

Perry County District Leadership Assessment Report



12/11/2011 - 12/16/2011



District Leadership Assessment Executive Summary

Perry County School District

12/11/2011 - 12/16/2011

John Amis, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Perry County School District during the period of 12/11/2011 - 12/16/2011. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	District leadership has not ensured a culture of high expectations.
Next Steps	The superintendent should ensure district leadership and Perry County Central High School leadership and staff accept their roles in the success of all students. The superintendent should ensure district and school leadership embrace a culture void of excuses. District leadership should require the Perry County Central High School principal to establish non-negotiables (e.g., meeting agendas and minutes, standing agenda items, examining student work, modifying instruction) to maximize the use of available time (e.g., common planning, cadre meeting, job-embedded professional development). The superintendent should require district and school leadership to frequently attend meetings to ensure a laser-like focus on improving instruction and that time is maximized.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The superintendent has not maximized the personnel evaluation system.

Next Steps	The superintendent should serve as the primary evaluator for district administrators and the Perry County Central High School principal. The superintendent should maximize the evaluation process and use all components of the personnel evaluation process, including corrective action plans, to improve the leadership skills of district leaders and the principal. The superintendent should provide intensive support to improve leadership capacity. The superintendent should clearly communicate his expectations for district and school leaders regarding their role in improving instructional capacity and student learning.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The superintendent does not monitor the effectiveness of fiscal and human resource allocations to determine their impact on student achievement.
Next Steps	District leadership should collaborate with Perry County Central High School leadership to establish a system to monitor and quantifiably measure the impact of fiscal and human resource use on instructional effectiveness and student learning. The Perry County Board of Education should require regular updates related to the use and effectiveness of fiscal and personnel resources.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	District leadership has not ensured that professional development activities effectively transfer to classroom practices.
Next Steps	District leadership should collaborate with Perry County Central High School leadership to identify the most critical professional development needs. District leadership should conduct research related to turning around a low performing school and should analyze student achievement data, individual teacher needs, district and school improvement goals, survey results and other relevant data to develop a multi-year job-embedded professional development plan. District leadership should develop and implement a process to monitor and evaluate the impact of professional development activities on teacher and administrator practices. District leadership should require school leadership to continuously monitor classroom practices and provide meaningful feedback and ongoing support to ensure necessary changes occur.

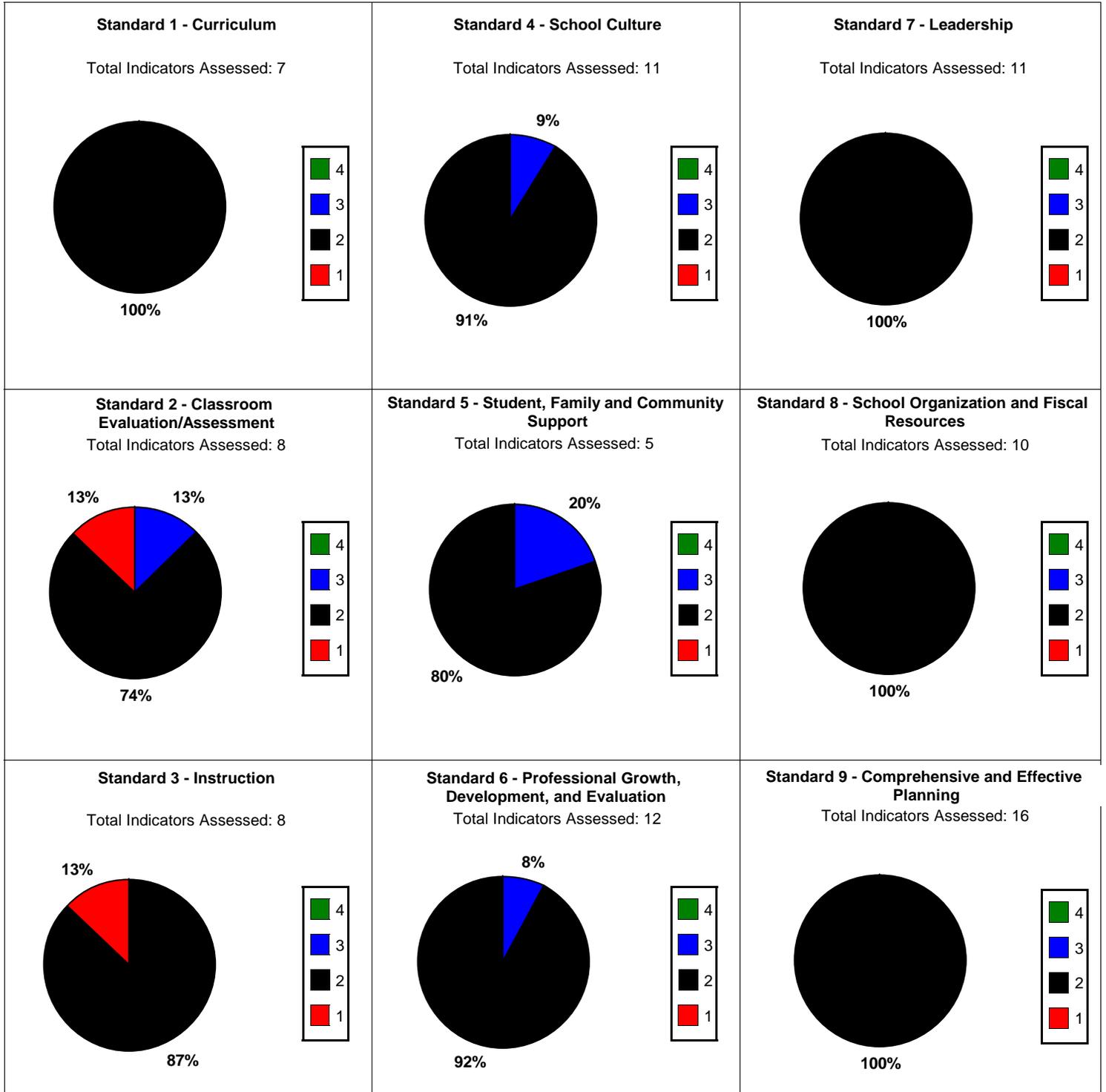
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	District leadership has not clearly articulated, effectively implemented or monitored district improvement strategies.
Next Steps	District leadership should revise the comprehensive district improvement plan and establish procedures to monitor its implementation and measure its effectiveness. The plan should include strategies intentionally designed to close the achievement gap for students in targeted populations. Improvement plan strategies should provide clear procedures and be accompanied by a method to evaluate impact on organizational effectiveness, teacher instructional capacity and student growth and achievement. District leadership should establish incremental benchmarks, and school leadership should diligently and continuously monitor the implementation of strategies and conduct ongoing data analysis to determine when any component or strategy needs revision.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Perry County

KDE 2011 District Leadership Assessment Report At-a-Glance

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

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



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Perry County

<p>Standard - 1 - Academic Performance</p> <p>Curriculum</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>Standard - 4 - Learning Environment</p> <p>School Culture</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>Standard - 7 - Efficiency</p> <p>Leadership</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>Standard - 2 - Academic Performance</p> <p>Classroom Evaluation/Assessment</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>Standard - 5 - Learning Environment</p> <p>Student, Family and Community Support</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>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p>Organization of the School</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>Resource Allocation and Integration</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>Standard - 3 - Academic Performance</p> <p>Instruction</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>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</p> <p>Professional Development</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>Professional Growth and Evaluation</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>Standard - 9 - Efficiency - Comprehensive and Effective Planning</p> <p>Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</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>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</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>Implementation and Documentation</p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

Identify the implications of this report for stakeholders.

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

District Leadership Assessment Summary Report

Perry County

School District

12/11/2011 - 12/16/2011

Introduction

The Kentucky Department of Education conducted district leadership assessment of Perry County School District during the period of 12/11/2011 - 12/16/2011.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with teachers (12), students (31), parents (24), central office certified staff members (12), central office support staff members (17), school nurse (1), Board members (5), principal (1), assistant principals (2), guidance counselors (2), assistant superintendent (1) and the superintendent.

The district leadership assessment team utilized the Standards and Indicators for School Improvement, stakeholder interviews and a portfolio of district 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 Janet Hurt, Ph.D. The other team members were: Randell Harrison - Building Administrator; Carol Higdon - Building Administrator; Marilyn C King - Teacher; Sharon Baker Knight - Teacher; Deborah Mapp-Embry Ed.D. - District Administrator; Gayle H. Mills- Parent; Larry G. Stinson - District Administrator; Cynthia H. Williams, Ph.D.- Higher Education Representative; Debra Reed - Educational Recovery Specialist

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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12/11/2011 - 12/16/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, curriculum documents, curriculum maps, district technology plan, eWalk data, Individual Education Plan/504 Plan, Individual Learning Plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule and School Report Card data

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

Observations of classrooms and computer lab

Performance Rating 2

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

District leadership has not implemented a process to ensure teachers are adequately trained to effectively use all Kentucky curriculum documents. District leadership has facilitated a few meetings to align the district curriculum to the Kentucky Core Content for Assessment, 4.1, the Academic Expectations and the Program of Studies for Kentucky Schools and to align the district curriculum with ACT Quality Core and Kentucky Core Academic Standards in math and reading. Teacher representatives from Perry County Central High School attend English/Language Arts and Mathematics Teacher Leader Network meetings to learn about new Kentucky curriculum (e.g., ACT Quality Core, Kentucky Core Academic Standards). These teachers share information regarding the new curriculum with their peers during common planning time. The math teacher representative conducted a four-day kindergarten through twelfth grade math training in the summer of 2011, and shared curriculum information with her peers in the math department at Perry County Central High School.

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

District leadership created some opportunities for curricular discussions among schools. District-wide content specific cadres meet monthly, but attendance is voluntary. Math and English teacher representatives attend

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

English/Language Arts and Mathematics Teacher Leader Network meetings. District leadership seldom facilitates intentional discussions regarding curriculum transitions between feeder schools and Perry County Central High School.

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

District leadership has not implemented a systematic process to eliminate curricular overlaps and gaps among schools. District and school leadership occasionally discuss curriculum issues during monthly administrative meetings. District leadership provided some training in special education collaboration regarding closing achievement gaps for students with disabilities, but few collaborative classes are offered.

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

District leadership has not consistently facilitated discussions among schools to discuss key curriculum transition points. District leadership provides some opportunities (e.g., content cadre meetings, common planning) for discussions among schools to identify and resolve curricular issues.

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

District leadership works with Perry County Central High School leadership and technical partners to ensure students have access to a variety of postsecondary education and career curricular options. Dual credit courses are available through an articulation agreement with Hazard Community and Technical College. Perry County Central High School students have the opportunity to visit colleges sponsored by a Gaining Early Awareness and Readiness for Undergraduate Programs grant. Career Options, Junior Reserve Officer Training Corps and CO-OP Family and Consumer Science classes provide opportunities for students to develop life skills and explore career opportunities. Students complete their individual learning plans. District leadership recently began monitoring the completion of these plans but has not ensured the plans are collaboratively developed by students, parents and advisors.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

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

The Perry County Board of Education adopted a Curriculum policy (08.1), which states, "The curriculum in each school shall be designed to achieve the student capacities established by KRS 158.645 and the school goals established by KRS 1758.6451." District leadership has not established procedures to monitor, review or revise district-wide curriculum. District leadership communicates to school leadership that all school policies should be up-to-date; however, district leadership does not conduct a systematic review of Perry County Central High School council policies. District leadership expects school leadership to review and revise the curriculum as needed but does not always monitor this process. District leadership has not established a district-wide curriculum committee, yet curricular discussions occasionally occur at district administrative and content cadre meetings.

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

District leadership requires school leadership to develop a schedule that provides all students with access to core curriculum classes. District leadership expects school leadership to provide students with appropriate common core classes. School leadership submits a copy of the Perry County Central High School master schedule to district leadership. District leadership has not ensured all core curriculum classes are rigorous and the curriculum is aligned with Kentucky curriculum standards.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

District Leadership Assessment Summary Report

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School District

12/11/2011 - 12/16/2011

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

District leadership should initiate formal and purposeful conversations among teachers district-wide, regarding all curriculum issues (e.g., resolve key transition issues, alignment vertically and horizontally). District leadership should ensure these discussions routinely occur and encompass all aspects of the curriculum (e.g., pacing guides, curriculum maps, crosswalks).

District leadership should establish a district-wide curriculum committee and direct the committee to organize, facilitate and monitor all curriculum work. The committee should ensure that data are analyzed continuously to identify areas in the curriculum that need strengthening. This committee should ensure the creation of a living, comprehensive curriculum that is rigorous and intentionally aligned with Kentucky curriculum standards (e.g., Kentucky Core Academic Standards, Kentucky Core Content for Assessment 4.1, ACT Quality Core).

District leadership should ensure Perry County Central High School leadership establishes non-negotiables (e.g., establish meeting dates and times, develop meeting agendas, record meeting minutes, promote instructional improvements, address student learning needs, special and regular education collaboration), regarding the use of available time (e.g., common planning, content specific cadres, committees). District leadership should ensure the principal requires special and regular education teachers to collaboratively develop or modify daily instruction for students with disabilities. District and school leadership should collaborate to develop a master schedule that meets the needs of students with disabilities.

Resources:

Individual Learning Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). www.education.ky.gov (type ILP in the search box)

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

Standards-Based Curriculum Development Manual. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

District Leadership Assessment Summary Report

Perry County

School District

12/11/2011 - 12/16/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, comprehensive school improvement plan, eWalk data, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, samples of classroom assessments, samples of written correspondence to staff/stakeholders, school council policies and bylaws, state statute and regulation, Student Performance Level Descriptors, student work and teacher portfolios

Interviews with classified staff, district leadership, parents, school leadership, students and teachers

Observations of classrooms

Performance Rating 3

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

The Perry County Board of Education adopted an Assessment policy (08.222) which provides procedures for the implementation of the Kentucky assessment and accountability system. The district assessment coordinator participated in training related to Kentucky testing practices and trained building assessment coordinators to ensure compliance in appropriate administration and ethical procedures for administering Kentucky assessments. The district assessment coordinator works with building assessment coordinators to ensure testing materials are properly secured and monitored.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

The Perry County Board of Education adopted an Assessment of Student Progress policy (02.441) addressing the review of assessment data. District leadership expects school leadership to provide daily common planning periods for content area teachers and ensure classroom assessments are aligned with Kentucky curriculum standards (e.g., Kentucky Core Content for Assessment, 4.1, Kentucky Core Academic Standards, ACT Quality Core). District leadership expects the standards to be articulated in student-friendly learning targets (I Can statements). District leadership provided a variety of assessment training (e.g., formative and summative, Discovery Education) to develop teacher competence. District and school leadership have conducted classroom e-walk observations and provided feedback to some teachers via e-mail. District leadership does not, however, monitor the rigor and congruency of classroom assessments to required curriculum standards or consistently provide timely and specific feedback to teachers concerning the quality of their assessments.

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

District leadership provides all teachers with the opportunity to design authentic assessments during common planning. District and school leadership facilitated discussions (Classroom Assessment for Student Learning book study) pertaining to assessment but do not routinely provide teachers with specific feedback regarding their assessment practices or ensure assessments are rigorous and congruent with Kentucky curriculum standards (e.g., Kentucky Core Content for Assessment, 4.1, ACT Quality Core, Kentucky Core Academic Standards).

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

District leadership conducts walkthrough and e-walk observations and looks for posted daily learning targets (I Can statements). District leadership has not established procedures to assist school leadership in determining whether students can articulate academic expectations and the characteristics of proficiency.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

2.1d Test scores are used to identify curriculum gaps.

District leadership analyzes data from a variety of sources (e.g., No Child Left Behind report, Kentucky Interim Performance Report, ACT, EXPLORE, PLAN results) and occasionally identifies curriculum gaps.

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

District leadership expresses an expectation for teachers to regularly analyze student work and assessment results (e.g., formative and summative assessments, Friday content area quizzes, Discovery Education probes) during common planning and cadre meetings and use findings to improve instruction. District leadership expects school leadership to regularly analyze classroom assessment results; however, they do not ensure school leadership monitors the analysis of assessment data to evaluate instructional practices and identify student learning needs.

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

District leadership expects school leadership to provide time (e.g., common planning time, content cadre meetings) for teachers to analyze student work but has not ensured school leadership provide appropriate training to accomplish this task. District leadership does not require school leadership to ensure teachers regularly analyze student work to inform instructional practices and curricular decisions. District leadership does not consistently monitor teacher practices or provide specific feedback to teachers related to analyzing student work.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

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

District leadership conducts e-walk observations but does not specifically monitor to ensure that student performance level descriptors are evident in classrooms and observable in student work. District and school leadership review student-friendly learning targets (I Can statements) and formative and summative assessment tasks during e-walk observations. Some examples of student work are displayed in hallways at Perry County Central High School; however, performance level descriptors and scoring guides are not posted in most classrooms. Performance standards are usually not communicated to students prior to or as part of a learning task.

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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**

District and school leadership should ensure teachers are trained to effectively collect, analyze and use student data to identify strengths and weaknesses in the instructional program. District leadership should assist Perry County Central High School leadership in developing a process to ensure formative assessments are effectively used to guide individual student learning. District leadership should immediately ensure school leadership establishes a process to systematically and intentionally monitor formative assessments to ensure they are frequent and aligned to student learning targets.

District and school leadership should facilitate professional development activities to define standards for proficient student work. District leadership, in collaboration with Perry County Central High School leadership, should ensure all teachers use scoring guides and models of proficient work to foster student understanding of the characteristics of proficiency. District and school leadership should provide ongoing support to teachers to ensure proficient performance standards are clearly communicated and observable in all student work.

Resources:

Johnson, R. S. (2002). *Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools*. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1

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. (2001). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. (1998). *Educative Assessment: Designing assessments to inform and improve student performance*. San Francisco, CA: Jossey-Bass.

Stiggins, R., Arter, J., Chappuis, J., Chappuis, S., (2007) *Classroom Assessment that Works: Doint it Right - Doing it Well*,

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of attendance records, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, course syllabi, curriculum documents, district technology plan, eWalk data, Individual Learning Plans, lesson plans/units of study, needs assessment data, newspaper clippings/press releases, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, state statute and regulation, student homework with teacher feedback, teacher portfolios and Perry County Central High School Plan of Action

Interviews with classified staff, district leadership, parents, school leadership, students and teachers

Observations of classrooms, common areas and media center

Performance Rating 2

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

District leadership periodically conducts walkthrough and e-walk observations and looks at lesson plans at Perry County Central High School. District leadership provides feedback to some teachers regarding instructional practices.

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

District leadership supports school leadership and teachers by providing a curriculum dean and offering professional development activities regarding Kentucky Core Academic Standards and research-based instructional practices (formative assessment). These trainings are not intentionally aligned with teacher professional growth needs or student learning goals. Teacher attendance at these trainings is voluntary. District and school leadership implemented common planning time to provide an arena for teacher learning (e.g., sharing instructional strategies and lesson plans, reviewing Discovery Education probes), but have not established non-negotiables to ensure this occurs.

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

motivate students to high levels of learning.

District leadership contacts Morehead State University Teacher Education Department, Alice Lloyd College and the National Association for the Advancement of Colored People to apprise them of classified and certified openings and to request assistance in securing candidates for available positions. Classified and certified job openings are posted on the Kentucky Department of Education Web site. District leadership does not ensure school leadership engages teachers in ongoing professional development activities to increase content knowledge and to strengthen instructional capacity.

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

District leadership equitably allocates technological resources to schools. District leadership monitors teacher and student use of technology through e-walk observations. Some teachers infuse technology (e.g., document cameras, airliners, SMARTboards, liquid crystal display projectors) into instructional practices and student learning tasks. District leadership provides up-to-date and sufficient technology resources to Perry County Central High School and provides training for teachers who choose to attend. District leadership has not ensured the school council has adopted a coherent policy addressing the use of technology to promote student growth and learning. The Perry County Central High School council has adopted a Technology Use policy (December 6, 2011), but the policy lacks direction and procedures for embedding technology into instructional practices.

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

District leadership allocates instructional resources to Perry County Central High School in accordance with programmatic guidelines and provides additional resources (e.g., Discovery Education assessments, Plato) to the school based on identified needs. District leadership does not ensure all allocated resources are monitored to determine their impact on student growth and achievement.

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

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

District leadership purchased Discovery Education assessment software for Perry County Central High School to identify students who need additional assistance in reading or math. District leadership has not established a systematic process to ensure teachers examine student work and use findings to guide instructional designs for all students, especially students in targeted populations. School leadership provides common planning time for teachers but does not routinely monitor the use of that time or ensure that it is used to examine student work.

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

The Perry County Central High School council adopted a Homework policy to extend student learning beyond the classroom. District and school leadership does not intentionally monitor the implementation of the homework policy or to determine the effectiveness of assigned work.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **1**

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

District leadership expects school leadership to monitor instructional practices; however, district leadership has not established systematic procedures to continuously monitor and support improvements in teacher instructional practices and to meet the diverse needs of all students.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

District leadership should ensure Perry County Central High School leadership and teachers participate in on-going, job-embedded professional development focused on identifying and implementing authentic and research-based instructional strategies (e.g., creativity, critical thinking, cooperative learning, problem-solving, project-based learning). District leadership should ensure school leadership develops a systematic process inclusive of ongoing teacher observations, immediate and meaningful feedback, support and consistent follow-up to improve the instructional practices of teachers.

District leadership should monitor the implementation of, and the impact from, the personnel evaluation process of the Perry County Central High School principal to ensure that it is maximized to significantly improve the effectiveness of the instructional staff and increase leadership capacity.

Resources:

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

Gurian, M. & Ballew, A. C. (2003). *The Boys and Girls Learn Differently Action Guide for Teachers*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-6485-6

Jensen, Eric. (1998). *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-299-9

Marzano, R. J. (2003). *What works in Schools: Translating Research into Action*. Alexandria, VA: Association of Supervision and Curriculum Development.

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.

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

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

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

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

Jung, L. A. & Swan, G. M. (Online June 2011, Volume 68). Making the Most of Progress Monitoring. <http://www.ascd.org/publications/educational-leadership/jun11/vol68/num09/Making-the-Most-of-Progress-Monitoring.aspx>

Maglaras, T. & Lynch, D. Monitoring the curriculum: From plan to action. *Educational Leadership*.
ASCD. [Www.ascd.org/ASCD/pdf/journals/ed_lead/el_198810_maglaras.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198810_maglaras.pdf)

Calhoun, E.F. 1994, *How to use action research in the self-renewing school* (available online at <http://www.ascd.org/publications/books/194030.aspx>)

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, facility inspection reports, Family Resource Youth Services Center documentation, list of co-curricular offerings, master school schedule, roster of teaching assignments, school council policies and bylaws, school newsletter, school visitors register, school Web pages, school/district safety plan, student handbook, District mission and belief and vision statements

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

Observations of common areas

Performance Rating **3**

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

Parents and community members learn information about the district and Perry County Central High School through a variety of venues (e.g., district Web site, The Hazard Herald, WYMT Mountain Television, School Messenger, WSGS radio, school marquee).

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

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

The Perry County Board of Education adopted a Safety policy (05.4) addressing the safety and security of staff and students. District leadership developed the Perry County Schools District Crisis Management Plan based on information in the Kentucky Center for School Safety manual. Emergency Procedures flipcharts, which include plans for evacuations, bomb threats, intruders and lockdowns, are available in all classrooms. Classroom teachers are provided emergency cards (red, trouble in room; green, everything okay; yellow, student missing or extra student in room) to slide under their classroom doors in a lockdown situation. Funds from the Readiness and Emergency Management for Schools grant enabled district leadership to provide Go-Kits for all classrooms. District leadership regularly conducts safety assessments on equipment and physical structures (e.g., fire extinguishers; emergency, exit, stairwell lighting; external doors locked). The Perry County Sheriff's Department assigns a full-time resource officer to Perry County Central High School. The board of education has adopted three policies to address grievances (09.4281, 03.16, 03.26) for students, teachers and classified staff. These policies can be accessed by students, parents and staff members via the district Web site. District leadership does not routinely administer culture and climate surveys to generate data for a systematic evaluation of the learning environment.

- 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.

District leadership communicates high expectations through district mission, vision, belief and parameter statements. A district motto, "We Put Kids First", is displayed in various locations (e.g., sign in front of board office, district Web site, district letterhead). District leadership provides some opportunities (e.g., common planning, content cadre meetings) for teachers to collaborate and share successful strategies, which could positively impact student learning. District leadership recognizes student success in a variety of forums (e.g., Tomorrow's Leaders in The Hazard Herald, WYMT Mountain Television, School Messenger, WSGS radio). District leadership does not publish newsletters for families and community groups to recognize student achievements. Perry County Central High School staff publishes a weekly newsletter, which is also available online.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **2**

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

The Perry County Central High School council adopted policies (e.g., Curriculum; Discipline, Classroom Management, and School Safety; Classroom Assessment) to promote a positive learning environment. District leadership expects school leadership to implement these policies equitably, but district leadership has not established procedures to ensure school leadership has fully implemented these policies. Students receive the Perry County Central High School Handbook explaining academic and behavioral expectations. District leadership assists in promoting these expectations by examining data (e.g., attendance, drop out, ACT, PLAN, No Child Left Behind report) and reviewing findings with school leadership. District leadership began monitoring classroom management and instructional practices through e-walk observations this year, and some teachers have received feedback electronically.

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

District leadership occasionally solicits input regarding decisions related to teaching and learning from certified and classified staff through district committees (e.g., Safety, Comprehensive District Improvement Plan).

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

District leadership communicates an expectation for Perry County Central High School staff to recognize and accept responsibility for student success and failure but does not always monitor or hold the staff accountable to ensure this expectation is met. District leadership recently initiated e-walk observations in classrooms but has not consistently provided feedback to teachers to improve teaching and learning. District leadership expects school leadership to provide opportunities (e.g., common planning time, content cadre meetings) for teachers to reflect on the connection between their instructional practices and student success.

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

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Standard 4 **School Culture**

Performance Rating 2

Perry County Central High School council adopted a Student Assignment policy, which addresses class assignments, individual learning plans and preparation for college work. The Student Assignment policy supports the goal of not exceeding the state class size cap. District leadership rarely assists school leadership in assigning teachers and staff to positions to ensure the strengths of staff members are matched to student learning needs. School leadership develops student schedules based on student preference. District and school leadership do not regularly collaborate to ensure individual needs of students are considered during the scheduling process, or students are enrolled in classes or staff members are assigned based on findings from data analysis and personnel evaluations.

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

The Perry County Board of Education adopted a Grading policy (08.221) addressing the maintenance of student records. In compliance with district policy, Perry County Central High School report cards are sent home at the end of each 9-week grading period, and progress reports are sent home at mid-term. The Grading policy does not require teachers to provide specific explanations of student grades or progress. Parents can view their child's Individual Learning Plan using the Career Cruising Web site.

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

District leadership does not administer perception surveys to generate and gather data from students, staff, parents and other stakeholder groups regarding the school culture. District and school leadership provide a variety of resources (e.g., Youth Services Center, school nurse, Extended School Services, credit recovery, social worker, external counselor, Check In/Check Out mentoring program) to reduce barriers to learning.

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

District leadership celebrates student successes through some venues (e.g., district Web site, display in board office, pictures and articles in The Hazard Herald, School Messenger, WYMT Mountain Television, WSGS radio); however, they have not developed formal procedures to ensure this

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Standard 4 **School Culture**

Performance Rating 2

information is consistently shared. District leadership rarely exhibits student work in the community.

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

District leadership collaborates with community and government agencies (e.g., Perry County Sheriff's Department, Hazard Community and Technical College, Perry County Health Department, Kentucky Valley Education Cooperative, Kentucky River Community Care, Hazard Lions Club, People's Bank and Trust, Daughters of the American Revolution) and establishes programs (e.g., school resource officer, school nurse, external counselor, school social worker) to reduce barriers to student learning. Some district leaders participate in local community groups and activities (e.g., Salvation Army bell ringers, Rotary Club, Faces of Colon Cancer). District leadership provides a full-time pupil personnel staff member to Perry County Central High School to make home visits and work with families to improve student attendance. District and school leadership have established programs (e.g., Extended School Services, reading and math labs, Check In/Check Out, Youth Services Center) to eliminate barriers to student learning. District and school leadership seldom provide professional development training specifically to increase awareness and appreciation of cultural differences.

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Standard 4 **School Culture**

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

District leadership should ensure that school leadership and the staff accept their role in the success and failures of all Perry County Central High School students. District leadership should communicate an urgent need to elevate academic and behavior expectations for all students at Perry County Central High School. District leadership should intentionally engage all stakeholders in discussions about the characteristics of high performing schools. District leadership should expect school leaders to embrace a culture void of excuses and diligently collaborate with teachers to remove barriers to student learning.

Resources:

Dufour, R. & Eaker, R. (1998). Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development.

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

Prichard Committee Parent Involvement Toolkit. <http://www.prichardcommittee.org>

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, civic group programs/agenda, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, district technology plan, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Kentucky Performance Report disaggregated data, newspaper clippings/press releases, policies and procedures on access to student records, school communications plan, school council policies and bylaws, school event calendar, school Web pages, student/parent/staff handbooks and District Report Card

Perry County School Board Policies

Kentucky Department of Education Annual Progress and Continuation Report

Interviews with assistant superintendent(s), central office staff, classified staff, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel and school nurse

Performance Rating 3

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

The Perry County Board of Education adopted a Records Management policy (01.61) and a Student Records policy (09.14). These policies address the maintenance, security and quality of the student record system. District and school leadership use Infinite Campus software to manage student records. Perry County Central High School media specialists assist students to develop their Individual Learning Plans. District leadership monitors the completion of Individual Learning Plans through the Career Cruising Web site.

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

District leadership does not actively seek input from all stakeholder groups to promote programs and services for all students. District leadership generally does not involve parents and community members in an analysis of data. Some district committees (e.g., safety, comprehensive district improvement plan) include members of various stakeholder groups, but these members typically are handpicked. A radio announcement on WSGS and an announcement in The Hazard Herald, invited parents to review the comprehensive district improvement plan and the parent involvement plan at the Perry County Board of Education in October 2011. The Perry County Board of Education approved the communication plan and the parent participation plan on November 15, 2011. The plans are designed to improve external and internal communication and increase parent participation. The communication plan includes some school-level strategies designed to increase communication (e.g., school communication plan, school brochure, student recognition). District leadership provides information for publication in the "Tomorrow's Leaders" section of The Hazard Herald, produces public service announcements on WSGS radio and posts an events calendar on the district Web site. District leadership provides Perry County Central High School a full-time pupil personnel staff member who makes home visits and works with families to improve attendance and eliminate dropouts. District leadership required all Perry County Central High School teachers to visit the homes of students prior to the opening of school. During the 2010-11 school year, district leadership implemented the Check In/Check Out mentor program through NIATx at Perry County Central High School, which focuses on increasing the attendance rate of identified students. District leadership also purchased PLATO software for credit recovery classes at Perry County Central High School. District leadership provides Perry County Central High School a Community Education director through a Community Education grant. Several activities (e.g., Camp Promise/Project Hope, white water rafting, Salvation Army bell ringing, sign-up table at athletic events for Infinite Campus Parent Portal, newsletters) are provided to students and families through this initiative.

- 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).

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

Performance Rating 2

Students at Perry County Central High School have access to Youth Services Center resources, guidance services and Extended School Services (e.g., summer school, credit recovery); however, district leadership has not established a formal monitoring process to ascertain the effectiveness of these programs. District leadership has ensured 100% of classrooms at Perry County Central High School have intelligent classroom technology. Perry County Central High School has eight computer labs and one mobile computer lab. Students may enroll in additional courses (dual credit classes) at Hazard Community and Technical College. Reading and math labs are available for students who have not met benchmark on college placement tests (e.g., PLAN, ACT, Discovery Education). Few collaborative classes are available for special education students. School leadership submits the school master schedule to district leadership for review; however, district leadership does not always examine the schedule to determine whether all students have access to the common core. District leadership monitors the expenditure of federal and state programs funds (e.g., community education, Gear Up) but does not consistently or specifically monitor to determine whether the programs effectively support student learning.

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

District leadership provides Perry County Central High School a variety of instructional resources and facilitates professional development activities to support instructional improvements (e.g., Discovery Education, intelligent classrooms, Skype, Kentucky Core Academic Standards, Individual Educational Plans and accommodations) but does not evaluate to determine if learning from these trainings is effectively implemented and impact student learning, including student achievement in targeted populations. Perry County Board of Education has adopted the Health Requirements and Services policy (09.21) and the Health Care Examination policy (09.211) to support health related services for students. The Youth Services Center director, the social worker and the school nurse at Perry County Central High School have developed an informal process (e.g., e-mails, telephone calls, teacher referrals, conferences) to refer students for social and health care services. District leadership expects school leadership to establish a procedure and to offer instructional support for students with additional academic needs. District leadership and the Youth Services Center director partner with various community organizations (e.g., COAL for Kids; Backpack program; Letcher, Knott, Leslie, Perry community action group; Cancer Society; Kentucky River

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

Performance Rating 2

Community Care, Inc.) to reduce barriers to student learning. District leadership has not formally addressed the removal of cultural barriers. Perry County Central High School council adopted a policy called Student Assignment, which states, "The principal will assign students to classes and programs in a manner that will take each student's developmental needs into account." District leadership has not ensured that school leadership fully implements this policy.

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

District leadership purchased PLATO software for students to recover credits at Perry County Central High School. School leadership provides summer classes through the Extended School Services program for students who need additional time to master the content. District leadership also supports the implementation of reading and math labs by providing funding for Discovery Education assessments. District leadership does not routinely monitor the effectiveness of programs or services to determine a need for additional programs or modifications to existing programs to meet current and emerging needs of students. Student support programs and services (e.g., Youth Services Center, school guidance programs, Community Education, school nurse, school social worker) are available to remove barriers to student achievement, but district leadership has no formal process to continuously evaluate these programs to identify needed enhancements or to eliminate gaps or unnecessary redundancies in services.

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Summary Findings in: **Learning Environment**

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

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Summary of recommendations in: **Learning Environment**

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

District leadership should actively recruit representation from multiple stakeholder groups (e.g., parents, students, community members, business leaders) to serve on committees and serve as active partners in appropriate decision-making. District leadership should engage stakeholders in discourse to identify methods for reducing barriers to student learning.

District leadership should develop a systematic process to monitor and evaluate student support services and programs (e.g., Youth Services Center, Extended School Services, school guidance programs) to determine their effectiveness for removing barriers and advancing student learning.

Resources:

Barr, R. & Parrett, W. (2006). *The Kids Left Behind*. Bloomington, IN: Solution Tree.

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

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

Jensen, Eric. (2009) *Teaching with Poverty in Mind*

Jensen, Eric. (2005) *Teaching with the Brain in Mind*, 2nd Edition

District Leadership Assessment Summary Report

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12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of categorical program financial reports, certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, eWalk data, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, needs assessment data, perception survey results, professional development records, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, staff development agenda and Superintendent targeted goals Superintendent evaluation plan

Interviews with classified staff, district leadership and school leadership

Performance Rating 3

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

The Perry County Board of Education has adopted policies: Evaluation (Superintendent) 02.14, Evaluation (Certified) 03.18, Evaluation (Classified) 03.28 for the evaluation of all staff. Procedures were established in the certified evaluation plan and approved by the board of education on April 16, 2009, and district and high school leadership implement the procedures. Kentucky Department of Education granted approval of the plan on May 1, 2009, certifying the plan was in compliance with all state requirements.

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Summary Findings in: **Learning Environment**

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.

District leadership acknowledges that professional development is an important element in the school improvement process and conducts an informal needs assessment with certified staff to seek input regarding their professional development needs. District leadership, however, has not established a continuous process to assess whether professional development activities specifically meet the individual needs of staff members. The superintendent requires certified staff to attend 21 hours of professional development prior to Thanksgiving, which emphasizes the timely completion of professional development hours rather than building the instructional or leadership skills necessary to improve student growth and achievement. District leadership requires Perry County Central High School leadership to submit a professional development plan for approval but fails to monitor its implementation or provide follow-up to ensure the activities and strategies learned during these trainings enhance leadership skills that transfer into an improvement in instructional practices. District leadership requires some job-related training for classified staff.

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

District leadership requires Perry County Central High School leadership to submit a professional development plan for approval. District leadership, however, has not collaborated with school leadership to develop a formal process to ensure the professional growth needs of the instructional staff are assessed and appropriately addressed. District leadership expects Perry County Central High School leadership and teachers to use common planning time and content specific cadre meetings to conduct professional development activities, but district and school leadership do not monitor to ensure the effective use of this time.

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

Most district leadership professional growth plan goals are aligned with district goals for improving student performance and accomplishing assigned job duties (e.g., attending conferences, providing professional development for

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

Performance Rating 2

staff, analyzing data, promoting parental involvement, attending cadre meetings) but do not include acquisition of specific leadership skills necessary to support higher student performance and increase leadership capacity. District leadership expects school leadership to ensure that professional development activities for certified staff align to individual professional growth and school improvement goals. District leadership has not developed formal procedures to monitor the implementation of this process .

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

District leadership reviews the Perry County Central High School improvement plan to ensure proposed professional development activities support district and school student learning goals. District leadership prioritized 15 of the required 24 hours of professional development (i.e., student home visits, Black/Gold Friday, spring assessment training). Of the 24 hours, nine hours are flexible, but chosen activities must meet specific criteria, and teachers must receive approval from the school principal and district leadership prior to participation in some activities. District leadership does not monitor the implementation or evaluate the impact to determine the relationship between staff development priorities and student learning goals.

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

The Perry County School District Professional Development Plan includes few multi-year (e.g., Positive Behavior Interventions and Supports, content-specific cadres) and job-embedded (e.g., data analysis, ACT Quality Core, formative and summative assessments) activities to ensure learning scaffolds from year to year. District leadership assigned a curriculum dean and a part-time instructional supervisor to Perry County Central High School to help improve the instructional capacity of the school.

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

District leadership analyzes data (e.g., Interim Performance Report, No Child Left Behind report, EXPLORE, PLAN, ACT, Discovery Education) and uses findings to develop district professional development strategies and activities. District and school leadership, however, do not routinely analyze student work. District leadership reviews Perry County Central High School

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

Performance Rating 2

Professional Development Plan and the school improvement plan to ensure proposed professional development activities are aligned with district and school student learning goals, but district leadership does not provide meaningful feedback regarding how to strengthen the plan. The Perry County Central High School Professional Development Plan includes goals that address reading and mathematics achievement gaps but do not intentionally address the specific learning needs of students in targeted populations.

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

The Perry County Board of Education adopted a School Budget and Purchasing (SBDM) policy (02.42.42), which states, "board shall appropriate to each school an amount equal to or greater than the formula specified in 702 KAR 3:26." Professional development funds are allocated equally among schools based on enrollment. District leadership, however, does provide additional funds and resources to Perry County Central High School to supplement per pupil funding in attempt to meet some school-specific needs (e.g., additional Discovery Education training, curriculum dean position, four additional teaching positions, ACT Quality Core training, Intelligent Classroom training). District leadership has not established a formal process to effectively monitor, evaluate and identify the impact of professional development activities, resources and expenditures on the professional growth and learning of teachers to determine whether they are sufficient to meet the identified needs of all students.

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

District leadership requires all certified personnel to develop an individual professional growth plan as outlined in the Perry County Schools Professional Growth and Evaluation of Certified Personnel plan. Most district and high school staff members develop individual professional growth plans without intentional collaboration from their primary evaluator. Although the primary evaluator reviews individual professional growth plans annually, district leadership has not developed a formal process to ensure all plans are fully implemented or produce intended results.

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

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

Performance Rating 2

The Perry County Board of Education adopted policies: Evaluation (Superintendent) 02.14, Evaluation (Certified) 03.18, Evaluation (Classified) 03.28. District and school leadership implement the certified and classified personnel evaluation process in accordance with Kentucky statutes and regulations. All primary evaluators attend certified evaluator trainings as required to implement the evaluation process. The plan requires multiple observations with opportunities for feedback. District leadership has not established procedures to determine whether the impact of the evaluation process is adequate and has produced significant or timely improvement in student growth and achievement.

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

The comprehensive district improvement plan does not address specific instructional leadership needs. Several leadership development opportunities are included in the 2010-12 Perry County School District Professional Development Plan (e.g., Kentucky Leadership Academy, Kentucky Valley Educational Cooperative membership, school council training, Kentucky Association of Assessment Coordinators conference, Instructional School Leadership Network, Kentucky Association of School Administrators). District and school leaders attend professional development activities to earn their required hours in accordance with the Effective Instructional Leadership Act.

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

District leadership seldom monitors to determine whether Perry County Central High School administrators are effectively using formative teacher evaluations or to determine the timeliness and effectiveness of feedback and support provided to teachers. District leadership reviews completed summative evaluations to ensure all certified staff members are evaluated in compliance with the district personnel evaluation process. District leadership has not established a monitoring process to ensure school leadership provides certified staff members with the support necessary to improve their professional practices, thereby producing the desired changes articulated in their individual professional growth plans.

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Summary Findings in: **Learning Environment**

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

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Summary of recommendations in: **Learning Environment**

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

District and Perry County Central High School leadership should collaborate to design a multi-year, job-embedded professional development plan addressing specific individual instructional and leadership needs. The plan should support district and school improvement goals, certified evaluation results and individual professional growth goals. District leadership should ensure identified needs are addressed and necessary skills are acquired to establish a high level of competence within the instructional and administrative staff.

District leadership should require school leadership to facilitate on-going, job-embedded professional development focused on closing the achievement gap for students in targeted populations. District leadership should ensure that school leadership maximizes all available opportunities (e.g., common planning time, cadre meetings, faculty meetings) to engage instructional staff in the essential work of examining student work and achievement data to improve the instructional capacity of teachers and student learning.

District leadership should develop and implement a process to monitor and evaluate the impact of professional development activities on teacher and administrator practices and student performance and ensure necessary changes occur in a timely manner.

Resources:

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

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

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive district improvement plan, curriculum documents, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, facility inspection reports, faculty meeting agenda, fire marshal reports, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, perception survey results, policies and procedures on access to student records, safe schools data reports, samples of written correspondence to staff/stakeholders, school budget and allocations, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, School Report Card data, school Web pages, school/district safety plan, state statute and regulation, student handbook, student/parent/staff handbooks and student/teacher ratio

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

Observations of classrooms

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

District leadership facilitated a process in 2003 to develop the current mission, vision, belief and parameter statements. District leadership hosted a retreat for all school councils after one administrator attended training in Florida to learn how to facilitate the development of these statements. The Perry County Board of Education approved the vision, mission, belief and parameter statements on August 21, 2003. The board, additionally, developed the motto, "We Put Kids First", a few years later. This motto is published on the district Web site, principal meeting agendas and displayed on the sign at the Perry County Board of Education. District leadership, however, does not consistently or intentionally reference the vision, mission, belief and parameter statements as anchors for decision making during formal meetings (e.g., principal, district leadership).

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

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Standard 7 **Leadership**

Performance Rating 2

Perry County Central High School leadership submits an annual written report to the Perry County Board of Education regarding progress toward reaching comprehensive school improvement goals. Beginning this school year, principals are required to attend some board meetings and present assessment data. District leadership meets individually with the Perry County Central High School principal to discuss specific school concerns. District leadership occasionally presents some student achievement data to the Perry County Board of Education. On November 8, 2011, district leadership provided each Perry County Board of Education member with a portfolio containing district information (e.g., assessment results, TELL survey results, comprehensive district improvement plan, professional development plan).

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

District administrators and the Perry County Central High School principal develop their own individual professional growth plan goals focused on leadership skills and district improvement goals. District administrators develop individual professional growth plans and submit them to the assistant superintendent for approval. District leadership rarely reviews or modifies individual professional growth plans during the school year; rather, these typically are revised annually.

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

District leadership established a comprehensive district improvement planning committee. The committee examined data from a variety of sources (e.g., ACT, PLAN, No Child Left Behind report, Kentucky Interim Performance Report) and reviewed findings to develop district improvement goals. The committee, however, did not design district improvement goals or most strategies with the clarity or focus necessary to meet the needs of students in targeted populations. District leadership provides findings from data analysis to the Perry County Board of Education. District leadership shares ideas for district improvement strategies with the comprehensive district improvement planning committee. District leadership recently began to require the Perry County Central High School principal to report Discovery Education assessment results to the board of education each semester.

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Standard 7 **Leadership**

Performance Rating 2

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

District leadership provides all teachers access to Kentucky curriculum documents (e.g., Kentucky Core Content for Assessment, 4.1, Kentucky Core Academic Standards) via the district Web site. District leadership has not coordinated a systematic and intentional process to train Perry County Central High School teachers on the effective use of the new Kentucky curriculum standards (e.g., ACT Quality Core, Kentucky Core Academic Standards); rather, teachers who attend the English/Language Arts and Mathematics Teacher Leader Network meetings are expected to train teachers in their respective content area departments during common planning and content specific cadre meetings.

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

The Perry County Board of Education has not adopted a policy addressing the protection of instructional time. District leadership does not routinely engage Perry County Central High School leadership in discussions regarding how to maximize and protect instructional time; moreover, district leadership has not ensured the Perry County Central High School council adopt a policy protecting instructional time. School leadership, however, has established some procedures (e.g., 10 -10 rule, announcements at designated times) to protect instructional time.

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

District leadership equitably allocates funds and resources to schools. Some additional resources (e.g., financial, Discovery Education, curriculum dean, credit recovery staff, technology) are provided to Perry County Central High School to support student achievement. Discovery Education assessment results are regularly reported to district leadership. District leadership has not established a process to systematically monitor the use of or measure the impact from allocated resources on student growth and achievement, teacher instructional capacity or organizational effectiveness. School leadership

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Standard 7 **Leadership**

Performance Rating 2

generally requests additional funds by asking the finance director rather than directing the initial request to the superintendent. District and school leadership seldom collaborate to improve the organizational effectiveness (e.g., active committees, non-negotiables for use of common planning time) or teacher instructional capacity (e.g., cycle of monitoring instructional practices, immediate and meaningful feedback, continuous support, adequate resources) at Perry County Central High School.

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 Perry County Board of Education adopted a Safety policy (05.4) that includes immediate and long-term strategies to ensure a safe and orderly learning environment at Perry County Central High School. District leadership requires the Perry County Central High School council to submit safety plans. District leadership has an ongoing formal process through the Readiness and Emergency Management for Schools grant to evaluate the effective implementation of the district safety plan. District leadership provides resources (e.g., security cameras, keyless entry, School Messenger) to Perry County Central High School to support a safe and orderly environment for staff and students. The Perry County School District Crisis Plan Emergency Procedures flipcharts are available in every classroom and the bus garage.

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

The Perry County Board of Education adopted a School Council policy (02.4241), which requires school councils to submit all new policies to district leadership for review. District leadership requests copies of school council meeting agendas and minutes. The Perry County Central High School council recently updated most existing policies at a special called meeting on December 8, 2011, but has yet to submit those to district leadership for review. District leadership provides required annual training for the school council. District leadership has not sufficiently monitored the Perry County Central High School council actions to ascertain the type and level of guidance needed to increase instructional capacity and student growth and achievement.

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

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Performance Rating 2

academic performance.

District leadership collects Perry County Central High School council meeting minutes and agendas, but does not regularly review them or provide feedback to guide needed revisions. District leadership provides school councils with the required annual training, but seldom attends school council meetings to provide assistance and guidance to ensure a focus on student achievement.

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

The superintendent has not united district leadership and Perry County Central High School leadership together through a common vision of all students learning at high levels. The superintendent expresses a belief that he is responsible for improving the leadership skills of the Perry County Central High School principal, believing the principal should be held accountable for student achievement. The superintendent has communicated his expectations to the principal via e-mail and in meetings. The superintendent, has not, however, maximized the personnel evaluation process (including the use of a corrective action plan) to hold the Perry County Central High School principal accountable for improving the instructional capacity of teachers and the growth and achievement of all students, especially those in targeted populations. The superintendent and district leadership have not ensured the principal at Perry County Central High School maintains an unwavering focus on improving the instructional capacity of teachers, thereby advancing student growth and achievement. The Perry County Board of Education has not held the superintendent accountable for evaluating his administrative team or school principals; rather, the superintendent has delegated that responsibility to his assistant superintendent. The leadership style of the superintendent is to delegate responsibility, yet he participates in many important activities (e.g., principal meetings, vision and mission development). The superintendent ensures principals earn their required Effective Instructional Leadership Act hours. The superintendent has not specifically ensured the Perry County Central High School principal actively participates in professional development designed for administrators leading schools that have consistently not met state and federal goals.

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Standard 7 **Leadership**

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The superintendent should hold himself, district administrators and the Perry County Central High School principal accountable for the success and failure of all students. The superintendent should be responsible for the evaluation of his administrative team and for school principals. The superintendent should maximize the evaluation process by collaboratively developing individual professional growth plan goals and incremental benchmarks with each administrator. The superintendent should provide ongoing and aggressive support as necessary to assist administrators improve their leadership skills, and he should use corrective action procedures when necessary. The superintendent should engage in frequent conversations with all administrators to ensure clarity in his expectations for improved instructional practices and to monitor improvements in their professional leadership capacity.

The superintendent and his leadership team should collaborate with Perry County Central High School leadership to establish a system to aggressively monitor the impact from fiscal and human resource allocations on instructional effectiveness and student learning. The superintendent should hold all staff accountable for obtaining quantifiable results from the use of fiscal and human resources (e.g., reading and math labs, Discovery Education) and for demonstrating how these are used to identify and address individual student learning needs and teacher instructional capacity. The Perry County Board of Education should require regular updates on results from major allocations, including personnel and programs and hold the superintendent accountable for using all available resources (e.g., personnel evaluation system) to foster instructional improvements and advance student learning at Perry County Central High School.

District leadership should provide unsolicited assistance to the Perry County Central School Council to help them revisit all policies and revise those which lack clarity or direction and those that are insufficient to aggressively improve instructional practices and accelerate student learning. District leadership should guide the school council to develop a schedule that includes a continuous review of all school council policies. District leadership should thoroughly review school council meeting minutes and agendas and attend school council meetings as appropriate. District leadership should ensure school council policies are not simply generic. All policies should be developed in accordance with state statutes and regulations and district policies and be specific to the needs of Perry County Central High School students.

The superintendent or his designees should ensure the Perry County Central High School leadership develops procedures to effectively implement all school council policies. District leadership should develop a monitoring system to ensure that school leadership actively implements, reviews and adjusts all procedures and discusses findings with the school council so policies can be modified, replaced or eliminated as necessary. District leadership should ensure the school council

develops policies to establish active standing and productive committees with membership inclusive of broader stakeholder representation.

Resources:

Blankstein, A. M. (2004). *Failure is Not an Option*. Thousand Oaks, CA: Corwin Press.

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

Lewis, C. P. (1996). *Building a Shared Vision: A Leader's Guide to Aligning the Organization (Corporate Leadership)*. University Park, IL: Productivity Press.

Schmoker, M. (2006). *Results Now*. Alexandria, VA: Association for Supervision & Curriculum Development.

School Based Decision Making. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://education.ky.gov/KDE/Administrative+Resources/School+Based+Decision+Making/>

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, master school schedule, school budget and allocations, school council meeting agenda and minutes and school council policies and bylaws

Interviews with classified staff, district leadership, local board of education members and school leadership

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 Perry County Board of Education adopted a Program Evaluation policy (08.5) that states, "The Superintendent shall develop and implement a plan for the evaluation of educational programs focused primarily on measurable student achievement data." District leadership, however, has not implemented a formal process for monitoring the impact of these resources on student growth and achievement as required by policy. District leadership informally (e.g., monthly administrator meetings, individual principal meetings) monitors the use of school resources for impact on student and staff instructional practice. District leadership does not consistently review the organizational structures (e.g., master schedule, response to intervention time allocation) at Perry County Central High School to identify and eliminate barriers that may impede the learning of all students. District leadership monitors allocated resources and expenditures as required by state and federal regulations but not specifically to determine impact on student growth and achievement.

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

The superintendent expresses an expectation for the Perry County Central High School principal to ensure sufficient core courses are available to all students. The principal submits the master schedule to district leadership. District leadership does not collaborate with the principal to develop the master schedule. District leadership allocates staff to Perry County Central High School in excess of state and district student-teacher ratios.

- 8.1c The instructional and non-instructional staff are allocated and organized

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Performance Rating 2

based upon the learning needs of all students.

The Perry County Board of Education adopted a School Staffing (SBDM) policy (02.4331) that states, "allocations, at a minimum, shall budget funds sufficient for the council to meet the statutory class size caps based on projected student enrollment to the nearest one-tenth positions minus all state enrollment deductions." District staffing policies meet state requirements for student/teacher ratios. District leadership provides staffing allocations to school councils based on projected student enrollment data. District leadership provides additional staff (e.g., curriculum dean, teachers) above the projected allocations to Perry County Central High School. District leadership uses an informal process that allows schools to request additional staff to address specific needs beyond the required allocation. District leadership expects the principal to allocate and assign teachers to meet the individual learning needs of all students. District leadership does not monitor to ensure staff assignments maximize the potential to impact student growth and achievement.

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

The superintendent expects Perry County Central High School leadership to monitor the use of resources, classroom management practices and school organizational structures to ensure classroom instructional time is used efficiently. District leadership, however, has not established a formal process to ensure this expectation is fulfilled. District leadership performs some e-walk observations at Perry County Central High School to ensure that instructional time is protected and research-based practices are infused into instruction. District leadership provides electronic feedback to some teachers.

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

District leadership expects Perry County Central High School leadership to provide common planning time for teachers, and district leadership reviewed the master schedule to ensure this time was included. District leadership has not ensured that school leadership consistently facilitates vertical and

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Performance Rating 2

horizontal planning.

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

District leadership expects Perry County Central High School leadership to design a master schedule that maximizes instructional time to promote increased student growth and achievement. District leadership does not collaborate with the principal to develop the master schedule. District leadership expects school leadership to lead the school council in adopting a policy that protects instructional time but does not monitor to ensure this occurs.

- 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 Perry County Board of Education adopted a Budget Planning and Adoption policy (04.1), which allocates funds to schools based on "results of the current needs assessment, recommendations resulting from the process and current District/school improvement and/or long range plans and revenue projections for the coming year." District leadership allocates these funds to school councils according to a formula based on projected student enrollment rather than identified student learning needs. District leadership provides budget development assistance to school leadership and councils when requested. The Director of Finance provides budget oversight to ensure all district and school allocations and expenditures are made according to program regulations and guidelines. District leadership provides regular budget reports to the Perry County Board of Education.

- 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 Perry County Board of Education adopted the School Budget and Purchasing (SBDM) policy (02.4242) which states, "the board shall appropriate to each school an amount equal to or greater than that specified by the formula prescribed in 702 KAR 3:246." District leadership uses a

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Performance Rating 2

formula to allocate discretionary funds but sometimes provides resources beyond the initial amount to meet specific needs of schools. District leadership has established an informal process for school leadership to submit requests for additional funds. District leadership expects these requests to include justification for the funds and the expected outcome on student growth and achievement. District leadership has not developed and implemented a formal process to monitor the use of discretionary funds or measure impact on student growth and achievement beyond programmatic 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 Perry County Board of Education adopted a District Planning policy (01.111) stating, "the plan shall include a mission statement, short and long term goals and objectives, strategies and activities along with supporting budgetary information and a method of and schedule for evaluating the plan that includes implementation and impact checks on completion of plan activities and achievement of plans goals and objectives." The board also adopted the Budget Planning and Adoption policy (04.1), which states, "the superintendent shall establish procedures to include a needs assessment process to identify, confirm, reassess and/or prioritize recommendations regarding District goals for future financial emphasis. In setting budget priorities, the Board shall consider the results of the current needs assessment, recommendations resulting from that process, and current District/school improvement and/or long range plans." The board, however, has not established a formal process to require district leadership to justify the relationship between the proposed budget and the expected impact on student growth and achievement. District leadership provides budget and financial reports to the board at monthly meetings.

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

District leadership allocates categorical funds based on formulas. District leadership monitors expenditure of categorical funds to ensure compliance with federal and state requirements and guidelines. District and school

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

leadership integrate some funds (e.g., Gifted and Talented, Readiness and Emergency Management for Schools grant, Extended School Services) to address district and school improvement goals and objectives. District leadership has not developed procedures to monitor the use of these funds to measure their impact on student growth and achievement.

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The superintendent should develop and fully implement formal monitoring procedures for all district programs as outlined in the board Program Evaluation policy (08.5). These procedures should allow district leadership to determine and measure the impact of programs on student growth and achievement. District leadership should hold Perry County Central High School leadership accountable for monitoring and evaluating programs within the school.

Resources:

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

Marzano, R. J., Waters, T. & McNulty, B.A. (2005). School Leadership That Works: From Research To Results. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district personnel evaluation system and documentation of implementation, district technology plan, employee handbooks, Kentucky Performance Report disaggregated data, master school schedule, needs assessment data, professional development records, school council meeting agenda and minutes, school council policies and bylaws and school improvement planning team meeting minutes and agenda

Interviews with classified staff, district leadership, local board of education members, school leadership, superintendent and teachers

Observations of classrooms

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.

District leadership developed mission, vision, beliefs and parameter statements in 2003. An assistant superintendent guided the development process using a method learned in a specialized training. All school councils attended an off-site two-day retreat to develop the statements, which were subsequently approved by the board of education. Other than school council members, no stakeholders were involved in establishing the mission, vision, beliefs and parameters. The comprehensive district improvement plan committee reviewed these statements while designing the district improvement plan, but district leadership has not involved a broader stakeholder group in a review of the vision, mission, belief and parameter statements since they were adopted in 2003.

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

The comprehensive district improvement plan committee reviewed the previous district improvement plan to determine where continued improvements were needed. The committee gathered student achievement data (e.g., No Child Left Behind report, Kentucky Interim Performance Report, Discovery Ed Probes results, ACT benchmarks) to develop district improvement goals. The committee considered items included in the district

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

professional development plan and school improvement plans when drafting the district improvement plan. The comprehensive district improvement plan committee chair solicited input about specific areas of need from district leadership.

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

The comprehensive district improvement plan committee used multiple sources of student achievement data (e.g., No Child Left Behind report, Kentucky Interim Performance Report, Discovery Ed Probes, ACT benchmarks) to guide the development of district improvement goals. District leadership developed a list of proposed objectives and strategies for the district improvement committee to consider. District improvement strategies are not all grounded in findings from current data analysis. Many district improvement strategies are continuations from previous improvement plans.

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

The comprehensive district improvement plan committee included some research-based strategies in the district improvement plan; however, many of these lack clarity and are not intentionally identified in research as having the potential to be successful in districts with similar demographics. The comprehensive district improvement planning committee ensures the plan is aligned to Kentucky Core Academic Standards and ACT Quality Core Standards.

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

The comprehensive district improvement planning committee reviewed No Child Left Behind disaggregated data and Discovery Education scores to identify achievement gaps. District improvement goals are broad and encompass all students but do not always focus on students in targeted populations. Most district improvement strategies have not been designed to intentionally assist these students.

9.3c The desired results for student learning are defined.

The comprehensive district improvement plan does not include benchmarks

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to measure incremental progress toward reaching goals. Annual goals (increase the percentage of students scoring proficient in reading and math and graduating college and career ready) are articulated in the district improvement plan.

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

District leadership collects and analyzes data from a variety of sources (e.g., Kentucky Interim Performance Report, No Child Left Behind report, EXPLORE, PLAN, ACT, Discovery Education reports, Emergency Management Reports, staff allocation reports, average daily attendance reports) and discusses the findings with the Perry County Central High School principal. District leadership presented the results from these analyses to the comprehensive district improvement planning committee. District leadership reviewed the Perry County Central High comprehensive school improvement plan to determine the type of support needed from district leadership to reach school improvement goals. The Perry County Board of Education approved the 2011-12 district improvement plan on November 15, 2011.

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

Comprehensive district improvement plan goals are clear, concise and measurable and are grounded in student achievement; however, goals related to organizational effectiveness are not articulated. District leadership informs school leadership of the timelines for the completion of the annual comprehensive school improvement plan goals and assists in a review of student achievement data, but district leadership has not developed a formal process to assist Perry County Central High school leadership in establishing school improvement goals. Most communication between district leadership and Perry County Central High School leadership regarding the development of the school improvement plan goals occurs through e-mail. District leadership reviews the completed school improvement plan. Some district improvement goals do not have current timelines (May 2011).

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

Comprehensive district improvement plan strategies do not intentionally and

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Performance Rating 2

specifically focus on closing the achievement gap for students in targeted populations (e.g., free and reduced meals, white, disabled). District leadership examined Perry County Central High School improvement plan objectives, goals and activities during the development of the district improvement plan. Some of the comprehensive district improvement plan strategies lack clarity and are continuations of existing strategies and programs. Many district improvement strategies (e.g., response to intervention, universal screeners) are research-based. Several district improvement strategies articulated are vague and lack the specificity necessary to understand how to effectively implement the strategy or measure its effectiveness.

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

The timelines in the comprehensive district improvement plan typically span from the fall of 2011 through May 2012. A description of how most strategies will be implemented and sustained beyond May 2012 is not included. District leadership identified multiple fund sources to support the implementation of many strategies. District leadership identified several individuals as comprehensive school improvement plan component managers and a combination of individuals and role groups as responsible for implementing each strategy.

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

District leadership monitors the implementation of district improvement strategies but has not articulated a formal process to quantifiably measure and evaluate the effectiveness of improvement strategies on student growth and achievement. The Perry County Board of Education requires the Perry County Central High School council to report to the board annually on progress made toward achievement of school improvement goals.

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

The comprehensive district improvement plan strategies align with the district vision, mission, belief and parameter statements. Some district improvement strategies, however, are vague and lack procedures for effective

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

implementation.

9.6a The plan is implemented as developed.

District leadership provides some support and resources (e.g., professional development activities, technology training, data days) to assist Perry County Central High School leadership implement the district and school improvement plan. Although district leaders generally are aware of the district improvement plan, they are not always involved in its implementation. Some district leaders can articulate some district improvement objectives and goals.

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

District leadership is beginning to collect walkthrough observation data and provide feedback to school leadership and teachers, which is occasionally used to determine the impact of the comprehensive district improvement strategies on student growth and achievement. District leadership has not established a formal process to evaluate the implementation of the comprehensive district improvement plan strategies to determine the need for mid-term adjustments that might be necessary to reach improvement goals and objectives. District leadership conducts an implementation and impact check each spring. District leadership articulates an expectation for school leadership to complete and submit implementation and impact checks; however, district leadership has not established a formal monitoring process.

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

District leadership collects and reviews data from a variety of sources (e.g., classroom walkthrough observations, individual principal meetings, informal conversations) to monitor the implementation of district improvement strategies to determine how these have impacted student growth and achievement. The Perry County Board of Education does not require district leadership to report monthly on progress made toward reaching district improvement plan goals and objectives.

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

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

District leadership occasionally adjusts and modifies the comprehensive district improvement strategies. District leadership conducts a formal evaluation of the district improvement plan each spring to determine progress toward accomplishing district improvement goals and objectives.

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

District leadership should facilitate a process to revise the comprehensive district improvement plan. District leadership should ensure the plan includes specific strategies to address individual learning needs of students in targeted populations, as well as the learning needs of all students. District improvement plan strategies should be clear and provide sufficient direction for full and effective implementation. District leadership should ensure each district improvement strategy is accompanied by a method to evaluate its impact on organizational effectiveness, teacher instructional capacity and student achievement. The district improvement plan should include benchmarks to measure incremental progress toward reaching district improvement goals. District leadership should ensure that all participants in the district improvement planning process receive training in how to thoroughly analyze student learning indicators and other relevant data for use in the planning process.

District leadership should establish an ongoing process to quantitatively measure the impact of district improvement strategies and to revise strategies as necessary to reach improvement goals. District leadership should provide regular updates to the Perry County Board of Education detailing progress made toward reaching improvement goals.

District leadership should initiate a process to review the district vision, mission, belief and parameter statements adopted in 2003 to determine if they are still relevant and meaningful. The process should include a wide range of stakeholder representatives (e.g., certified staff, classified staff, administrators, students, parents, business leaders, postsecondary educators, local government officials, community members). Leadership should solicit input from the community, regardless of whether revisions occurred, to ensure public feedback is considered prior to the Perry County Board of Education adopting these statements. District leadership should ensure the comprehensive district improvement plan includes specific strategies to address individual learning needs of students in targeted populations as well as the learning needs of all students. These strategies should contain clearly defined targets and benchmarks that can be monitored incrementally throughout the school year.

Resources:

Comprehensive School Improvement Plan Data Analysis. Standards and Indicators for School Improvement Toolkit. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40604).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/PowerPoints/CP%20DATA%20ANALYSIS.ppt

Kentucky Association of School Administrators - www.kasa.org

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

Kotter, J. P. (1996). *Leading Change*. Boston, MA: Harvard Business Press.

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

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis*. Larchmont, NY: Eye on Education.

Resources:

Calhoun, E.F. 1994, *How to use action research in the self-renewing school* (entire book available online at <http://www.ascd.org/publications/books/194030.aspx>)

21st Century Learning <http://www.p21.org/>

Retrieved 13 August 2011 ... Rethinking How Students Learn!! [Http://go.solution-tree.com/21stcenturyskills/](http://go.solution-tree.com/21stcenturyskills/) This dynamic new framework promotes innovation through critical thinking, problem solving, collaboration, and technology integration, while building on mastery of core content and background knowledge.

Schmoker, M. (2006). *Results Now: How We Can Achieve Unprecedented Improvement in Teaching and Learning*.

Dufour, R., Dufour, R., Eaker, R., Many, T., (2010). *Learning by Doing: A Handbook for Professional Communities at Work*

Dufour, R., Dufour, R., Eaker, R., Karhanek, G., (2009). *Raising the Bar and Closing the Gap: Whatever it Takes*

Chappuis, J., (2009). *Seven Strategies of Assessment for Learning* (Assessment Training Institute, Inc.)

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Summary of Next Steps:

The superintendent should ensure district leadership and Perry County Central High School leadership and staff accept their roles in the success of all students. The superintendent should ensure district and school leadership embrace a culture void of excuses. District leadership should require the Perry County Central High School principal to establish non-negotiables (e.g., meeting agendas and minutes, standing agenda items, examining student work, modifying instruction) to maximize the use of available time (e.g., common planning, cadre meeting, job-embedded professional development). The superintendent should require district and school leadership to frequently attend meetings to ensure a laser-like focus on improving instruction and that time is maximized.

The superintendent should serve as the primary evaluator for district administrators and the Perry County Central High School principal. The superintendent should maximize the evaluation process and use all components of the personnel evaluation process, including corrective action plans, to improve the leadership skills of district leaders and the principal. The superintendent should provide intensive support to improve leadership capacity. The superintendent should clearly communicate his expectations for district and school leaders regarding their role in improving instructional capacity and student learning.

District leadership should collaborate with Perry County Central High School leadership to establish a system to monitor and quantifiably measure the impact of fiscal and human resource use on instructional effectiveness and student learning. The Perry County Board of Education should require regular updates related to the use and effectiveness of fiscal and personnel resources.

District leadership should collaborate with Perry County Central High School leadership to identify the most critical professional development needs. District leadership should conduct research related to turning around a low performing school and should analyze student achievement data, individual teacher needs, district and school improvement goals, survey results and other relevant data to develop a multi-year job-embedded professional development plan. District leadership should develop and implement a process to monitor and evaluate the impact of professional development activities on teacher and administrator practices. District leadership should require school leadership to continuously monitor classroom practices and provide meaningful feedback and ongoing support to ensure necessary changes occur.

District leadership should revise the comprehensive district improvement plan and establish procedures to monitor its implementation and measure its effectiveness. The plan should include strategies intentionally designed to close the achievement gap for students in targeted populations. Improvement plan strategies should provide clear procedures and be accompanied by a method to evaluate impact on organizational effectiveness, teacher instructional capacity and student growth and achievement. District leadership should establish incremental benchmarks, and school leadership should diligently and continuously monitor the implementation of strategies and conduct ongoing data analysis to determine when any component or strategy needs revision.

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In Conclusion:

The members of the Perry County District Leadership Assessment Team are grateful to the district 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:

District Authority:

District leadership does not have the ability to manage the intervention of Perry County Central High School.

Pursuant to 703 KAR 5:180, the team recommends that the authority of the SBDM council be transferred to the Commissioner.

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 reports for Perry County School District and Perry County Central High School.

Superintendent, Perry County Schools

_____ Date: _____

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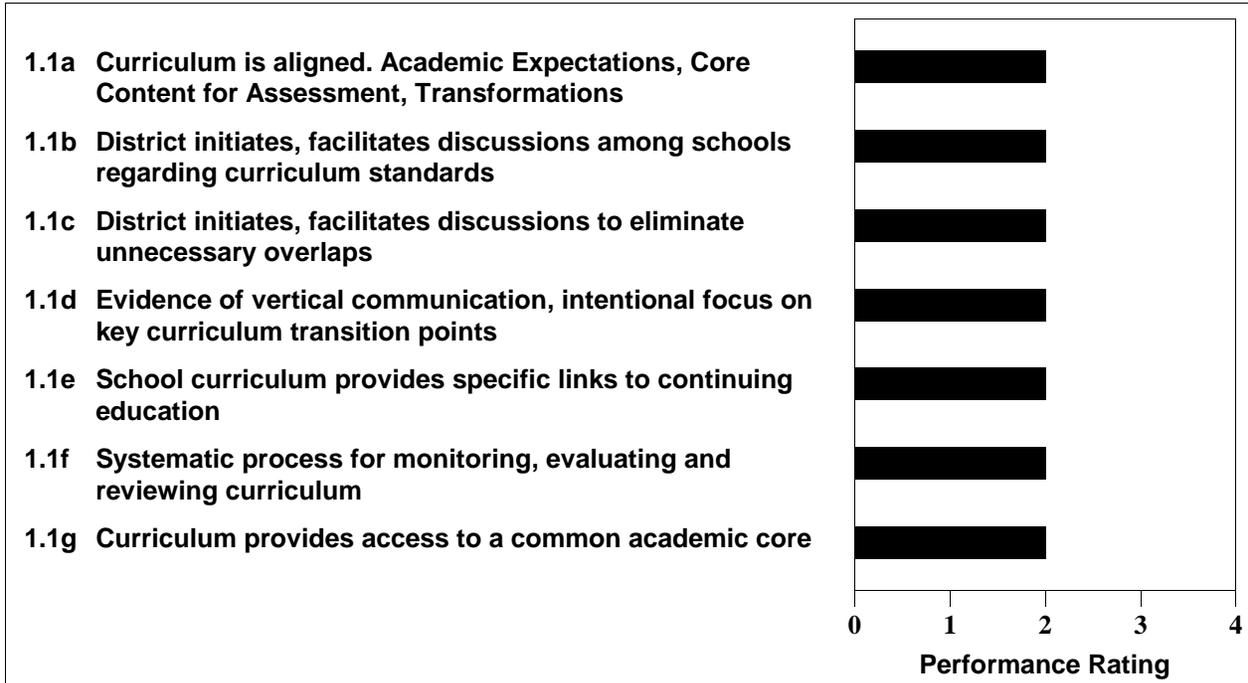
Perry County

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1.1 Curriculum

Academic Performance



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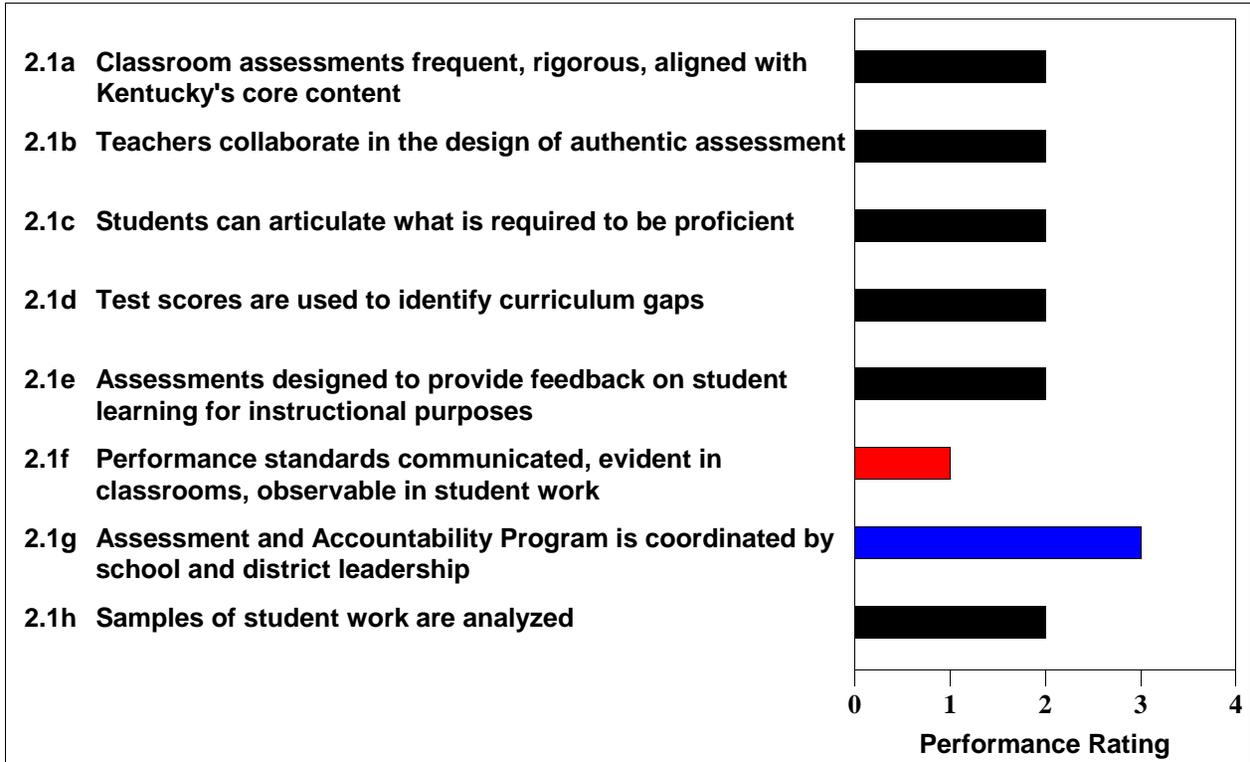
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2.1 Classroom Evaluation/Assessment

Academic Performance



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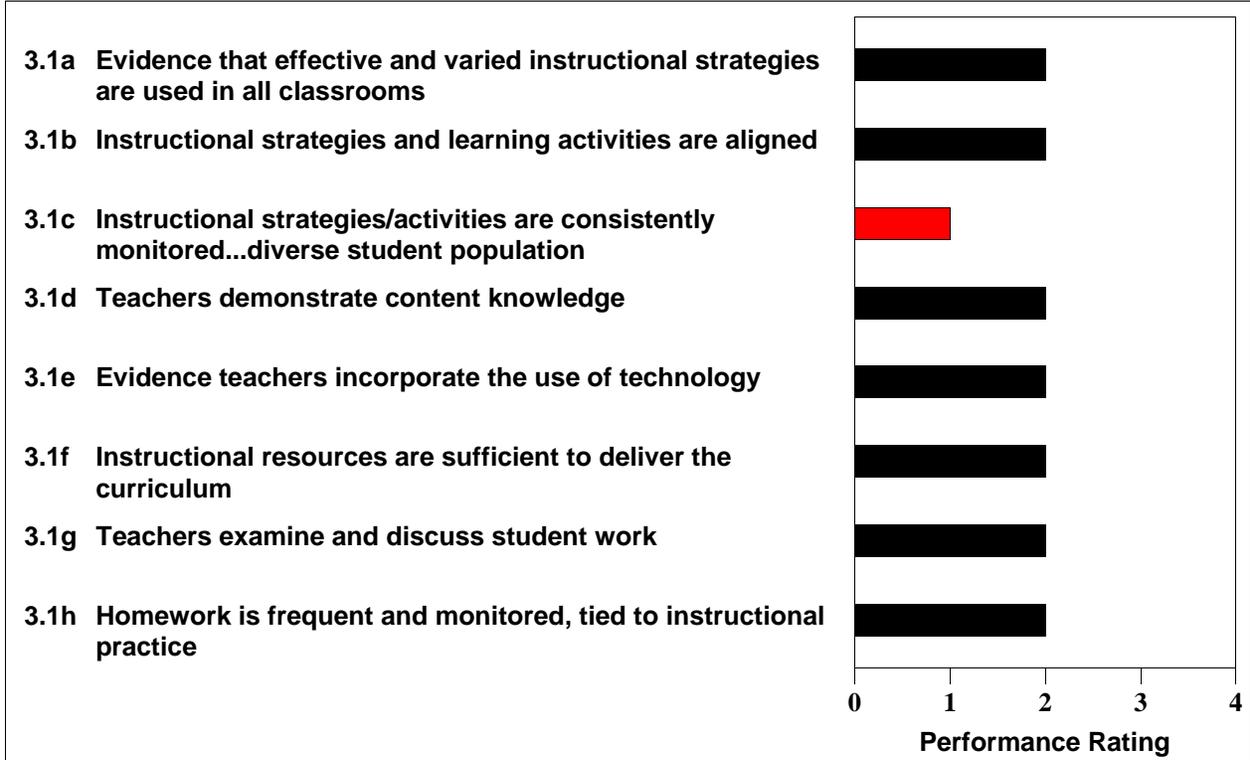
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3.1 Instruction

Academic Performance



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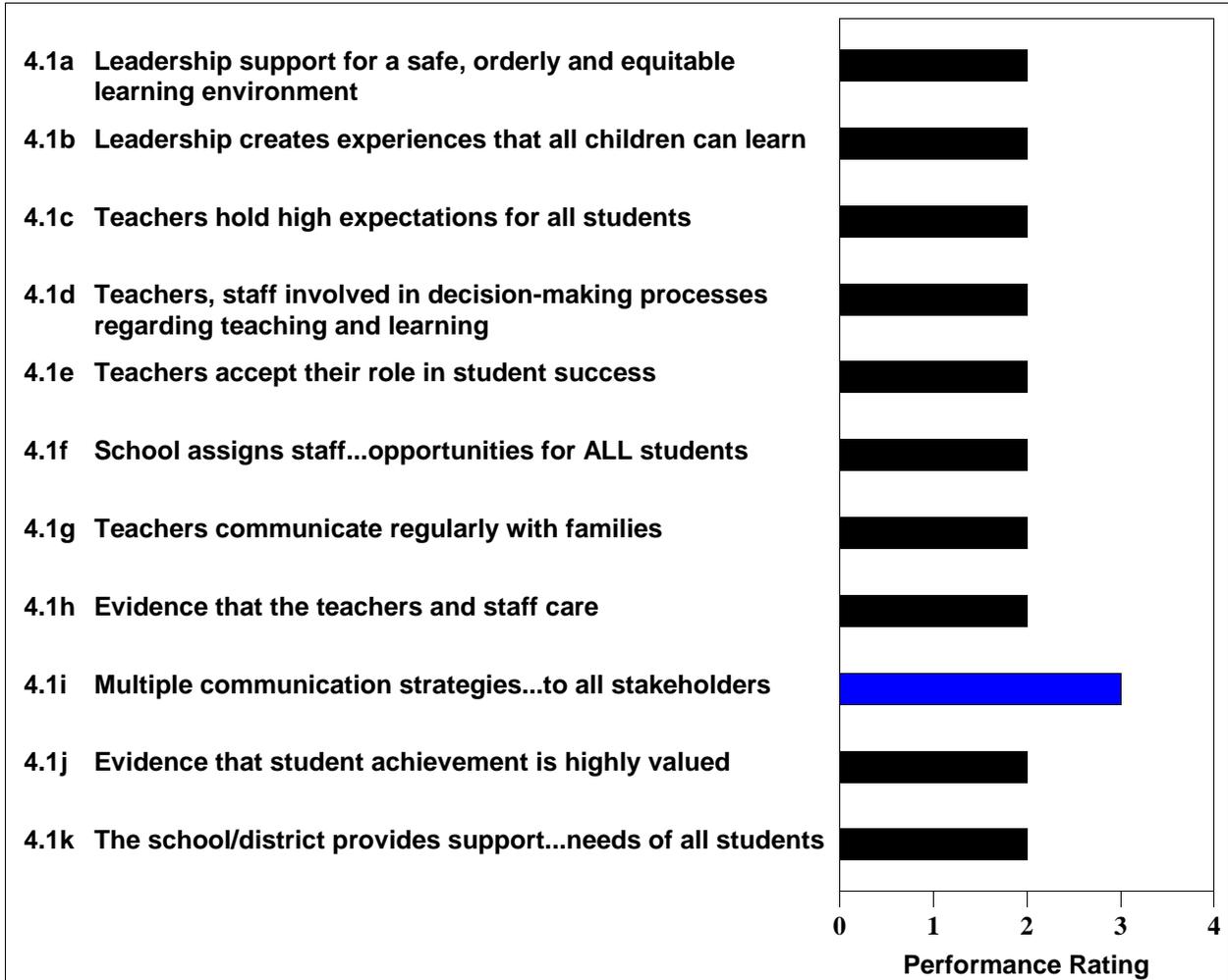
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4.1 School Culture

Learning Environment



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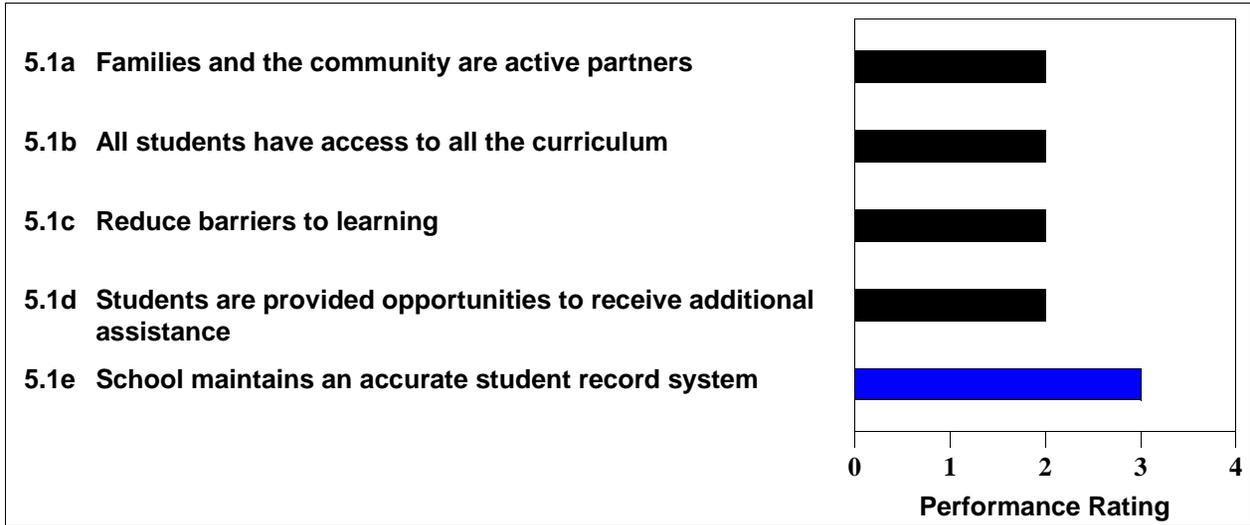
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5.1 Student, Family and Community Support

Learning Environment



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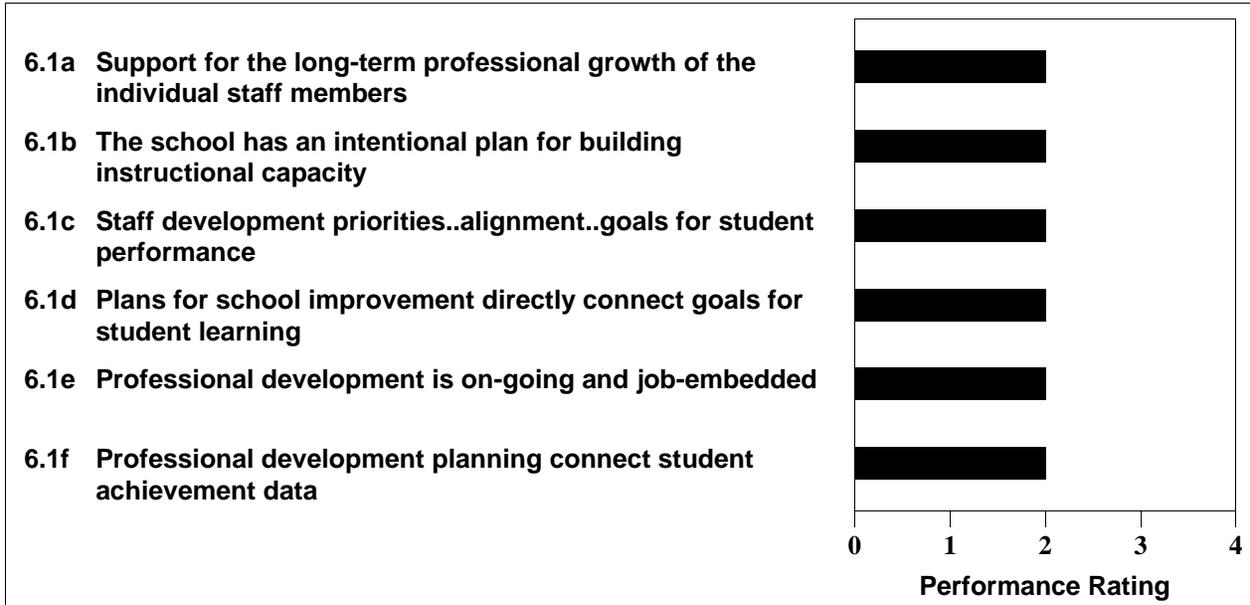
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6.1 Professional Development

Learning Environment



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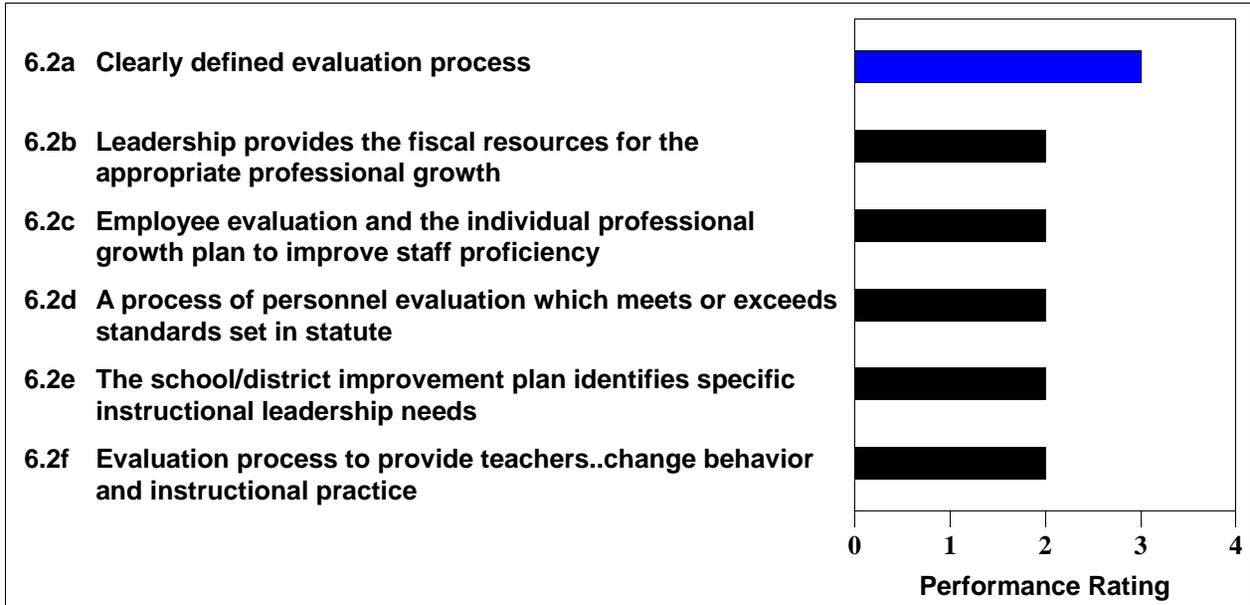
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6.2 Professional Growth and Evaluation

Learning Environment



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7.1 Leadership

Efficiency



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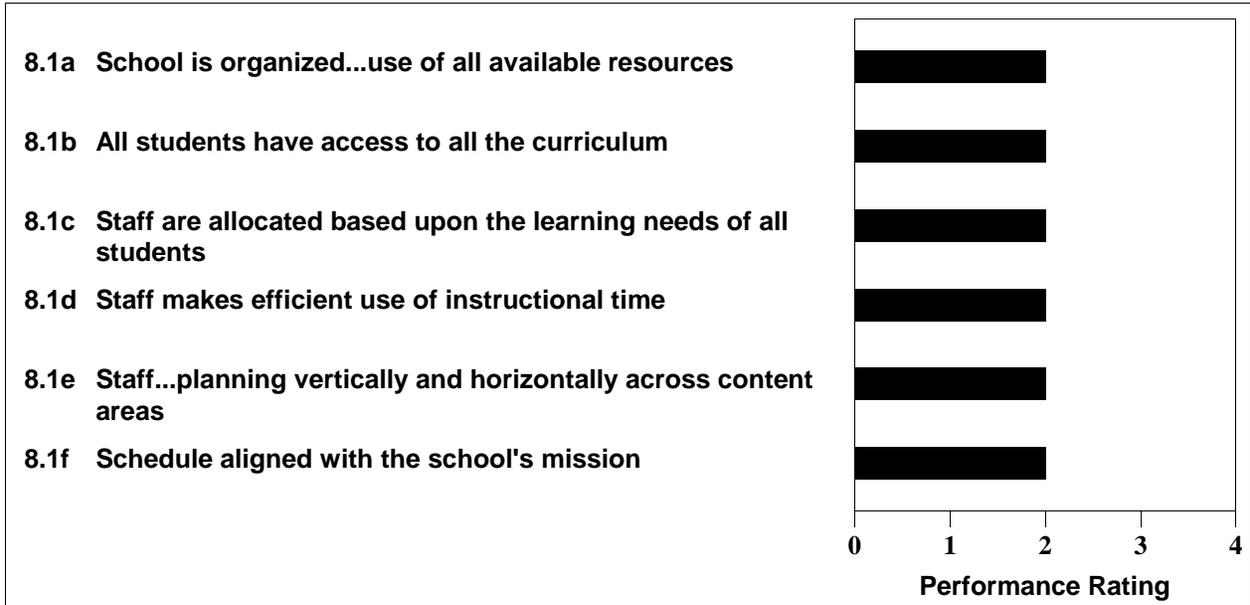
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8.1 Organization of the School

Efficiency



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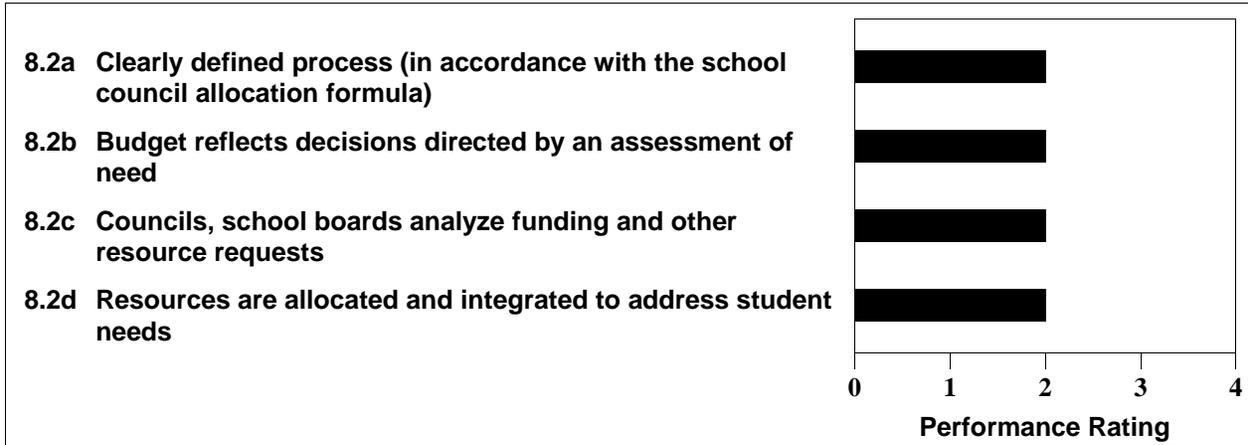
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8.2 Resource Allocation and Integration

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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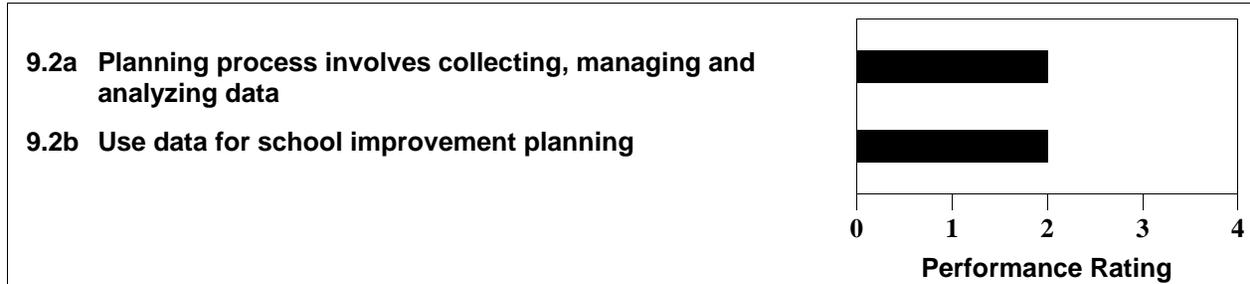
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9.2 Development of the Profile

Efficiency



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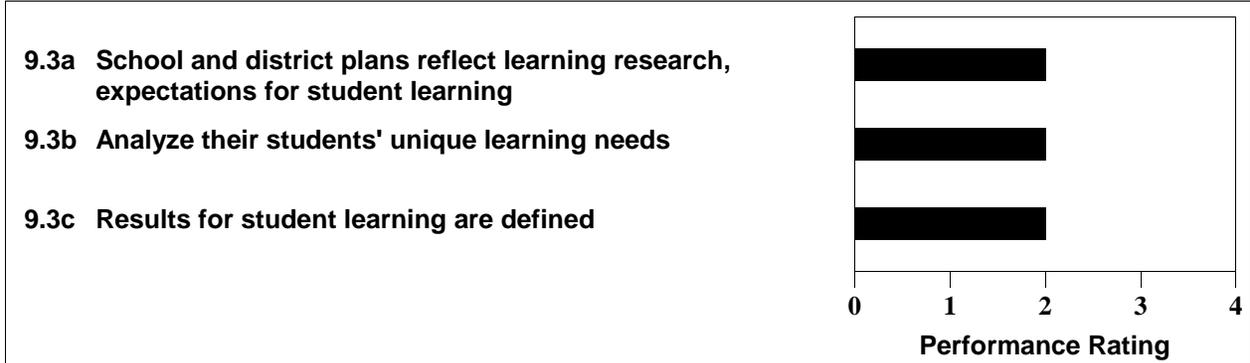
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9.3 Defining Desired Results for Student Learning

Efficiency



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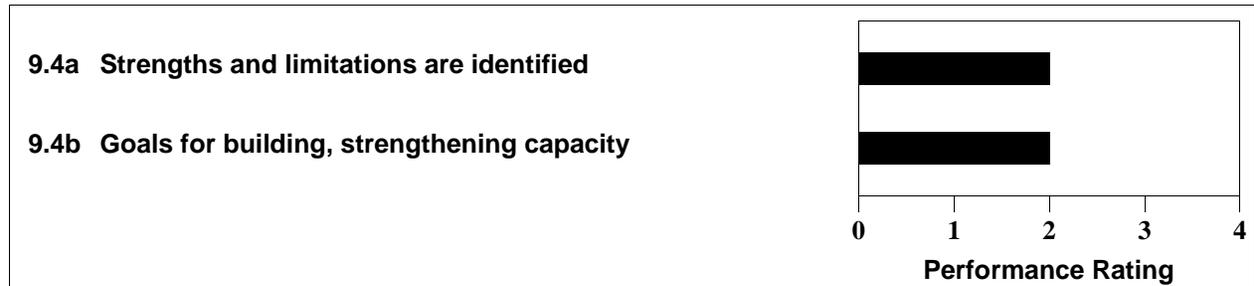
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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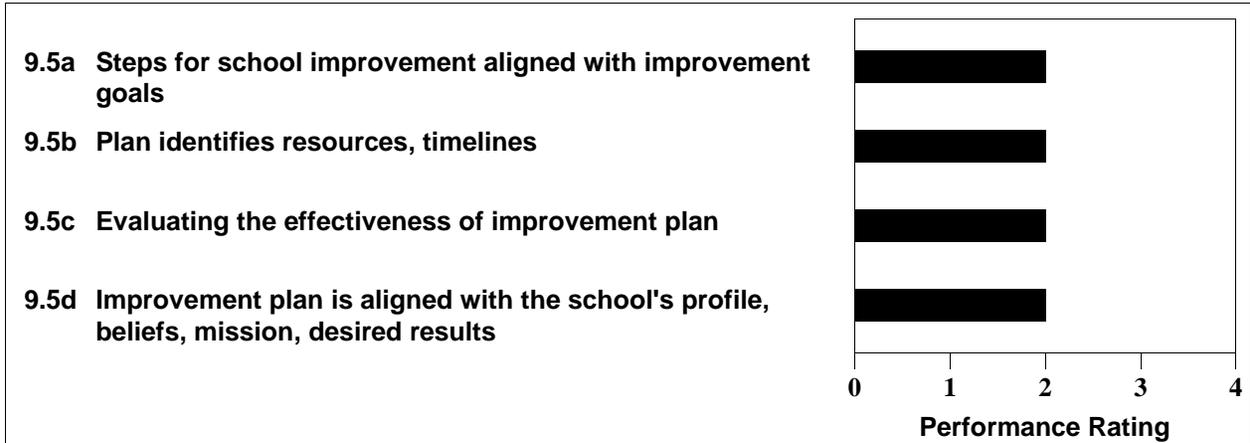
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9.5 Development of the Improvement Plan

Efficiency



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9.6 Implementation and Documentation

Efficiency

