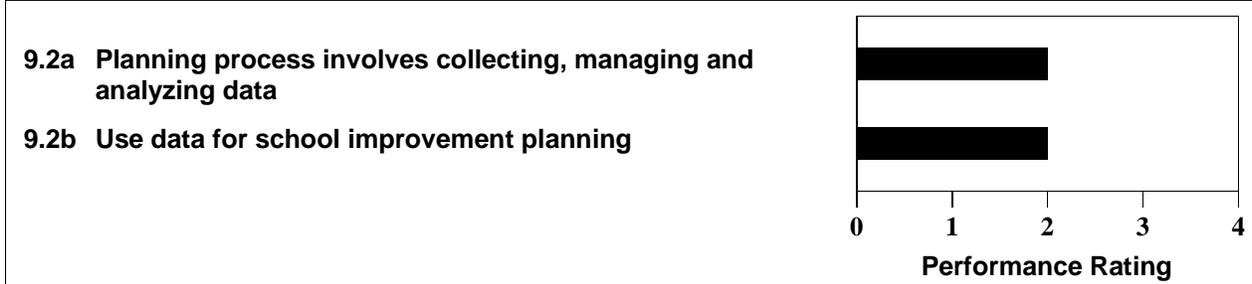
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 9.2 Development of the Profile

### Efficiency



# District Leadership Assessment Summary Report

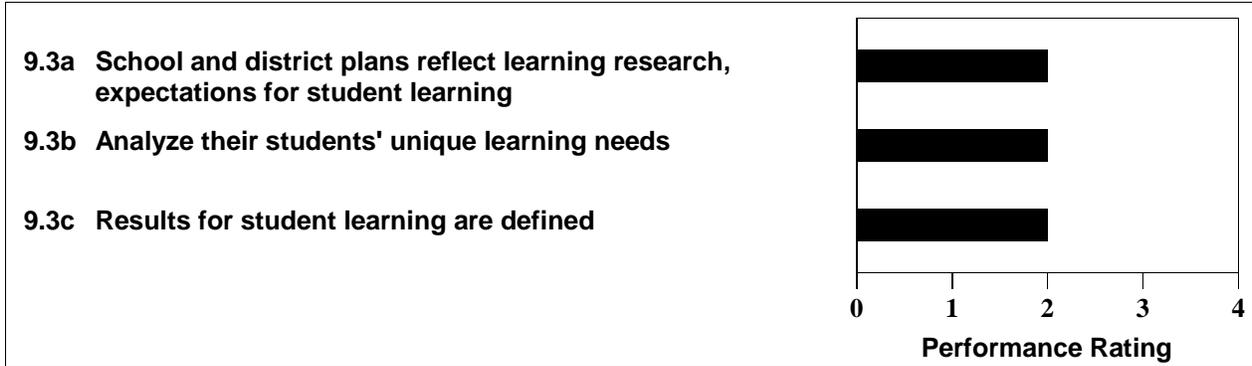
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 9.3 Defining Desired Results for Student Learning

Efficiency



# District Leadership Assessment Summary Report

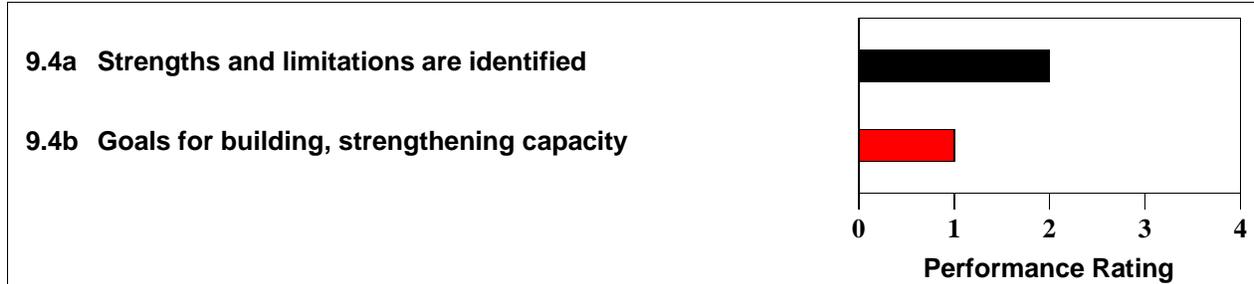
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



# District Leadership Assessment Summary Report

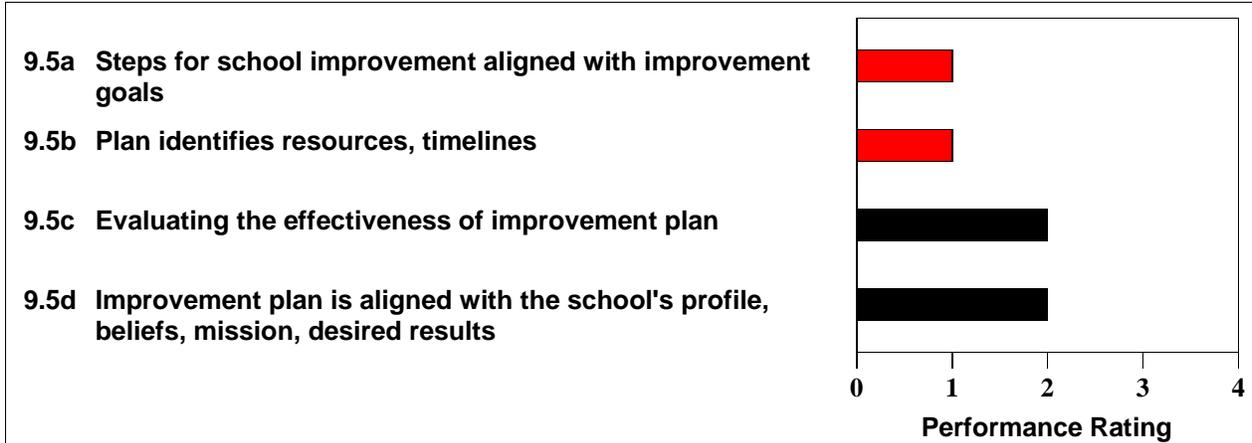
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 9.5 Development of the Improvement Plan

Efficiency



# District Leadership Assessment Summary Report

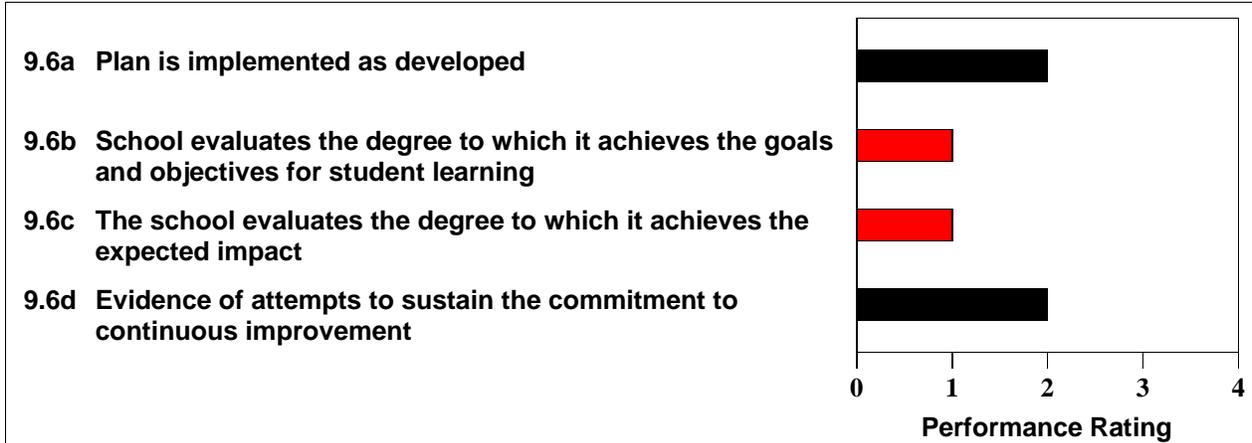
## Caverna Independent

School District

3/14/2010 - 3/19/2010

### 9.6 Implementation and Documentation

Efficiency



## District Leadership Assessment Summary Report

### Caverna Independent

School District

3/14/2010 - 3/19/2010

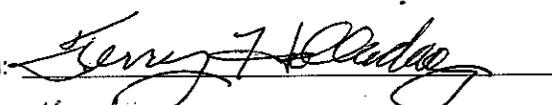
#### In Conclusion:

The Caverna Independent Schools leadership assessment team would like to express its gratitude to the Caverna district leadership and staff for the cooperation and hospitality extended to the team members during the week of the leadership assessment.

The district leadership assessment team has determined that the district has the capability and capacity to manage the intervention at Caverna High School.

Commissioner, Kentucky Department of Education:

Date:

  
4-15-10

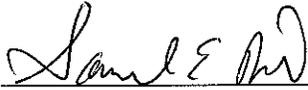
Pursuant To School Improvement Grant Section 1003g (SIG) Guidance from the US Department of Education

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I have received the leadership assessment report for Caverna Independent District and Caverna High School. I understand the school and district must meet the requirements listed above.

Superintendent, Caverna Independent:

Date:

  
4/16/10