

Knox County  
Knox Central High School  
School Leadership Assessment Report



11/27/2011 - 12/02/2011



# School Leadership Assessment Executive Summary

Knox Central High School  
Knox County School District  
11/27/2011 - 12/2/2011

Tim Roark, Principal

## Introduction

The Kentucky Department of Education conducted a school leadership assessment of Knox Central High School during the period of 11/27/2011 - 12/2/2011. Here are the most relevant facts and next step recommendations from the school 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.

## School Deficiencies and Next Steps

<b>1. Deficiency</b>	<b>The principal has not created a culture of mutual trust and collegial relationships among stakeholders.</b>
Next Steps	The principal in collaboration with district leadership should cultivate a professional climate of mutual respect and trust among all stakeholders. The principal with assistance from district leadership should design activities to eliminate barriers resulting in mistrust and dysfunctional relationships among staff and between school staff and district leadership. The principal should use the evaluation process to foster a school culture that is focused on improving student learning and encouraging staff to put students first.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>2. Deficiency</b>	<b>The principal has not maximized the evaluation process to improve student achievement.</b>
Next Steps	The principal has not maximized the personnel evaluation process to improve instructional capacity, foster professional working relationships and advance student achievement. The principal should fully implement all aspects of the district certified personnel evaluation process, including corrective action when appropriate to improve all aspects of the school culture, teacher instructional capacity and student learning.
School Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>The principal has not ensured all teachers use effective instructional practices.</b>
Next Steps	The principal should provide ongoing, job-embedded professional development activities that train teachers to identify, design and implement a variety of research-based instructional strategies and student learning tasks. The principal should aggressively monitor instructional and assessment practices to ensure that all students are engaged in authentic, meaningful learning tasks. The principal should develop an ongoing cycle to monitor, evaluate, provide immediate and meaningful feedback and support to teachers as an integral part of this process.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>The school council does not continuously and rigorously evaluate the effectiveness of their decisions.</b>
Next Steps	The school council should establish requirements in their policies to rigorously and continually review multiple sources of current and emerging data to determine if their decisions (e.g., financial and human resource allocation, program selections) are positively impacting student achievement at an acceptable pace. The school council should review all policies to ensure a focus on increasing parent and family involvement. The school council and the principal should develop a comprehensive communication plan to increase two-way communication among all stakeholders.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>5. Deficiency</b>	<b>The principal has not empowered teachers as important decision-makers.</b>

Next Steps	<p>The principal should establish effective organizational structures to involve all teachers in decision-making. The school council should require standing committees to adhere to school council policy. The principal should monitor committee meetings and resulting actions to ensure a focus on issues related to school improvement. The principal should require committees to adhere to open meeting laws, develop meeting agendas and maintain written meeting minutes. The principal should establish, when appropriate, innovative venues for stakeholder involvement. The principal should ensure teachers have a voice in decision-making. The principal should require teachers to be committed to the success of every student in the school rather just the success of students enrolled in their classes.</p>
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

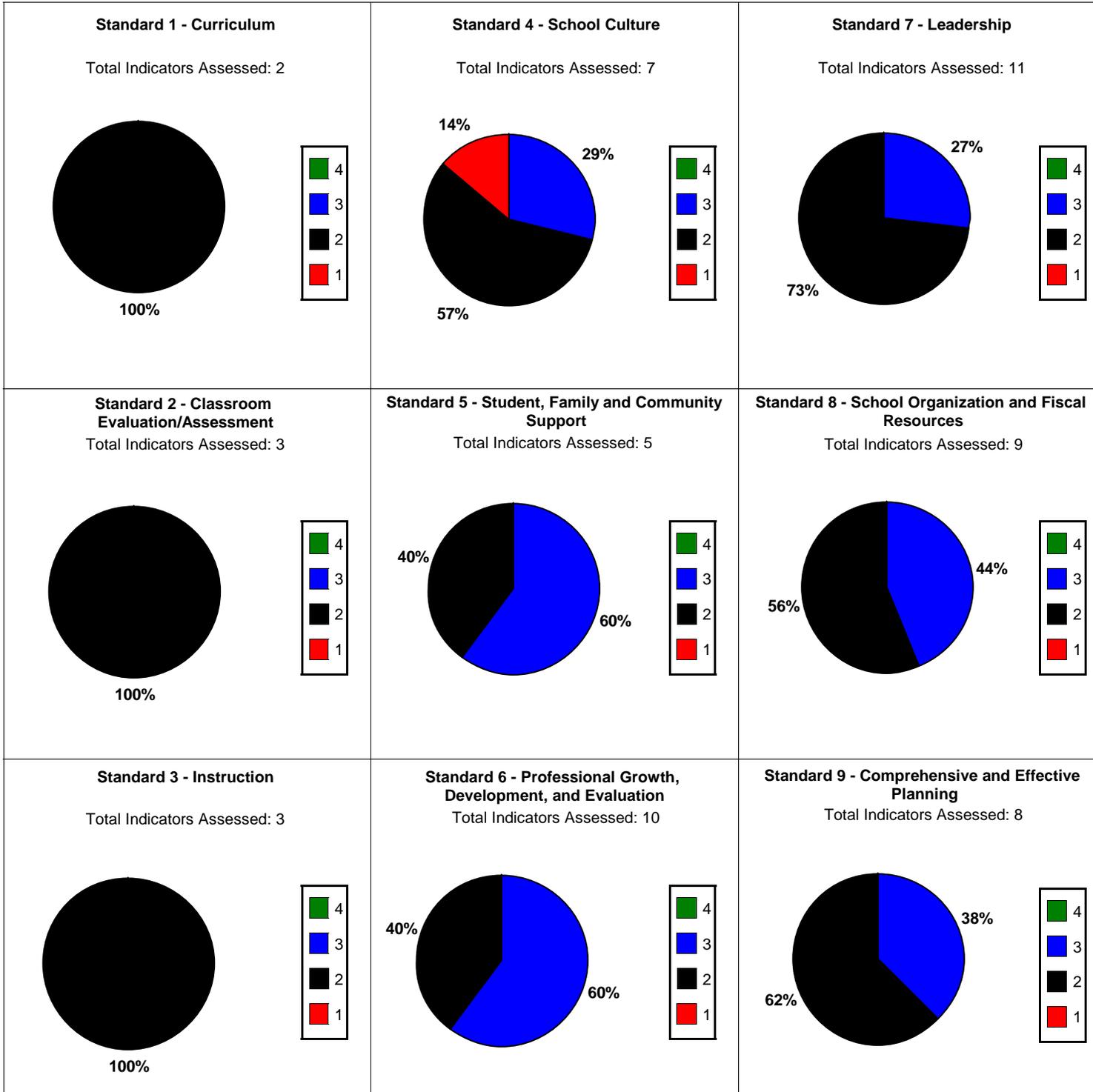
# Knox Central High School

## KDE 2011 School 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 - Knox County - Knox Central High School**

<p><b>Standard - 1 - Academic Performance</b> <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> <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> <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> <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> <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> <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> <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> <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> <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 school leadership assessment report contains many important findings the school should consider. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.

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

Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

**Kentucky Department of Education**  
**School Leadership Assessment Summary Report**

**Knox Central High School**

**Knox County School District**

11/27/2011 - 12/2/2011

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of Knox Central High School during the period of 11/27/2011 - 12/2/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (54) and formal interviews and informal discussions with teachers (60), students (38), parents (23), Family Resource/Youth Services Center staff members (1), central office personnel (6), support staff members (39), assistant principals (2), counselors(2) and the principal.

The school leadership assessment team utilized the Standards and Indicators for School Improvement, The Missing Piece of the Proficiency Puzzle, classroom observations, stakeholder interviews and a portfolio of school records during this visit. All collected data were considered in the development of the report. 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 Mike Hurt - District Administrator, The other team members were Janet Hurt, Ph.D. - University Representative, Bernice Bates - Educational Recovery Specialist, Nancy Gilligan - Teacher, Sharon Knight - School Administrator, Akeel Zaheer - Parent, Gayle Mills - Teacher, Carol Higdon - School Administrator

## **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.

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Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

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

Review of classroom assessments, classroom assignments, classroom displays, course syllabi, curriculum documents, Kentucky's Core Content for Assessment, samples of classroom assessments and School Improvement Grant Teacher Evidence Binders

Interviews with curriculum resource specialist, Family Resource/Youth Services Center personnel, parents, principal, school leadership and teachers

Observations of classrooms

**Performance Rating 2**

- 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 and school leadership facilitated a meeting in the spring of 2011 with eighth and ninth grade math teachers to discuss vertical alignment of the Kentucky Core Academic Standards and determine how ACT Quality Core and end of course assessments will impact their curriculum designs. District and school leadership facilitated a second meeting in the fall of 2011 between eighth and ninth grade math teachers to discuss key transition points.

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

The school council adopted a policy called Curriculum. The principal monitors implementation of the policy through walkthrough observations and a review of lesson plans submitted by some teachers. Teachers receive electronic and paper copies of walkthrough observations forms, and the principal or his designees discuss findings from most walkthrough observations with individual teachers. The principal or his designees reviews the lesson plans of some teachers and provides feedback using a specifically designed feedback form. Some teachers, however, are not submitting their lesson plans for review. Most teachers focus on curriculum work involving the ACT Quality Core at professional learning community meetings during their daily planning time.

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Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

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Summary of recommendations in: **Academic Performance**

**Standard 1**            **Curriculum**

The principal should continue to facilitate transition meetings between high school and middle school teachers and explore the possibility of expanding these meetings to include teachers from outside of the Knox County School District who have experienced high levels of success with students of similar demographics. The principal should monitor implementation of the curriculum to determine alignment with student performance and ensure effective implementation.

The principal should establish procedures to monitor the design and implementation of units of study, lesson plans, pacing guides and curriculum maps to ensure all are firmly aligned to the appropriate curriculum standards (e.g., Kentucky Core Academic Standards, The Program of Studies for Kentucky Schools, ACT Quality Core).

Resources:

Carr, J. F. & Harris, D.E. (2001). *Succeeding with Standards: Linking Curriculum, Assessment and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-509-2

O'Shea, Mark R. (2005). *From Standards to Success*. Alexandria: VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Academic Performance**

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

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

Review of classroom assessments, classroom assignments, curriculum documents, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, samples of classroom assessments and School Improvement Grant

Interviews with curriculum resource specialist, parents, principal, school leadership, students and teachers

Observations of classrooms and common areas

**Performance Rating    2**

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

Most classroom assessments are aligned with Kentucky Core Academic Standards, ACT Quality Core, Kentucky Core Content for Assessment, 4.1 or The Program of Studies for Kentucky Schools. Most teachers use formative assessments to monitor student progress (e.g., flashbacks, exit slips, quick math problems, thumbs up-thumbs down, reading quizzes). Teachers participate in a book study using the book Classroom Assessment for Student Learning. Some teachers implement strategies (e.g., notebooks, learning journals) discussed during book studies. A few teachers administer summative assessments beyond those typically given at midterm and at the end of the trimester. The principal encourages teachers to use questions from the Quality Core Formative Item Pool test bank and common district assessments. Quality Core Formative Item Pool test bank items are rigorous and require higher level thinking, but some teachers do not effectively transfer that rigor and high levels of thinking to their instructional practices.

- 2.1d Test scores are used to identify curriculum gaps.

The school council, administrators and teachers analyze a variety of student assessment data (e.g., ACT, Explore, PLAN, ThinkLink by Discovery Education Triumph College Admissions) and discuss findings at weekly leadership team meetings. Teachers in their professional learning communities (content departmental teams) also analyze data and identify areas of concern in student performance. These findings, however, are not routinely used to determine if instruction is aligned with classroom assessments, the Kentucky Core Academic Standards, the Kentucky Core Content for Assessment, 4.1, or the ACT Quality Core.

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Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

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

The principal has not ensured scoring guides are used by all teachers to guide student learning. Most teachers do not use student level performance descriptions as part of their instruction. Some teachers design strategies (e.g., scoring guides, model proficient answers, peer teaching characteristics of proficient work) to help students understand the characteristics of proficient work. The principal has not ensured that teachers routinely display scoring guides with proficient student work samples or reference these during instruction. Few teachers design assessment tasks that challenge students to demonstrate mastery as articulated in the performance level descriptions.

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Summary Findings in: **Academic Performance**

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

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Summary of recommendations in: **Academic Performance**

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

The principal should monitor and review the development and administration of summative assessments to ensure that all Kentucky curriculum documents, as well as the ACT Quality Core curriculum are being measured.

The principal should collaborate with teachers to develop requirements and criteria for using scoring guides and performance descriptors with learning tasks to guide student learning. This plan should also include opportunities for students to see and work with examples of proficient work. Classroom instruction should be rigorous and congruent with the ACT Quality Core curriculum, and classroom assignments should align to and mirror those items in ACT Quality Core Formative Item Pool test bank and district common assessments.

Resources:

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

McTighe, J. & Thomas, R. S. (2002). *Applying Understanding by Design to School Improvement Planning*. (Audio tape). Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

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

Review of classroom assessments, classroom assignments, classroom displays, curriculum documents, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, samples of classroom assessments, student work and School Improvement Grant Teacher Evidence Binders

Interviews with district leadership, parents, principal, school leadership, students and teachers

Observations of classrooms

**Performance Rating    2**

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

The school council adopted a policy called Classroom Instruction, which requires teachers to use daily flashbacks. The principal and his designees monitors instruction through walkthrough observations and a review of lesson plans. Many teachers do not design a variety of challenging, research-based instructional strategies (e.g., summarizing, cooperative learning, high level questioning strategies) or student learning tasks that promote higher order thinking. Most teachers do not consistently or effectively differentiate instruction within their classes to meet the individual learning needs of students.

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

Language arts and math teachers, typically, align instructional strategies and learning tasks to the ACT Quality Core Standards. Social studies and science teachers base most instruction on Kentucky Core Content for Assessment, 4.1 curriculum standards. Some teachers infuse Kentucky Core Academic literacy strategies in their content area instruction. Teachers generally include the items from the Quality Core Formative Item Pool testing bank in summative assessments; however, many teachers do not design challenging student learning tasks that mirror those same rigorous expectations.

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

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Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating    2**

Most teachers have Smart Boards in their classrooms and access to document cameras and student response systems; however, few teachers embed technology into instructional strategies or learning tasks beyond a superficial level. Teachers have access to one computer lab, making it difficult for all students to access computers simultaneously. Thirty teachers participated in EDMODO training, to learn how to blog, use social learning sites, link to instructional Web sites and post student work for off-campus accessibility. The school council adopted a policy called Technology Use, but the policy lacks the clarity necessary to guide the effective instructional use of technology. The principal has not established procedures to fully and effectively implement or monitor the policy.

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**Standard 3**            **Instruction**

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Summary of recommendations in: **Academic Performance**

**Standard 3**            **Instruction**

The school council should review and revise the Technology Use policy to provide greater clarity and to increase the expectation of frequency and how technology should be used by teachers and placed in the hands of students. The principal should establish procedures to effectively implement and monitor the implementation of the policy.

The principal should ensure all teachers are trained in a variety of research-based instructional practices. The principal should require high quality, meaningful, engaging and research-based instruction in every classroom every day. The principal and his designees should monitor instruction and provide immediate and sufficient ongoing support, feedback and assistance necessary to improve instruction. The principal and his designees should use corrective action plans as needed to foster instructional improvements.

Resources:

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-342-1

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

Zemelman, S., Daniels, H. & Hyde, A. (2005). Best Practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann.

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Summary Findings in: **Learning Environment**

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

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

Review of classroom assessments, classroom assignments, classroom displays, community involvement programs, employee handbooks, Family Resource Youth Services Center documentation, samples of student work products, school mission, belief and vision statements, school/district safety plan, student handbook, student work, student/parent/staff handbooks, teacher portfolios, trophy cases, Working Conditions Survey results and The Missing Piece of the Proficiency Puzzle School Improvement Grant

Interviews with community members, Family Resource/Youth Services Center personnel, media specialist, parents, principal, school leadership, students and teachers

Observations of classrooms, common areas and hallways

**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 physical structure and the condition of the five-year old school are well-maintained and support a safe and secure learning environment. Several measures (e.g., security officer, visitor sign-in and sign-out logs, cameras) enhance security. A Safety Plan is included in the school council policy, which is called Discipline and Classroom Management. A crisis and disaster management flip chart is available in all classrooms. The principal or his designee routinely conducts emergency drills (e.g., tornado, lockdown, fire, earthquake, chemical spill). The Emergency Management Team (four teachers and an assistant principal) meet annually with several community agencies (e.g., Knox County Health Department, ambulance service, Knox County Fire Department, Knox County Sheriff's Department) to review results from these drills. During School Safety Week, all emergency drills are conducted. The principal minimizes classroom disruptions by making announcements at the end of the school day. Behavior expectations and procedures are well-defined and communicated to students and families through the Knox County Public Schools Student Handbook. The principal fosters a safe and caring learning environment by using the Kentucky Center for Instructional Discipline levels of discipline infractions. The principal also implements a discipline program called Panther PRIDE (P, Prepared; R, Respectful; I, Integrity; D, Diversity; E, Expect No Less). The principal does not routinely use available data (e.g., TELL Survey) for decision-making regarding the learning environment.

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Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

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

The school council adopted two policies (School Assignment, Schedule), which provide equitable student access to all classes while meeting the needs of individual students. The schedule policy allows teacher assignments to be changed to maximize teacher strengths while the student assignment policy requires consideration of the individual needs of each student. Student groups (e.g., special education, bubble kids, below benchmarks) and programs (e.g., READ 180, Reading Revisited, Carnegie Tutor, Triumph College Admissions, Knox Intervention System, ThinkLink by Discovery Education, Scholastic Reading Inventory) are used to support students who need additional assistance. Advanced placement and gifted and talented students are rarely considered when identifying programs and needed enhancements to existing programs. Walkthrough observations, lesson plan reviews and informal and formal observations provide information to help the principal make decisions regarding the assignment of teachers to meet the lowest performing student needs.

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**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.

The principal espouses high expectations for all students, but these expectations are not reflected in the school culture or in the instruction occurring in all classrooms. The principal or his designees conducts walkthrough observations and provides teachers feedback on their instructional practices. Although the principal and his designees review lesson plans, the principal does not hold all teachers accountable for submitting their lesson plans. The principal provides a few opportunities (e.g., Open House, Green Dot, Free Application for Federal Student Aid Parent Night) to foster the belief among families and community members that all children can learn. The principal provides common planning time for language arts, math, social studies and science teachers, but they rarely share innovative, successful strategies or observe each other to identify effective instruction in practice.

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

The teaching and non-teaching staff occasionally collaborate informally in decision-making; however, the principal has not established a process to include all teachers and appropriate non-teaching staff in decisions that impact the teaching and learning environment.

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

The principal provides formal (e.g., trimester assemblies, honor roll, principal's list published in local newspaper, videos of assemblies) and informal opportunities (e.g., praise, popcorn parties) to celebrate the academic accomplishments of students. The principal rarely shares information regarding student successes with business and community leaders.

- 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.

The principal has not ensured that teachers intentionally embed culturally responsive strategies (e.g., cooperative learning, wait time, equal distribution

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

**Performance Rating    2**

of responses) into instructional practices. The principal with assistance from the district leadership adjusted teaching and non-teaching staff assignments and revised the school master schedule after the beginning of school to meet the needs of intervention students. The principal has developed a few programs to eliminate barriers to student learning, yet some obstacles continue to impede student learning. The Youth Services Center staff offers an array of resources (e.g., school supplies, clothing, home utility payments, eye/dental health) to help alleviate the impact of physical and socio-economic barriers on student learning. The school staff works with the Youth Services Center staff and guidance counselors to minimize barriers to student learning. District and school leadership recruit (e.g., Eastern Kentucky University, Union College) a diverse staff of highly qualified personnel who are certified to teach in their assigned areas and grade levels.

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

**Performance Rating**    **1**

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

The principal and school council have not developed a formal comprehensive communication plan. The Knox Central High School Handbook is distributed to all students at the beginning of the school year. The principal and staff communicate student progress and school information to families through a variety of venues (e.g., progress reports, report cards, e-mails, telephone calls, One Call System, Infinite Campus software Parent Portal, Local Access TV4, The Mountain Advocate, MIX 96, district Web site). Triumph College Admissions scores are mailed to parents. The principal does not require teachers to regularly contact families to discuss student academic performance.

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Summary of recommendations in: **Learning Environment**

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

The principal should facilitate a process to create a culture of high academic and behavior expectations for all students. The principal should ensure that all instruction is culturally responsive to all students. The principal should consistently monitor instruction and provide specific, timely feedback to ensure teachers are meeting the diverse needs of students. The principal should develop protocols to be used in professional learning communities meetings. These protocols or meetings agendas should include opportunities for teachers to share innovative successful instructional practices. To build capacity among teachers, the principal should provide release time for teachers to shadow or observe other teachers within and outside of the school who model effective instructional practices.

The principal and the school council should develop a formal comprehensive communication plan to guide internal and external communication. The plan should be shared with all stakeholders and include a detailed process to implement two-way communication between teachers and families. This process should be designed to disseminate information and to encourage the participation of families. The plan should also include procedures for interactive dialogue with business leaders and community members, inviting them to participate in school planning and decision-making.

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

Conzemius, A. & O'Neill, J. (2001). *Building Shared Responsibility for Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Gay, G. & Banks, J. A. (2001). *Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series, No.8)*. New York, NY:Teachers College Press.

Payne, R. (1998). *A Framework for Understanding Poverty*. Highlands, TX: aha! Process, Inc.

Whitaker, T., Whitaker, B. & Lumpa, D. (2000). *Motivating & Inspiring Teachers: The Educational Leader's Guide for Building Staff Morale*. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4.

Zmuda, A., Kuklis, R. & Kline, E. (2004). *Transforming Schools, Creating a Culture of Continuous Improvement*, Alexandria, VA: Association for Supervision and Curriculum Development.

The Missing Piece of the Proficiency Puzzle

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Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assignments, community involvement programs, comprehensive district improvement plan, course syllabi, curriculum documents, district technology plan, employee handbooks, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, lesson plans/units of study, list of co-curricular offerings, master school schedule, policies and procedures on access to student records, record of home visits, samples of student work products, school council policies and bylaws, school event calendar, School Report Card data, school visitors register, school Web pages, student academic records, student discipline reports, student work, student/parent/staff handbooks, The Missing Piece of the Proficiency Puzzle and School Improvement Grant

Interviews with classified staff, district leadership, parents, principal, school council members, school leadership, school nurse, students, teachers, volunteers and Youth Services Director

Observations of cafeteria, classrooms, common areas, computer lab and hallways

**Performance Rating    3**

- 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).

The principal established procedures to provide academic support to students. Two groups of students, one scoring in the 0-12 range (approximately 20%) and a second group scoring in the 13-15 range on PLAN or the Triumph College Admissions assessment, participate in thirty-five minute classes (skinnies) of additional math and reading instruction. Teachers use intervention programs (e.g., Study Island, Carnegie Math, READ 180, Reading Revisited) to accelerate student learning in reading and math. Students exit intervention classes when their scores reach the 16-19 ACT range. The school also provides credit recovery opportunities during and after school using Novel Star software. These interventions are partially funded by Title I. After-school assistance, funded through Extended School Services monies is provided to students not achieving mastery in specific content areas. Students enter these programs through teacher referrals and exit when they reach proficiency in the identified content area. The Youth Services Center director, with support from local churches and community organizations, provides students with clothing, school supplies and payment of utility bills. Two comprehensive care counselors from the Cumberland Valley Area Development Cooperative work out of the Youth Services Center

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

**Performance Rating**    **3**

office. These counselors provide conflict resolution, mediation, anger management and substance abuse counseling. Home visits are coordinated with district dropout prevention staff. Dental services are provided through the Kids First Dental Care mobile units. The Knox County Health Department supplies a school nurse. School counselors discuss varied topics (e.g., suicide prevention, career exploration, scholarships) with students during weekly advisor/advisee sessions.

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

An onsite daycare is available to students who have children. A part-time parent liaison, under the direction of the principal, collaborates with the Youth Services Center staff to work with students in danger of dropping out of school. Some students are offered the opportunity to participate in credit recovery courses at school or at the district alternative school (Knox Learning Academy). Students can access Novel Star online courses to earn course credits off-site. In partnership with the Southeast Community College, the principal provides dual credit courses in English and math. A Kentucky Appalachian Center for Higher Education grant supports activities (e.g., campus visits, parent workshops on college selection, costs and financial aid, college and career fairs). Co-operative work experience opportunities are available to students through the business department. Co-curricular activities (e.g., Future Farmers of America, Future Business Leaders of America, Junior Reserve Officer Training Corp, Central Currency Bank, Odyssey of the Mind, Academic Team, Spanish Club, Sportsman Club, band) are available to support classroom instruction.

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

The principal ensures cumulative student records are stored and secured in the guidance office. Special education records are secured in locked file cabinets in classrooms of case managers. Staff uses Infinite campus software to house and manage student records (e.g., enrollment, attendance, grades, home visits). These data are updated regularly and are accessible to parents through the Parent Portal in Infinite Campus software. Individual Learning Plans are completed online through the Career Cruising Web site during advisor/advisee classes and monitored by the guidance counselors.

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**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.

The school council has adopted a Committees policy; however, the principal has not ensured parents and community members actively serve on committees. The Youth Services Center director provides a mentoring program, Changing Stars for a Brighter Future. The principal has not developed a system to provide each student with an adult advocate. Some programs and activities (e.g., free transportation and admission ticket to football game, Getting Started, home visits) are designed to promote a connection with families. Procedures, found in the Knox County Public Schools Employee Handbook describe how employees can file a complaint (Policy O3.16 and O3.26). Student/Parent Grievances (Policy O9.4281) is included in the Knox County Public Schools Student Handbook. The Youth Services Center director partners with some local businesses (e.g., Suzanne Barnhill Pediatric Dentistry, Kids First Dental Care, G & M Oil, Carreen's Pageant Superstar) and governmental agencies (e.g., Knox County Health Department, Knox County Extension Office) to reduce barriers to learning. The school attendance clerk tracks student attendance through Infinite Campus software and uses the One Call system to contact parents of students who are absent. After three unexcused absences, a home visit is made by the Youth Services Center director, district attendance specialist and school attendance representative. The Director of Pupil Personnel is contacted after six unexcused absences and a final notice is issued.

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

Some teachers receive training to identify students with special learning needs or behavioral problems. The principal has not established formal procedures to refer students to guidance, social, psychological and health services. At the opening day assembly, the Youth Services Center director presents information to students and faculty concerning available services. The guidance staff requests records of transfer students and uses the information to determine appropriate services. The guidance counselors assign students to classes giving consideration to the individual learning needs. The Youth Services Center director individually mentors incoming at-risk freshmen students. The principal has not secured an adult advocate or advocacy services for all students.

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Summary of recommendations in: **Learning Environment**

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

The principal should develop and fully implement procedures to proactively involve parents as partners in the education of their child and in appropriate decision-making. The principal should collaborate with stakeholders and explore innovative strategies that have been successfully used at schools with similar demographics. Parent workshops to introduce and orient parents to the curriculum, support services, staff and school improvement goals should be planned and implemented regularly with sufficient advance notice and appropriate incentives to encourage participation. The principal should routinely communicate with stakeholders to share student successes and accomplishments, as well as additional school information.

The principal should establish procedures to identify, recruit and train adults from within and outside the school who can serve as advocates and mentors for students. These advocates should intercede on behalf of students and work to remove barriers to student learning. The principal should explore external assistance options (e.g., Pritchard Committee for Academic Excellence) in establishing a cadre of student advocates.

The principal should establish formal procedures and protocols to identify students needing assistance and make appropriate referral services (e.g., Extended School Services, counseling, medical, social services). The principal should ensure effective coordination among support services and routinely monitor to ensure students are receiving appropriate and needed services and evaluate the effectiveness of these services.

Resources:

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York, N. Y.: The New Press.

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

Pearson, S. S. (2002). *Finding Common Ground: Service-Learning and Education Reform-- A Survey of 28 Leading School Reform Models*. Washington, D. C.: American Youth Policy Forum Publications Department.

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

The Missing Piece of the Proficiency Puzzle

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Summary Findings in: **Learning Environment**

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

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

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, curriculum documents, curriculum maps, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, needs assessment data, professional development records, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, school Web pages, staff development agenda, state statute and regulation, student homework with teacher feedback, Title 1 program plan, School Improvement Grant and Teacher Evidence Binders

Interviews with community members, parents, principal, school council members, school leadership and teachers

Observations of cafeteria, classrooms and common areas

**Performance Rating    3**

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

The principal or his designee develops and the school council approves an annual professional development plan, which addresses content-specific needs for non-tenured teachers. The professional development plan also includes activities reflected in teacher individual professional growth goals. Although the professional development plan is designed annually, many activities (e.g., ACT Quality Core unit development, book studies, data analysis of learning checks) are job-embedded and some activities (e.g., Advance KY, Classroom Assessment for Student Learning, Knox Effective Teaching and Learning Program, ACT Quality Core, Literacy in the Content Areas) span from year to year. The principal or his designee ensures the professional development plan includes suicide prevention, the rollout of the new state standards and program-specific training (e.g., READ 180, Study Island). A multi-year timeline that includes ongoing professional development through the 2012-13 school year is detailed in the school improvement grant.

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

The principal or his designees included professional development activities

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**Performance Rating**    **3**

and improvement strategies in the school improvement grant that connect and align with Tier III annual goals. The principal or his designee identified areas for professional growth during formative and summative personnel evaluations and collaborate with teachers to focus on these areas when developing individual professional growth plan goals. In turn, teacher needs identified during these processes are addressed in the professional development plan. Needs assessment data are generated from the individual professional growth plan goals.

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

The principal ensures that content area teachers share a common planning time, which allows for on-going, job-embedded professional development activities (e.g., ACT Quality Core unit development, student data analysis, weekly professional learning community meetings, weekly Classroom Assessment for Student Learning professional learning community meetings, virtual professional learning communities, modeling and coaching by literacy coach and school improvement grant coach).

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

The principal met with staff members on August 2, 2011 to orient, explain and discuss the certified personnel evaluation system in accordance with Knox County Schools Certified Personnel Evaluation Plan and Board Policy 3.18, Evaluation and Procedures. The principal also explained district non-negotiables, the walkthrough process and lesson plan expectations during this time. This meeting was agenda-driven and staff attendance was documented on a sign-in sheet.

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

The principal supplements the professional development budget (\$2,373) using multiple funding sources (e.g., school improvement grant funds, school level funds, Title I American Recovery and Reinvestment Act of 2009 funds). The principal provides adequate resources (e.g., hardware and software for reading and math interventions, full time curriculum coach, facilitation of professional learning community work focusing on formative assessment, registration and dues, travel, Knox Effective Teaching and Learning program) to support professional development activities. Instructional growth needs identified in the professional development plan and the school improvement

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

**Performance Rating**    **3**

grant are adequately funded.

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

The principal implements the Knox County Schools Certified Personnel Evaluation Plan according to Board policy, and it is aligned with state statute (KRS 156.557) and regulation (704 KAR 3:345). The principal explains and discusses the process with all certified staff members within the first thirty days of their reporting for employment. The principal developed a schedule for the two-year evaluation cycle through the 2013-14 school year. The principal or his designee is compliant with required deadlines and allows staff members to ask questions or include a written response as a part of the evaluation file.

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

**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.

The principal ensures that all teachers earn their required twenty-four hours of professional development. Some teachers select professional development activities that enhance content knowledge (e.g., Advanced Placement summer institutes, Advance KY, ACT Quality Core, Partnership Institute for Math and Science Education, Math Literacy conference, Special Education Summer Institute), but the principal does not require all teachers to participate in content-specific professional development. The non-tenured staff members are required to attend district-wide Core Academies for language arts, math, science or social studies. Some professional development activities (e.g., Advance KY, book studies, professional learning communities, ACT Quality Core) are sustained and have the potential to enhance professional practices and increase instructional rigor. The principal ensures some professional development activities enhance leadership skills (e.g., school council training for parents, teachers and council members, Assistance for the Assistant Principals), but these opportunities are not available to all staff members. Some teachers who have completed one year of study on the book Classroom Assessment for Student Learning serve as facilitators for their peers who are unfamiliar with effective formative assessment strategies. The non-instructional staff (e.g., special needs instructional assistants, food service, custodians, bookkeepers, secretaries) participate in professional development activities that fulfill job requirements.

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

The principal or his designees and teachers regularly analyze a variety of student achievement data (e.g., No Child Left Behind report, Interim Performance Report, EXPLORE, PLAN, ACT, Triumph College Admissions, ThinkLink by Discovery Education, Scholastic Reading Inventory). Findings from these analyses and teacher individual professional growth plan needs anchor decisions regarding the development of the professional development plan. The principal or his designee occasionally asks teachers to reflect on and evaluate the impact of professional development on their instructional practices and student achievement. The principal has not established a systemic process to analyze the impact of all professional development activities on student achievement. Professional development activities are grounded in research and exemplify best practices (e.g., ACT Quality Core,

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

**Performance Rating    2**

Classroom Assessment for Student Learning, reading in the content area, questioning strategies, data analysis), but this learning does not consistently result in effective classroom instruction.

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

The principal follows procedures outlined in the district certified personnel evaluation plan and uses the evaluation process to improve the proficiency of some teachers, but he has not effectively maximized the certified personnel evaluation process (e.g., corrective action plan) through an unwavering focus on improving the professional practices (e.g., instruction, assessment, attitude) of all teachers. The principal or his designee collaborates with all teachers annually to review and update their individual professional growth plans. Areas of growth that are identified during the certified personnel evaluation process are reflected in individual professional growth plans and align with school improvement grant goals. The principal ensures goal areas identified for teacher growth are reflected in the professional development plan activities.

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

The principal ensures the district certified personnel evaluation plan is implemented as required and that individual professional growth plans are monitored for progress toward goals through several venues (e.g., walkthrough observations, the formal evaluation process, individual teacher conferences). The principal or his designee provides some meaningful feedback and support, resulting in positive changes in behavior and instructional practices of some teachers. The principal has not consistently used all available systems (corrective action plans) to ensure that professional practices (e.g., instruction, assessment, supervision, attendance) improve and result in higher student achievement. A lack of persistence, coupled with the failure to hold all staff accountable for making significant change, has perpetuated some ineffective teaching practices.

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Summary of recommendations in: **Learning Environment**

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

The principal should fully implement all aspects of the district certified evaluation process with a consistent and unrelenting sense of urgency to ensure that all teachers make the significant changes necessary to improve instructional practices. Corrective action plans should be developed when situations deem it appropriate. The principal should employ a continuous cycle of ongoing, immediate feedback, meaningful support, training, coaching and follow-up. Any teacher unable or unwilling to carry out assigned responsibilities should be held appropriately accountable.

Resources:

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

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

Reeves, D.V. (2006). *The Learning Leader: How to Focus School Improvement for Better Results*. Alexandria, VA: Association for Supervision & Curriculum Development.

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Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

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

Review of bulletin boards, exhibits and displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, curriculum documents, curriculum maps, district Effective Instructional Leadership Act records (EILA), employee handbooks, facility inspection reports, fire marshal reports, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, samples of classroom assessments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages, school/district safety plan, staff development agenda, student handbook, student/parent/staff handbooks, TELL Survey, The Missing Piece of the Proficiency Puzzle, School Improvement Grant and Teacher Evidence Binders

Interviews with classified staff, community members, Family Resource/Youth Services Center personnel, parents, principal, school council members, school leadership, school resource officer, students and teachers

Observations of cafeteria, classrooms, common areas, hallways and media center

**Performance Rating    3**

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

The principal developed his individual growth plan with the superintendent on May 25, 2011. The principal recently met with the superintendent to look at current data and revise his individual professional growth plan. District leadership agreed to pilot a new individual professional growth plan process, which allows administrators to identify four or five of their individual needs, and after the evaluator reviews these, growth focus areas are selected. Administrator professional development activities are connected to their individual professional growth plan goals. The principal ensures that administrator individual professional growth plans are aligned to the Interstate School Leaders Licensure Consortium standards.

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.

The principal analyzes student achievement data from a variety of sources

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **3**

(e.g., No Child Left Behind report, PLAN, ACT, Triumph College Admissions, learning checks) and shares results with the leadership team, the school council and teachers. The principal seldom includes representatives from other stakeholder groups (e.g., parents, community members) in decision-making. The principal relies on student assessment data from universal screeners (e.g., Triumph College Admissions) to identify students needing intervention in math or reading. The principal encourages teachers (e.g., regular education teachers, special education teachers) to collaboratively design and modify instruction. The principal and his designees designed and revised the school master schedule that expanded the intervention classes to match student needs with teacher strengths and extend the duration of some core classes. The principal secured activity buses to transport students who stay after school to attend a variety of programs (e.g., Extended School Services, athletics). The principal requires teachers to monitor the achievement of students with disabilities through a data notebook. The principal or his designee recently revised the school improvement grant with feedback from district leadership and faculty, but the plan has yet to be approved by the school council.

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 school council adopted a policy called Discipline and Classroom Management, which identifies the Knox County Student Code of Conduct as the school behavior management policy. The Knox County Public School handbook details disciplinary procedures and consequences for student misbehaviors. The principal, his designees and most teachers monitor student behavior in common areas. District and school leadership ensure the physical structures of the school support a safe and orderly learning environment and that strategies (e.g., locked doors, sign-in and sign-out log) are implemented to ensure the safety of staff and students. The principal uses twenty-two cameras to monitor common areas and entrance and exit doors. A security officer ensures external doors remain locked, parking lots are monitored and the students and staff are safe. The principal secures the One Call telephone system to notify parents of school related information in a timely manner. Teachers post evacuation maps in all classrooms. The principal or his designee conducts emergency practice drills (e.g., fire, tornado, earth quake) on a regular basis.

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Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **2**

7.1a Leadership has developed and sustained a shared vision.

The principal espouses a student-centered vision and grounds most decisions in what is best for students. Some teachers have embraced his vision and transferred it to their professional practices. The principal solicited ideas from teachers to revise a mission statement, and the school council reviewed the suggestions and developed the existing mission statement. The mission statement is posted in the front office, but it is not displayed in classrooms or published on the school Web site. The school council has adopted a policy called Parental Involvement, yet few parents participate in decision making by serving on school committees.

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

The principal facilitates the school council and teachers in an analysis of a variety of student assessment data (e.g., No Child Left Behind report, ACT, PLAN) following the release of test results. The principal created a data room where the names and pictures of bubble students (i.e., those students who are close to moving from apprentice to proficient as measured by the Triumph College Admissions) are posted. The principal requests that teachers use disaggregated student assessment data to identify the root causes of gaps in student learning, which he expects to inform instructional decisions and to identify students who need intervention in reading or math. Teachers who teach core content area subjects (e.g., math, language arts) meet weekly in their professional learning communities to engage in curriculum work.

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.

The principal ensures that staff members have copies of district and school curriculum maps, pacing guides and ACT Quality Core and Kentucky curriculum documents in their evidence binders, but some teachers are not sufficiently trained to use these documents. The principal or his designee reviews evidence binders during walkthrough and formal observations. Some teachers and curriculum coaches participate in professional development regarding the deconstruction of curriculum standards, but many teachers lack an in-depth understanding of the Kentucky Core Academic Standards and the ACT Quality Core curriculum. Teachers are required to meet in professional learning communities to develop and review units of study grounded by the

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**Performance Rating    2**

ACT Quality Core curricula. The principal and his designees reviews the lesson plans of some teachers and monitor classroom instruction, but these strategies have not proven effective in ensuring that all teachers design and implement effective, rigorous, purposeful and relevant instructional activities and student learning tasks. The principal partners new teachers with experienced teachers from the same content areas to help acclimate them to school expectations and initiatives.

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

The principal approves announcements and necessary interruptions during class periods before they occur to protect instructional time. Some announcements (e.g., advisor/advisee) are delivered through the closed circuit television system. Curricular and instructional issues are frequently on meeting agendas during leadership team meetings. The principal provides core content subject area teachers a daily common planning time. The principal does not ensure that all professional learning community meetings are strategically focused on improving instructional capacity and advancing student learning. The leadership team inserted a class period (skinnies) into the school master schedule to provide time for additional assistance to students struggling in reading and math. During the weekly leadership meetings, the school calendar is adjusted. The drop-out prevention committee meets each Monday. The principal facilitates monthly faculty meetings and virtual professional learning community meetings, which typically focus on curricular and instructional issues.

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

The principal creates an annual budget based on student needs and previous spending patterns. Teachers are allocated funds in an equitable manner with consideration given to courses (e.g., art, science lab) where consumable materials are needed. The principal submits the proposed school budget to the school council for approval. The school council regularly reviews budget expenditures at monthly meetings and amends the budget as necessary to accommodate requests for additional funds or to meet the needs of students. The principal and the school council have not established a process to monitor budget expenditures to specifically measure their impact on student achievement or program effectiveness.

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

The school council adopted all policies in adherence to Kentucky guidelines. The school council adopted most policies in 2007 and reviews policies regularly. The principal has established procedures to implement most policies; however, some policies have not been fully or effectively implemented. The school council has adopted policies called Parental Involvement and Committees, yet few parents and stakeholders participate on committees. The principal e-mails staff members a copy of the school council meeting agenda prior to each meeting and the meeting minutes immediately following each meeting. The school council has not established a process to systematically and routinely measure the impact of policies on student performance.

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

District and school leadership collaborated to modify the 2011-12 school improvement grant that will be reviewed and approved by the school council in December 2011. The principal or his designee included strategies in the school improvement grant to promote student achievement and to address issues that impede student learning. The principal shares data (e.g., No Child Left Behind report, ACT, PLAN, Triumph College Admissions, Interim Performance Report) with the school council. Although the school council examines data to establish goals and identify root causes, the council does not extend that same focus to the evaluation of programmatic and organizational effectiveness. The principal e-mails school council meeting minutes to teachers and school administrators following each meeting; however, many stakeholders (e.g., parents, community members) are unaware of school council actions. District leadership provides a district liaison to assist the school council when needed. The principal and the school council are required to meet with district leadership monthly and with the Knox County Board of Education twice a year.

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

The principal engages some teachers in meaningful conversations regarding his vision of what it will require for all students to reach proficiency. He has

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**Performance Rating    2**

established some arenas (e.g., the leadership team, principal meetings, dropout prevention team) to disseminate information and to engage teachers in some discussions regarding his vision of high levels of student achievement. The organizational structures he created have not included all teachers in meaningful conversations or decision-making regarding improving school instructional capacity and accelerating student learning. Some teachers are isolated from decision-making because the principal and the school council have not ensured that all teachers have a voice through active committee participation. The principal has not successfully united staff members and stakeholders through collaboratively developed common goals. The school council and the principal have not sufficiently evaluated the resources and funds allocated to support student achievement; rather, monitoring implementation of programs and expenditures is often their focus. The school council has not reviewed policies with an intentional focus on innovative ways to involve parents in the education of their children. The principal has been unsuccessful in uniting all staff in a positive working environment. Some teachers have failed to join the school team and have instead created additional barriers to a united faculty and staff who embrace and work toward the same goals of all students reaching proficiency. Although the principal has diligently and strategically maximized many human and financial resources, he has not maximized the personnel evaluation system to improve instruction in every classroom or to address the attitudes of some teachers who continue to foster a divide within the staff.

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The school council should ensure that all policies extend past compliance and include best practice strategies, especially policies that promote parental involvement and evaluate the impact of resource allocation or programs have on student achievement. The principal should actively seek parents and representatives from other stakeholder groups to serve on appropriate committees. The principal should fully implement existing structures (e.g., committees) and establish new organizational structures to ensure teachers are active decision-making. The principal should foster a sense of urgency among staff and engage them in meaningful work to improve instructional practices and student learning. He should hold himself, his administrative team and teachers accountable for the success and failure of all students.

The principal should fully maximize the personnel evaluation processes. The principal should ensure that he and his designee identify and formally address issues related to inadequate instructional practices, professional behaviors and conversations. The process should include ongoing follow-up and support to promote improved instructional practices. The principal should collaborate with staff members to ensure they have the resources necessary to improve student achievement.

The school council and the principal should establish systems to monitor and evaluate the effectiveness of all allocations (e.g., financial, personal, materials, programs) and use current and emerging data to modify programs or allocations as necessary to ensure that students benefit.

The principal should unite all staff in a common vision that is grounded in the belief that all students will reach proficiency and that every teacher, administrator and non-certified staff member has responsibility for ensuring that this occurs. The principal should empower all teachers and other stakeholders, as appropriate, in the important decision-making process. The principal should hold himself and teachers accountable for the success and failure of all students rather than only students in their own classrooms. The faculty should collaboratively research and implement successful strategies used to advance the achievement of students with similar demographics. The principal should collaborate with teachers in this quest and together they should implement, monitor, evaluate and modify these and other strategies to achieve the result of all students reaching proficiency.

Resources:

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

O'Hallaron, R. & O'Hallaron, D. (1999). *The Mission Primer: Four Steps to an Effective Mission Statement*. Richmond, VA: Mission Incorporated.

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Summary Findings in: **Efficiency**

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

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

Review of curriculum documents, Kentucky Performance Report disaggregated data, master school schedule, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, student/teacher ratio and School Improvement Grant

Interviews with classified staff, principal, school leadership and teachers

Observations of classrooms and common areas

**Performance Rating    3**

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

The school council has adopted two policies (Instructional and Non-Instructional Staff Time Assignments Policy and Student Assignment Policy) that address matching the strengths of teachers to the needs of students. The principal with guidance from district leadership implements procedures to use student achievement and diagnostic assessment data to modify the master schedule specifically to assign instructional staff members to their positions based on their talents and the needs of students.

- 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 school council has adopted a policy, Budget and Spending, that articulates timelines and procedures for establishing and revising an annual school budget. The principal ensures that the adopted budget is designed with consideration to the equitable allocation of funds. Teachers needing funds to purchase additional resources submit a request to the school principal. If the request for funds exceeds those monies set aside in the miscellaneous category of the budget, the principal presents the request to the school council to decide if the budget can be modified to accommodate that request.

- 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.

The school council budget is based on student learning data and previous expenditures. Discretionary fund allocations meet the requirements of

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**Performance Rating**    **3**

programmatic and district guidelines.

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.

The principal reviews requests for additional funds beyond those allocated within the school budget. He approves most requests based on the availability of funds and whether he deems the expenditure will benefit students and addresses school improvement goals. The school council considers requests that require modifications of the school budget.

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**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.

The principal has organized several groups of teachers and administrators (e.g., leadership team, professional learning communities) for decision making and disseminating information to others. The dropout prevention committee and the school leadership team (e.g., principal, assistant principals, guidance counselor, department chairpersons) meet each Monday before school. The principal and assistant principals meet monthly. Professional learning communities teams meet weekly during common planning periods. The principal e-mails staff members a copy of the school council agendas and meeting minutes on a regular basis. Non-instructional staff members do not always receive information on a timely basis. The principal has not ensured that existing structures (e.g., department chairs, committees) are sufficient to promote effective and interactive communication. Some school council policies include a plan to examine resource allocation, but these policies do not provide a systematic process for evaluating the impact of resources on student achievement. Some external resources (e.g., Commercial Bank, Cumberland River Comprehensive Care Victim Services, Knox County Health Department) are sought to remove barriers to learning and to foster student achievement.

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

The school council has adopted a policy called Discipline and Classroom Management, which accepts the Knox County Code of Conduct as its policy and requires teachers to establish, teach and explain classroom rules. It further mandates teacher supervision of hallways during class changes, but not all staff members adhere to the hallway supervision requirement. Student rules are published in the Knox County Public Schools Student Handbook. Some teachers fail to maximize instructional time by teaching the entire class period or by organizing materials and designing instruction to ensure smooth transitions between activities. In many classrooms, lack of engaging, bell to bell instruction results in disruptions to student learning. In some classrooms, some students are consistently off task or disengaged.

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

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**Performance Rating    2**

area teachers; emphasis on learning time and not seat time; and integrated units).

The principal provides daily common planning time for content area teachers to meet in their professional learning communities. Teachers are required to collaborate on curriculum work once each week, but they are not generally engaged in planning to integrate strategies in the school improvement grant into their instructional practices.

- 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.).

The principal with assistance from district leadership ensures that the school master schedule is organized to provide sufficient time for instruction in all core content (e.g., math, language arts, social studies, science) classes. Students who need assistance in reading or math are placed in intervention classes (skinnies) based on diagnostic data. The school council has adopted a policy, Scheduling, that requires the master schedule to be designed so that adjustments in the length of class time can be made as needed. The principal with assistance from the district leadership modified the schedule after school began in the fall of 2011 to accommodate emerging needs of students. Intervention classes accommodate the learning needs of students who struggle in reading and math.

- 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.

The principal integrates some funds to eliminate barriers to student learning. Title I funds pay for intervention teachers, school improvement funds purchase materials and school improvement grant funds help purchase computers for the intervention program. The school council and the principal monitor the expenditure of funds; however, they do not routinely monitor the impact of these expenditures on student learning.

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

The principal should ensure that meaningful and purposeful instruction occurs bell to bell in every class, every day. The principal should ensure that teachers participate in ongoing, job-embedded professional development activities to learn and effectively implement engaging, rigorous and research-based instructional strategies in all classes. The principal should ensure that teachers are equipped with the knowledge and skills necessary to organize instruction to ensure a seamless transition from one instructional activity to another in the classroom without loss of valuable instructional time. The principal should create systematic procedures to fully and effectively implement the personnel evaluation system to improve teacher instructional capacity. The principal should develop a system to use continuous cycles of monitoring instruction and to provide immediate feedback, on-going support and resources. The principal should hold teachers, instructional coaches and assistant principals accountable for improved instructional capacity and the achievement of all students. The principal should use walkthrough observations and maximize the personnel evaluation system to ensure high quality instruction occurs in every classroom, every minute of every day.

The principal should develop procedures to fully implement all policies. He should require school council standing committees to be fully functioning in compliance with school council policies and best practices. The principal should use current (e.g., professional learning committees, leadership team) and new (e.g., fully functioning school council committees involvement of all teachers and appropriate non-teaching staff) organizational structures to disseminate information and to engage all teachers in decision-making, giving all teachers and representatives from stakeholder groups a voice.

The school council should adopt policies to continuously evaluate the effectiveness of resources and programs. The principal should develop and implement procedures to fully implement these policies. The impact from programmatic and resource allocations should be routinely monitored, evaluated or changed as needed.

Resources:

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

Lezotte, L. W. Stepping Up: Leading the Charge to Improve Our Schools. Okemos, MI: Effective Schools Products, Ltd.

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Summary Findings in: **Efficiency**

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

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

Review of classroom assignments, curriculum documents, Kentucky Performance Report disaggregated data, lesson plans/units of study, needs assessment data, professional development records, roster of teaching assignments, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data and School Improvement Grant

Interviews with district leadership, principal, school council members, school leadership and teachers

Observations of classrooms

**Performance Rating    3**

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

School leadership incorporates multiple and varied sources of data (e.g., No Child Left Behind report, Interim Performance Report, EXPLORE, PLAN, ACT, Armed Services Vocational Aptitude Battery, Kentucky Occupational Skills Standards Assessment, Triumph College Admissions, ThinkLink by Discovery Education, Scholastic Reading Inventory, walkthrough observations, learning checks) in the school improvement grant, including non-cognitive data (e.g., attendance, retention, dropout, graduation). The school leadership team collaborated with the staff to analyze assessment data (e.g., Triumph College Admissions universal screener data, ThinkLink by Discovery Education). Teachers work in professional learning communities to analyze learning check data. Findings from these analyses guide the establishment of annual Strategic and Specific, Measurable, Attainable, Results-Oriented and Timebound goals for reading, language arts and mathematics. Quarterly ACT benchmark goals for achievement are established for gap, growth, college and graduation rates. District leadership supports the analysis of data and the creation of the school improvement grant. Some teacher-made assessments and student work samples are examined during professional learning community meetings.

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

School leadership designed a process for evaluating the effectiveness of school improvement grant activities. The process included the articulation of measurable improvement grant goals and the establishment of benchmarks in the 2011-12 school improvement grant proposal to determine intermittent

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

**Performance Rating**    **3**

progress toward reaching goals.

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

The principal and his designees collect data at regular intervals (e.g., PLAN, ACT, Triumph College Admissions, Scholastic Reading Inventory, ThinkLink by Discovery Education, lesson plans, walkthrough observations) to measure the impact of activities articulated in the school improvement grant.

Benchmarks are established and used to place students in intervention classes. Data are reviewed and analyzed in a variety of arenas (e.g., professional learning community meetings, principal meetings, school council meetings) by numerous stakeholders (e.g., teachers, district and school leadership, district curriculum coaches) to evaluate the degree to which school improvement goals and objectives are achieved.

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

**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 principal facilitated a process to revise the mission statement in collaboration with the school council. Teachers designed statements and submitted those to the school council. After reviewing all suggested statements, the school council developed a school mission statement. The principal and the school council did not include representatives from other stakeholder groups (e.g., parents, non-teaching staff, community members, business leaders, students) in the process. The belief statements are articulated in the Enhancing Student Achievement Policy adopted in 2007. School leadership included school improvement goals in the school improvement grant. Few parents and teachers can articulate the mission statement or school improvement grant goals.

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

School leadership reviews a variety of sources of cognitive data (e.g., No Child Left Behind report, ACT, PLAN, Triumph College Admissions, learning checks) and non-cognitive data (e.g., attendance, drop out, retention) to identify areas of concern. District leadership collaborates with the school leadership team to disaggregate data. The principal presents the findings to the faculty for identifying root causes. Professional learning community teams review data and gather information to share with the school council. ThinkLink data from Discovery Education are used to determine learning gaps of incoming freshman. The principal does not seek input from parents and other stakeholder groups to specifically build instructional capacity or improve organizational effectiveness.

- 9.6a    The plan is implemented as developed.

The principal does not ensure that all teachers are involved in developing the school improvement grant. Most teachers have a copy of the 2010-11 school improvement grant plan or some of the activity pages from the grant. Few teachers can articulate the components and goals included in the school improvement plan.

- 9.6c    The school evaluates the degree to which it achieves the expected impact on

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

**Performance Rating    2**

classroom practice and student performance specified in the plan.

The principal and staff members analyze student performance data from a variety of sources (e.g., Interim Performance Report, PLAN, ACT, No Child Left Behind report). School leadership collects data from some sources (e.g., walkthrough observation, lesson plan) to evaluate classroom instruction, but the principal has not established a process to evaluate the impact from school improvement activities on classroom instruction.

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

The principal has implemented some researched-based strategies (e.g., professional learning communities, content- specific professional development) to sustain continuous improvement; however, the principal does not consistently hold staff accountable for monitoring progress toward achieving school improvement goals. At the conclusion of each trimester, a recognition day is planned to celebrate student achievements (e.g., ACT and PLAN benchmarks, Armed Services Vocational Aptitude Battery results, principal's list, Reserve Officer Training Corps awards, Kentucky Technical awards).

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

The principal should include all stakeholders in the development of the school improvement grant. The staff should be involved in the development, implementation and evaluation of strategies used to reach school improvement goals. The principal should develop procedures to involve all teachers in monitoring and evaluating the effectiveness of the school improvement grant strategies, objectives and goals.

The principal should facilitate an ongoing analysis of multiple sources of student achievement, non-cognitive data and perception survey results (e.g., TELL Survey) to determine the impact from professional development activities, individual professional growth plan strategies and school improvement activities on instructional practices.

Resources:

Lambert, L. (1998). *Building Leadership Capacity in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, M. (2001). *The Real Causes of Higher Achievement*. Alexandria, VA: Association for Supervision & Curriculum Development.

Schmoker, M. (1999). *Results: The Key to Continuous School Improvement*. Alexandria, VA: Association for Supervision & Curriculum Development.

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**Summary of Next Steps:**

The principal in collaboration with district leadership should cultivate a professional climate of mutual respect and trust among all stakeholders. The principal with assistance from district leadership should design activities to eliminate barriers resulting in mistrust and dysfunctional relationships among staff and between school staff and district leadership. The principal should use the evaluation process to foster a school culture that is focused on improving student learning and encouraging staff to put students first.

The principal has not maximized the personnel evaluation process to improve instructional capacity, foster professional working relationships and advance student achievement. The principal should fully implement all aspects of the district certified personnel evaluation process, including corrective action when appropriate to improve all aspects of the school culture, teacher instructional capacity and student learning.

The principal should provide ongoing, job-embedded professional development activities that train teachers to identify, design and implement a variety of research-based instructional strategies and student learning tasks. The principal should aggressively monitor instructional and assessment practices to ensure that all students are engaged in authentic, meaningful learning tasks. The principal should develop an ongoing cycle to monitor, evaluate, provide immediate and meaningful feedback and support to teachers as an integral part of this process.

The school council should establish requirements in their policies to rigorously and continually review multiple sources of current and emerging data to determine if their decisions (e.g., financial and human resource allocation, program selections) are positively impacting student achievement at an acceptable pace. The school council should review all policies to ensure a focus on increasing parent and family involvement. The school council and the principal should develop a comprehensive communication plan to increase two-way communication among all stakeholders.

The principal should establish effective organizational structures to involve all teachers in decision-making. The school council should require standing committees to adhere to school council policy. The principal should monitor committee meetings and resulting actions to ensure a focus on issues related to school improvement. The principal should require committees to adhere to open meeting laws, develop meeting agendas and maintain written meeting minutes. The principal should establish, when appropriate, innovative venues for stakeholder involvement. The principal should ensure teachers have a voice in decision-making. The principal should require teachers to be committed to the success of every student in the school rather than just the success of students enrolled in their classes.

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**In Conclusion:**

The members of the Knox Central High School Leadership Assessment Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Leadership Assessment Team has examined extensive evidence and arrived at the following recommendations:

**Principal Authority:**

The principal does not have the ability to lead the intervention and should not remain as principal of the school to continue his roles and responsibilities established in KRS 160.345.

**Council Authority:**

School council does not have the ability to lead the intervention and does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

A new council will be appointed by the Commissioner to serve in advisory capacity.

I have reviewed the recommendations of the Leadership Assessment Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education:

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

I have received the leadership assessment report for Knox Central High School.

Principal, Knox Central High School

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

Superintendent, Knox County Schools

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

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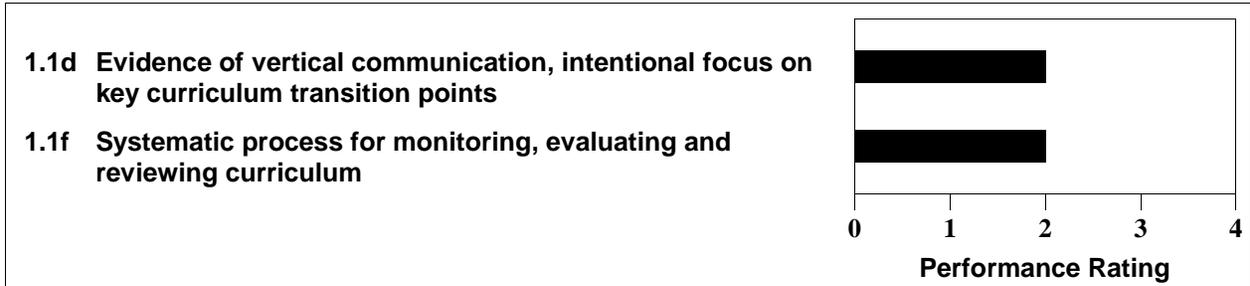
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**1.1 Curriculum**

**Academic Performance**



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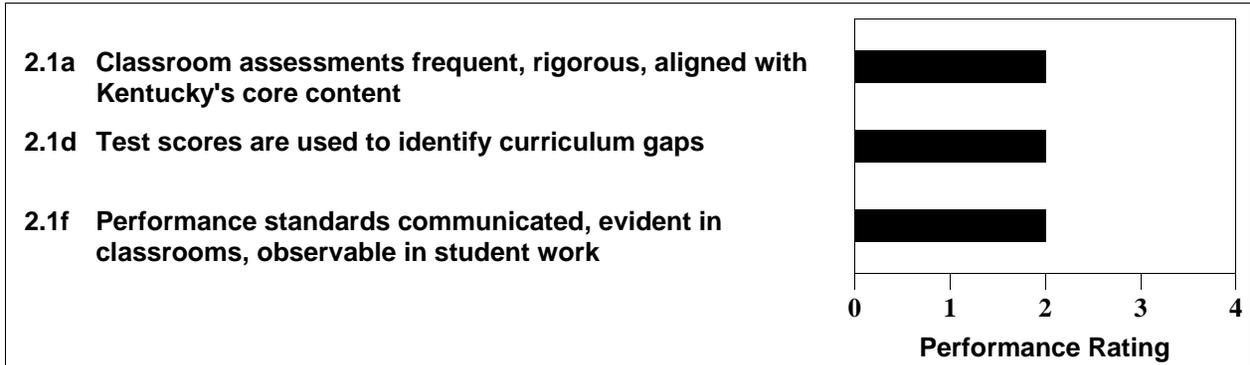
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**2.1 Classroom Evaluation/Assessment**

**Academic Performance**



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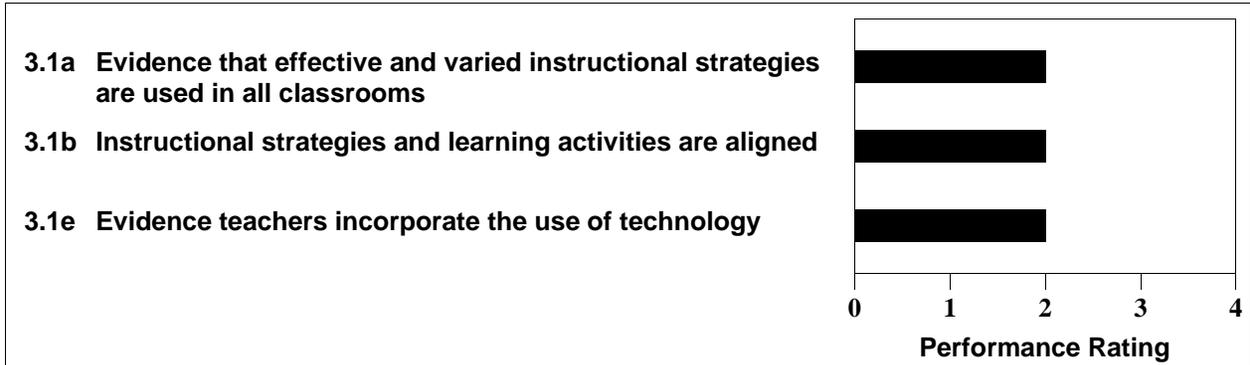
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**3.1 Instruction**

**Academic Performance**



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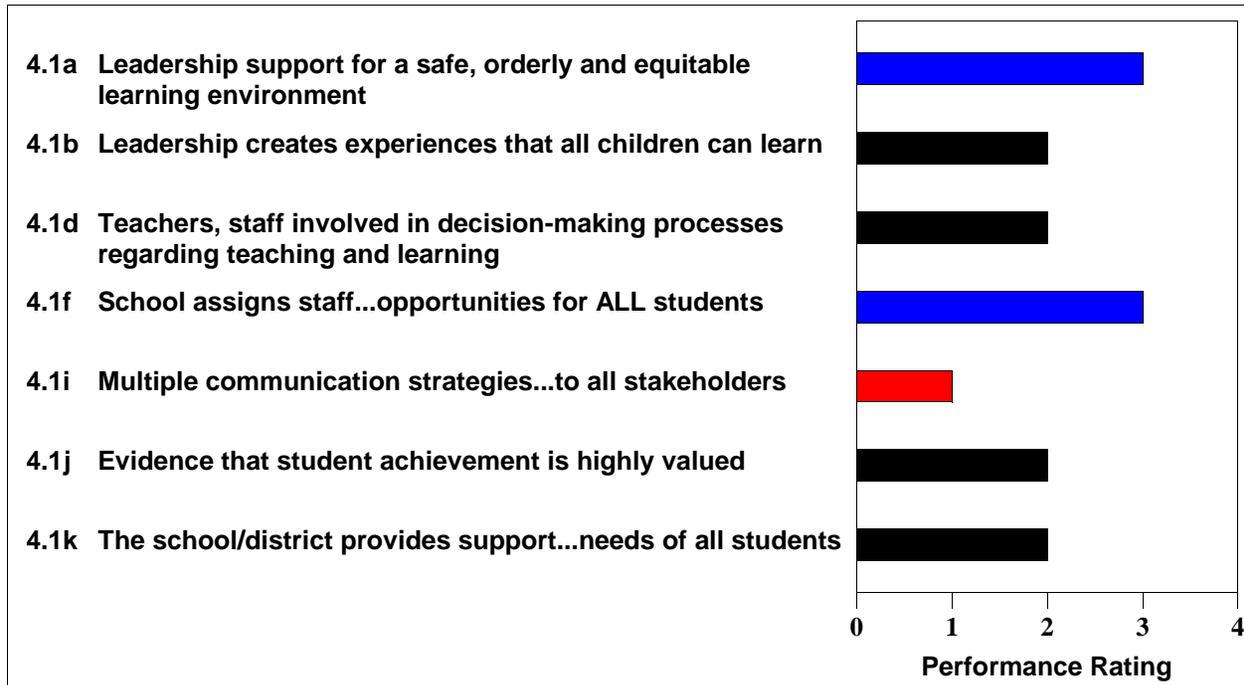
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**4.1 School Culture**

**Learning Environment**



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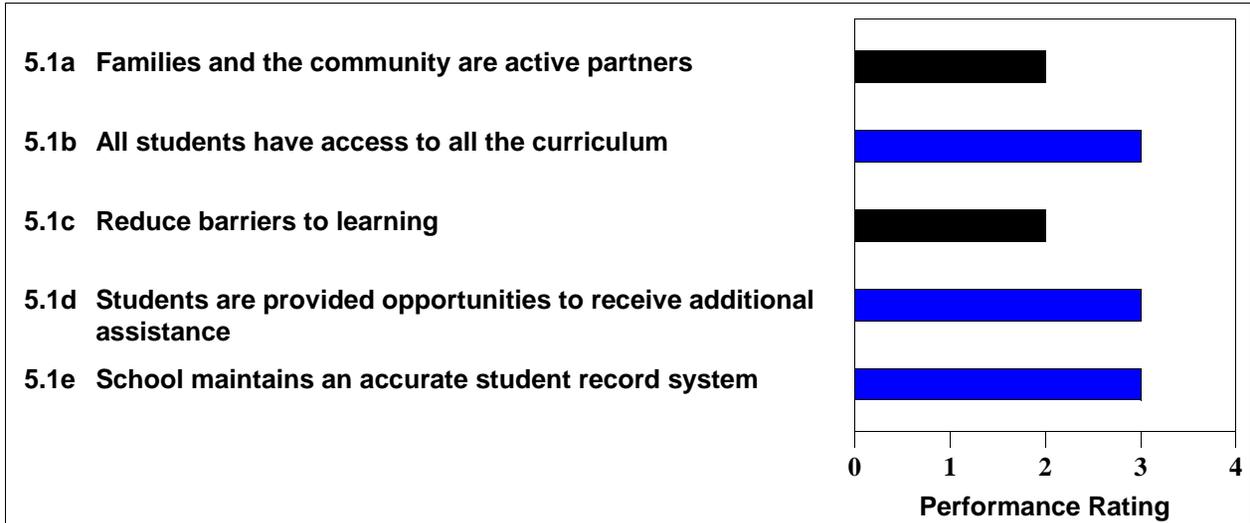
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**5.1 Student, Family and Community Support**

**Learning Environment**



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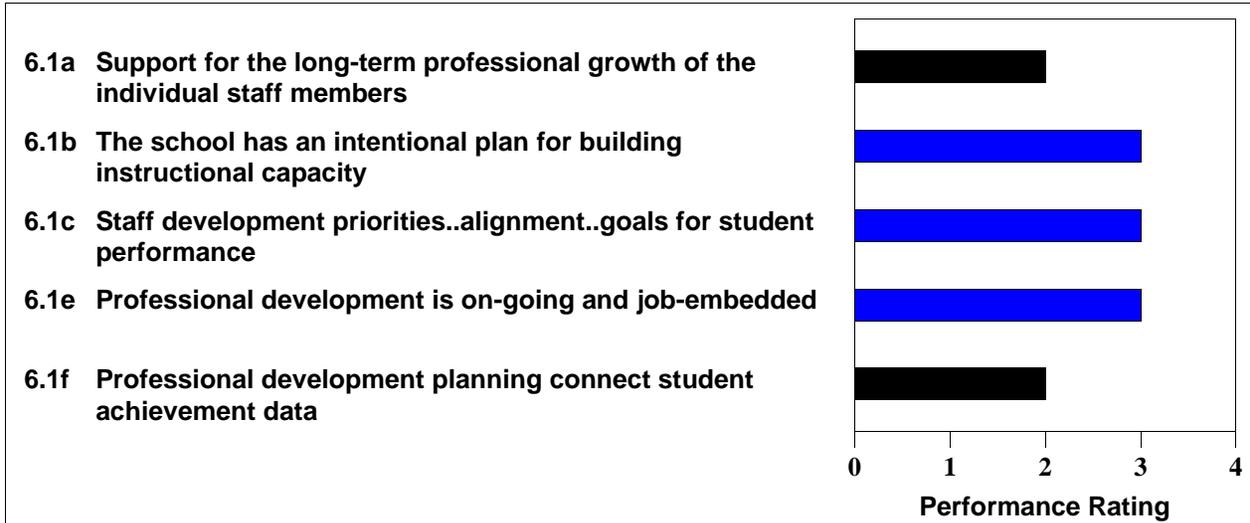
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**6.1 Professional Development**

**Learning Environment**



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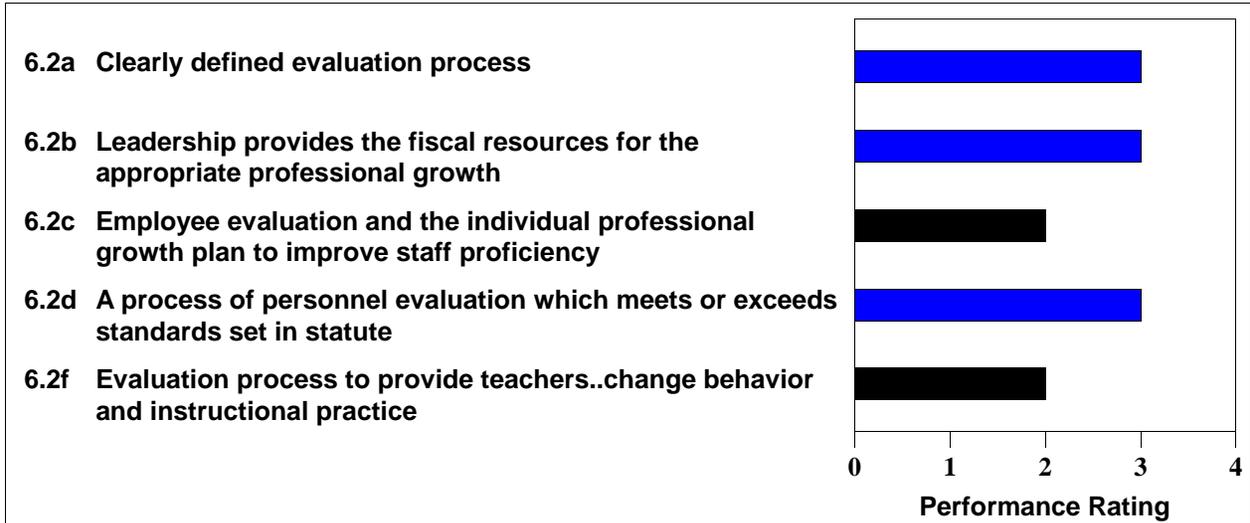
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**6.2 Professional Growth and Evaluation**

**Learning Environment**



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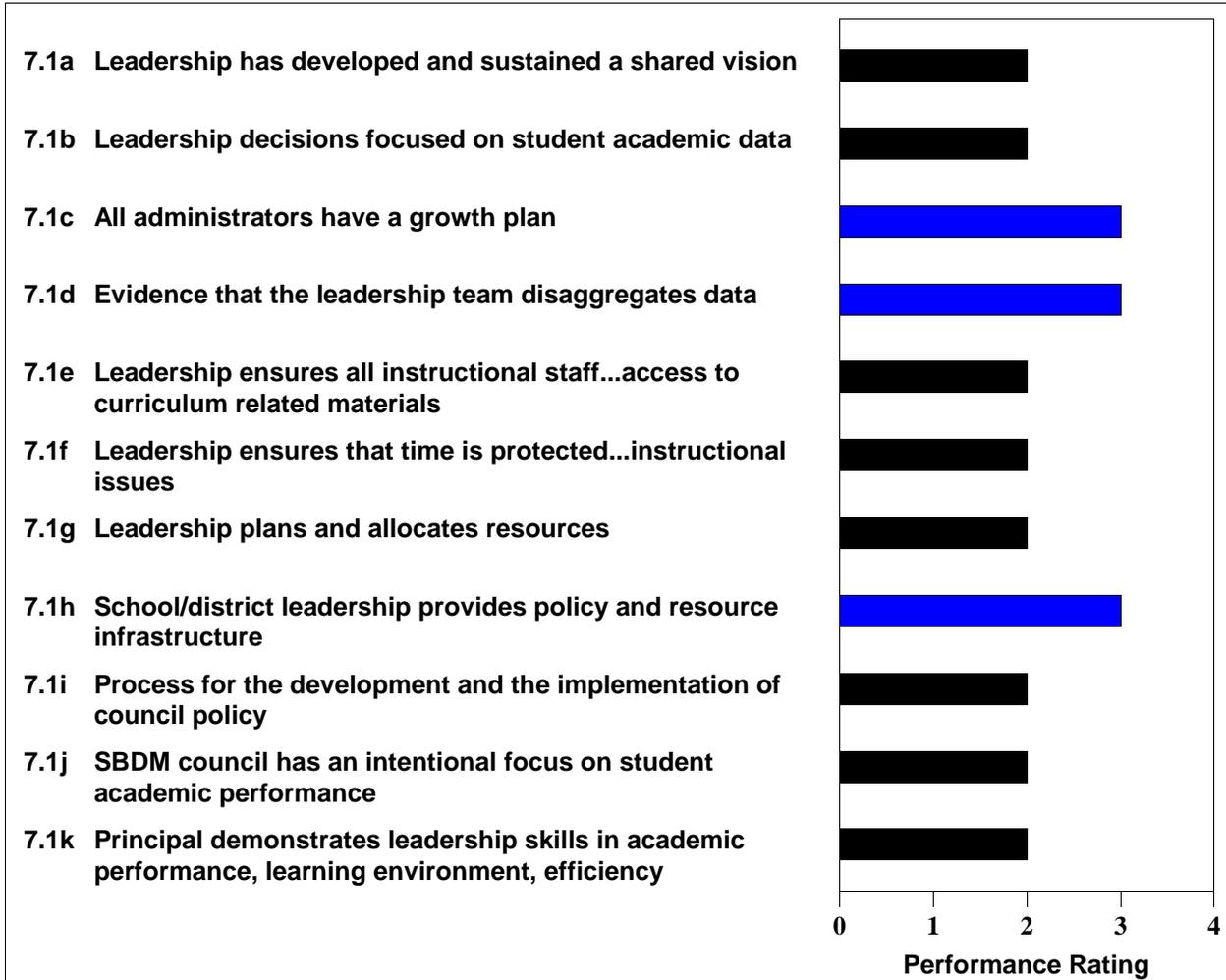
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**7.1 Leadership**

**Efficiency**



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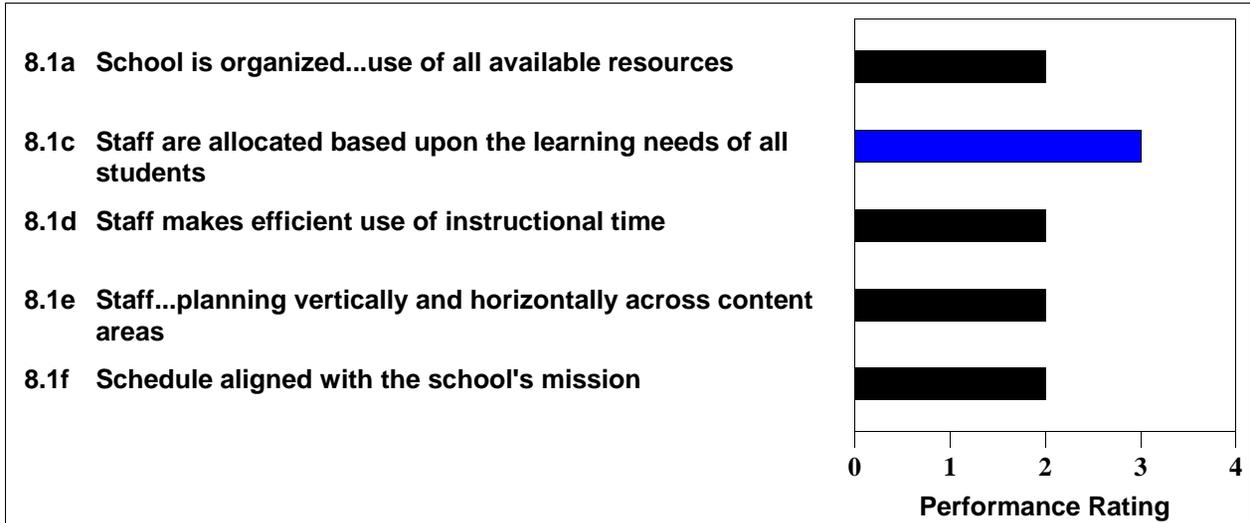
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**8.1 Organization of the School**

**Efficiency**



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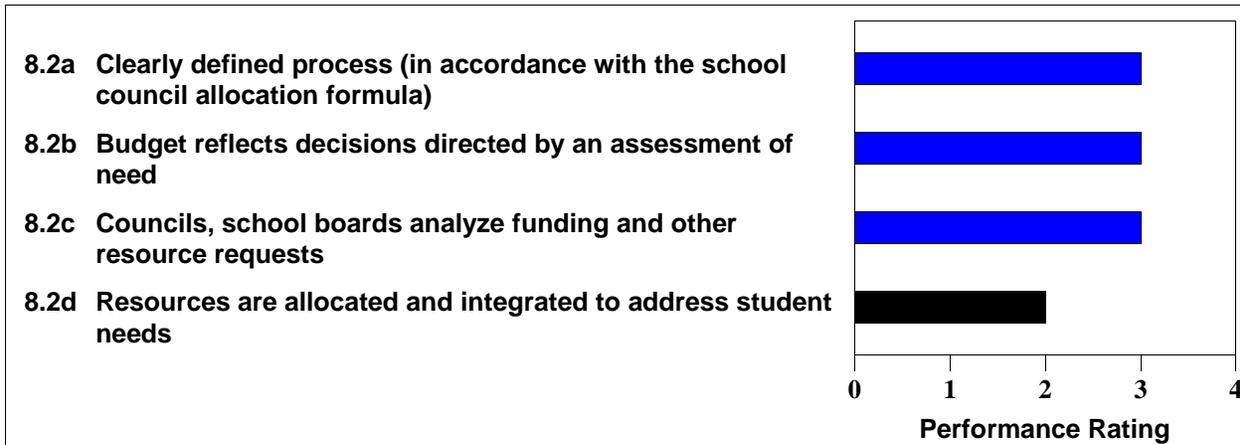
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**8.2 Resource Allocation and Integration**

**Efficiency**



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

**Efficiency**

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



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**9.2 Development of the Profile**

**Efficiency**

**9.2a Planning process involves collecting, managing and analyzing data**



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**9.4 Analyzing Instructional and Organizational Effectiveness**

**Efficiency**

**9.4a Strengths and limitations are identified**



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**9.5 Development of the Improvement Plan**

**Efficiency**

**9.5c Evaluating the effectiveness of improvement plan**



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**9.6 Implementation and Documentation**

**Efficiency**

