

# Carter County District Leadership Assessment Report



11/28/2011 - 12/03/2011



# District Leadership Assessment Executive Summary

## Carter County School District

11/28/2011 - 12/3/2011

Darlene Gee, Superintendent

### Introduction

The Kentucky Department of Education conducted a district leadership assessment of Carter County School District during the period of 11/28/2011 - 12/3/2011. 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 defined, required or modeled a culture of high expectations for both staff and students.
Next Steps	District leadership should immediately define, model and require proficient work from all East Carter High School students and school personnel. District leadership should train all East Carter High School instructional staff members so they can recognize proficient work. District and school leadership and staff should embrace the belief that all children from East Carter High School can learn at high levels and demonstrate to the community their commitment to this belief. District policies and procedures should reflect high expectations for all staff, student behavior and academic performance. The board of education and the superintendent should monitor implementation of all policies and hold district and school staff accountable for results. All district and school staff should recognize and accept their role in student success and failure.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	District and school leadership does not collect and analyze data and use these data to inform decisions that will bring about change in instructional practices and meet student learning needs.

Next Steps	District leadership should assist East Carter High School leadership in continual monitoring of curriculum, assessments and instruction. District leadership should train and support instructional staff in effective management (collection, analysis, use) of cognitive and non-cognitive data. Staff should use results from data analyses to identify strengths and weaknesses in the instructional program and to monitor the progress of each student at East Carter High School.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>District leadership has not developed a systematic process for monitoring and evaluating the impact of human, physical and fiscal resources on classroom instructional practices and student achievement.</b>
Next Steps	District and school leadership should collaboratively develop an ongoing, systematic process and formal procedures for monitoring, analyzing and evaluating the impact of human, physical and fiscal resources, including state and federal grants, on student achievement and instructional practices. The results of the evaluative process should be used to determine what works, what does not work and what would work with some modification to improve student performance particularly at East Carter High School.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>District leadership does not effectively involve all stakeholder groups in the educational process to improve student achievement.</b>
Next Steps	District leadership should continually recruit, encourage and train stakeholders (students, families, community members, teaching and non-teaching staff) from East Carter High School to participate on committees, to review student needs and plan for future improvement. These groups should be active partners in reducing barriers to learning. Increasing student achievement should be a primary focus of these collaborative groups. District leadership should use this process at the district level for stakeholder involvement in districtwide decision making.

District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>5. Deficiency</b>	<b>District leadership does not have a clearly defined process for district and school planning.</b>
Next Steps	District and school leadership should collaboratively develop a systematic process for district and school planning involving all stakeholder groups. Planning efforts should include various forms of data and include both short and long-term goals. Plans should include detailed descriptions of the responsibilities of all district leadership. District leadership should create an intentional plan to raise the level of expectations for the board of education, leadership, staff, families and students. Planning should recognize the role of all stakeholders in the success or failure of all students. District leadership should take ownership of the findings of this leadership assessment and use the recommendations to create a plan that will increase learning for not only East Carter High School students but for all Carter County students.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>6. Deficiency</b>	<b>The superintendent has not established a systematic process for holding all staff members accountable for student success.</b>
Next Steps	The superintendent should closely examine the roles and responsibilities of each district level administrator for the purpose of enhancing the efficiency and effectiveness of district services to East Carter High School staff and students. A systematic process should be created and implemented that ensures all district work is monitored and that accountability follows assigned responsibility (district and school leadership, certified and non-certified staff).
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

# Carter County

## KDE 2011 District Leadership Assessment Report At-a-Glance

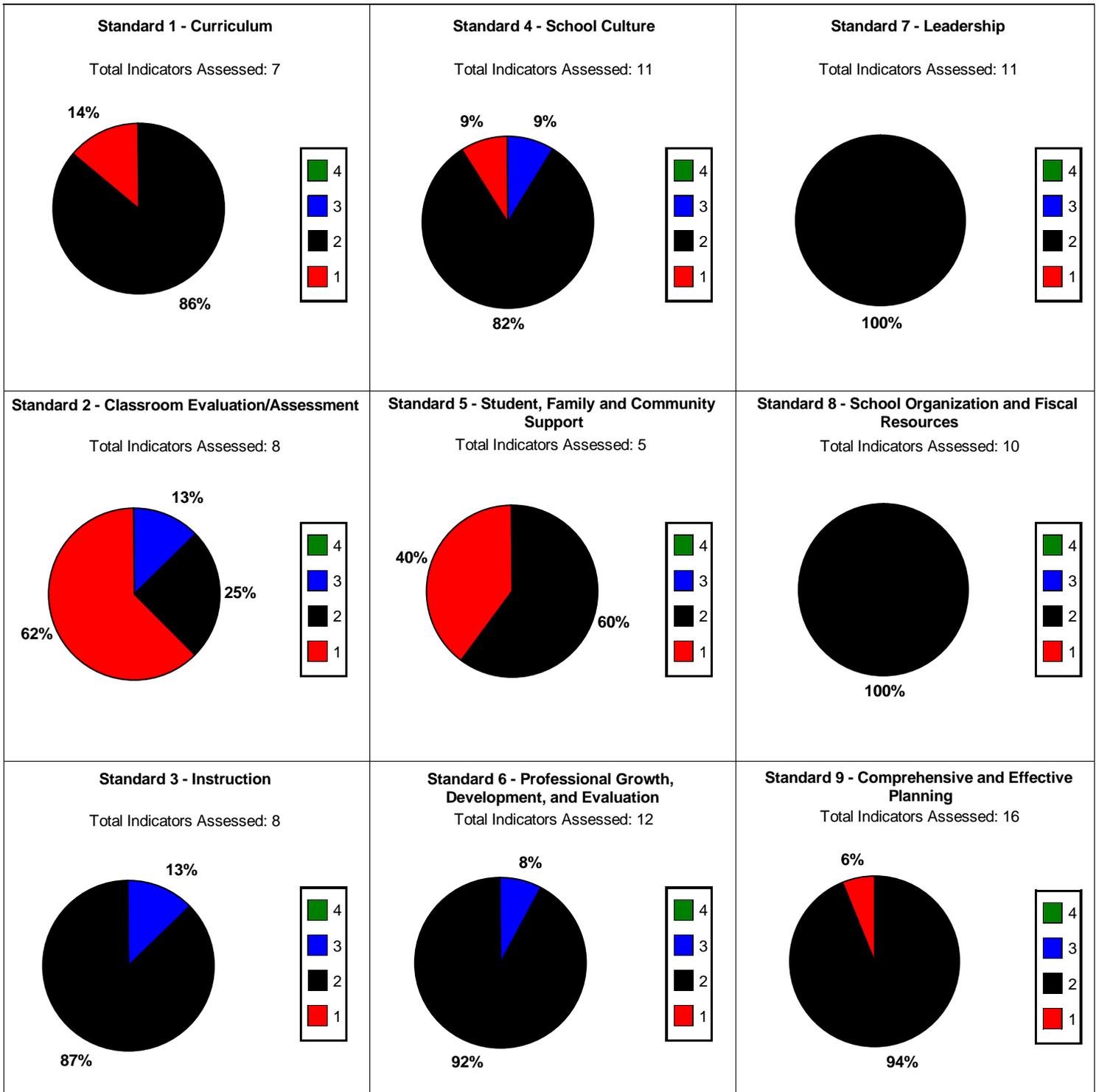
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

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 - Carter County**

<p><b>Standard - 1 - Academic Performance</b></p> <p><b>Curriculum</b></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><b>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</b></p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p><b>Standard - 4 - Learning Environment</b></p> <p><b>School Culture</b></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><b>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</b></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><b>4.1i Multiple communication strategies...to all stakeholders</b></p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><b>Standard - 7 - Efficiency</b></p> <p><b>Leadership</b></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><b>Standard - 2 - Academic Performance</b></p> <p><b>Classroom Evaluation/Assessment</b></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><b>2.1c Students can articulate what is required to be proficient</b></p> <p><b>2.1d Test scores are used to identify curriculum gaps</b></p> <p><b>2.1e Assessments designed to provide feedback on student learning for instructional purposes</b></p> <p><b>2.1f Performance standards communicated, evident in classrooms, observable in student work</b></p> <p><b>2.1g Assessment and Accountability Program is coordinated by school and district leadership</b></p> <p><b>2.1h Samples of student work are analyzed</b></p>	<p><b>Standard - 5 - Learning Environment</b></p> <p><b>Student, Family and Community Support</b></p> <p><b>5.1a Families and the community are active partners</b></p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p><b>5.1d Students are provided opportunities to receive additional assistance</b></p> <p>5.1e School maintains an accurate student record system</p>	<p><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><b>Organization of the School</b></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><b>Resource Allocation and Integration</b></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><b>Standard - 3 - Academic Performance</b></p> <p><b>Instruction</b></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><b>3.1f Instructional resources are sufficient to deliver the curriculum</b></p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><b>Professional Development</b></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><b>Professional Growth and Evaluation</b></p> <p><b>6.2a Clearly defined evaluation process</b></p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b></p> <p><b>Defining the School Vision, Mission, Beliefs</b></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><b>Development of the Profile</b></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><b>Defining Desired Results for Student Learning</b></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><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><b>Development of the Improvement Plan</b></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><b>Implementation and Documentation</b></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><b>9.6c The school evaluates the degree to which it achieves the expected impact</b></p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>
<p align="center"><b>Legend</b></p> <p>Grey - No Assessment Made</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p>		



## **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

## Carter County

### School District

11/28/2011 - 12/3/2011

### Introduction

The Kentucky Department of Education conducted district leadership assessment of Carter County School District during the period of 11/28/2010 - 12/3/2010.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with certified staff members 11, parents 15, district leadership 10, district support classified staff 11, board members 4, community members 8, principals 8 and the superintendent.

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

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

The chairperson of the team was Betty E. Fox - District Administrator. The other team members were: Gayla B. Jenkins - Building Administrator; John Russ - Higher Education Representative; Jill L. Crowe - Teacher; Gayle H. Mills - Counselor; Rhonda C. Marshbanks - Teacher; Suella F Slibeck - Teacher; Sandra T. Shepherd - Parent; Cindy Price - Parent; Corey M. Keith - Educational Recovery Specialist; Gregory C. Howell - 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.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Academic Performance**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, samples of classroom assessments, school council policies and bylaws, school Web pages, student handbook, student work, student/parent/staff handbooks, student/teacher ratio, Board of Education Meeting Agendas, Kentucky Interim Performance Report disaggregated data and Working Conditions Survey results

Interviews with central office staff, classified staff, curriculum resource specialist, district leadership, parents, principal and teachers

Observations of classrooms and hallways

#### **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 facilitated processes by which curriculum documents at all grade levels were aligned to Core Content for Assessment 4.0 and then Core Content for Assessment 4.1. Curriculum documents for some grade levels are aligned with Academic Expectations and the Program of Studies. Curriculum maps are not fully implemented at all grade levels. District leadership does not ensure that East Carter High School teachers align curriculum maps with the Program of Studies. Combined curriculum documents from the Kentucky Department of Education are accessible in some classrooms at East Carter 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 does not consistently provide ongoing opportunities for the discussion of planning and sequencing of curriculum standards by school staff members. Teachers were engaged in horizontal and vertical alignment activities with Core Content 4.0 and then to Core Content 4.1. District

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating 2**

leadership did not systematically facilitate review of the curriculum maps after the initial work to check for gaps or overlaps. District leadership is currently facilitating the process by which the district is implementing the Kentucky Core Academic Standards. District leadership does not regularly facilitate discussions between teachers at East Carter High School and feeder schools to promote vertical alignment or between the two high schools to eliminate curricular gaps and overlaps.

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

District leadership does not consistently facilitate discussions among schools regarding key transition points. Some schools have informal discussions concerning transition of students (accelerated math classes from 5th to 6th grade and 8th to 9th grade). Members of the district planning committee, consisting of district leadership, instructional coaches, principals and representative teachers from each school, are meeting to plan activities necessary to implement the Kentucky Core Academic Standards.

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

District leadership does not always monitor each school curriculum to ensure that specific links to continuing education, life and career options are included. District leadership does not always fully explore community partnerships (mentoring, service learning, co-op programs, job shadowing) for the purpose of applying skills and concepts in real-world settings. Students have the opportunity to earn credits through Morehead State University, Kentucky Christian University and Ashland Community and Technical College. Students also have access to vocational classes through Carter County Career and Technical School where college credit and industry certifications may be earned. Students may take Advanced Placement and honors courses at the high schools. Some students are completing high school requirements in non-traditional settings (Kentucky Virtual High School, Carter County Virtual Academy). Transition math classes are offered to seniors not meeting the ACT benchmark. Students participate in creating individual learning plans; however, parents are not always included in the

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating 2**

development of these plans.

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

The board of education has adopted policies (8.1 Curriculum, 8.1 AP 2 Curriculum/Instructional Reports) to address curriculum guidelines. According to board policy 8.1, school councils are required to have a curriculum policy. District leadership communicates to principals that all policies are to be updated and complete; however, district leadership does not systematically review council policies at each school. District leadership rarely monitors the implementation of school curriculum policies. With the passage of Senate Bill 1, a district planning committee consisting of district leadership, principals, instructional coaches and teachers, is leading the district through a process of implementing the new Kentucky Core Academic Standards.

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

The board of education has a number of curriculum policies, but access to a common core curriculum is not specifically addressed. District leadership expects school leadership to develop a master schedule that allows all students access to a common core curriculum. District leadership does not monitor the placement practices of East Carter High School to ensure that all students enroll in a rigorous core curriculum. District leadership encourages schools to use the collaboration model for students with disabilities to allow all students the opportunity to participate in a common core curriculum. Access to related arts curriculum varies among schools.

# District Leadership Assessment Summary Report

## Carter County

School District

11/28/2011 - 12/3/2011

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating**    **1**

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

The board of education has not clearly developed policy or procedures for reviewing the curriculum. District leadership rarely facilitates discussions among schools to identify gaps and overlaps in the curriculum. District leadership does not require school leadership to compile assessment data (common assessments, ThinkLink, Scholastic Reading Assessment, STAR Reading and Mathematics) to determine strengths and weaknesses in the curriculum.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary of recommendations in: **Academic Performance**

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

District Leadership and school leadership should collaborate to establish a systematic process for monitoring curriculum review, revision and implementation. District leadership should facilitate and monitor discussions within schools, among schools with common grade configurations and between feeder and receiver schools. These discussions should include consideration of key transition points and unnecessary gaps and overlaps.

The board of education should adopt policy to address monitoring, evaluating and reviewing curriculum. The policy should clearly define roles and responsibilities of district and school leadership. District leadership should monitor the review, revision and implementation of school council curriculum policies. The collection and review of data should be a guiding force in this ongoing process.

District leadership should work with school leadership to ensure the master schedule is accessible and all students are included in the common core curriculum.

#### Resources:

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

Kentucky Core Academic Standards

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Academic Performance**

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

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

Review of comprehensive district improvement plan, eWalk data, samples of classroom assessments, samples of student work products, School Report Card data, Student Performance Level Descriptors, student work, Instructional Coach Monthly Report and Working Conditions Survey results

Interviews with central office staff, classified staff, community members, district leadership, parents, principal, school leadership and teachers

Observations of classrooms, common areas and hallways

#### **Performance Rating    3**

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

The board of education has adopted assessment policies (Assessment of Student Progress 02.441, Assessment 08.222) to address test administration and ethics of the state's assessment and accountability process. District leadership ensures compliance in administrative and ethics procedures for state assessments by training all personnel involved in the assessment process. Personnel sign-off sheets for the completion of the training are on file at the district office. The district assessment coordinator works with building assessment coordinators to ensure testing materials are properly secured and monitored.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

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.

District leadership does not require school leadership to conduct an analysis of classroom assessments and share the results of the analysis with district leadership. Until this year when the practice was suspended, the East Carter High School principal required teachers to collect a sampling of formative and summative assessments and conduct an assessment analysis that included such components as depth of knowledge, format, critical vocabulary, teacher-design and alignment to state curriculum documents. District leadership participated in this analysis upon request, but the process was initiated by school leadership. Data analysis of this process was not completed. District leadership provides each school an instructional coach. The charge of these coaches has not been clearly defined to directly impact student achievement. Consequently, the work of the coaches varies among schools. Some instructional coaches attend professional learning communities meetings, but the practice is not consistent among schools. Student assessment is informally discussed at some schools, but data that reflect rigor, authenticity, problem-solving, inquiry and critical thinking skills are not collected, monitored or analyzed. District leadership does not provide school leadership a monitoring instrument that requires a collection of assessment data. The district provides financing for each principal to either be a Kentucky Leadership Academy member or for returning members to have access to the instructional support leadership component of the academy. Through the academy, each principal is receiving balanced assessment training. Professional development from these trainings has not trickled down to all teachers.

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

District leadership provides limited support for school leadership to engage teachers in the process of collaboratively designing authentic assessments. District leadership provides each principal with professional learning communities' resources but does not monitor the implementation of all components of the strategy. Some schools are in initial stages of collaboratively building a bank of authentic common assessments that are congruent with Kentucky's Combined Curriculum Document. District

# District Leadership Assessment Summary Report

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School District

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Summary Findings in: **Academic Performance**

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

### **Performance Rating    2**

leadership does not monitor the work of the professional learning communities at all schools, and they do not have district common assessments aligned with Kentucky's Combined Curriculum Document for teachers to use as a guide to lead their students to produce proficient work.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Academic Performance**

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

**Performance Rating**    **1**

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

District leadership does not hold school leadership accountable for communicating to students the standards necessary for producing proficient work and does not collect data from classroom walkthroughs to monitor the expectation. District leadership does not engage in conversations with students on what is required in all classes for reaching proficiency.

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

District leadership provided one-half day of professional development for school leadership so they could lead their staff and school councils in the disaggregation of Kentucky Core Content Test data but does not hold school leadership accountable for using the results of the data analysis to identify curriculum gaps. District leadership provides schools progress monitoring tools (ThinkLink, STAR Reading and Mathematics, Study Island) at appropriate grade levels. East Carter High School disaggregated data are used to identify students for Response to Intervention, but data are not used to identify gaps in the curriculum.

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

District leadership does not systematically review teacher use of classroom assessments to measure student achievement. District and school leadership do not collect data to monitor the use of multiple forms of classroom assessments. District leadership does not communicate expectations or ensure that school leadership and teachers regularly analyze classroom assessment results to evaluate student achievement, inform instruction and identify curricular gaps. Recently, the district has engaged in the practice of instructional rounds, but the focus of these rounds did not include a review of multiple classroom assessments.

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

District leadership does not effectively monitor classroom assessment

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School District

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Summary Findings in: **Academic Performance**

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

**Performance Rating**    **1**

practices to ensure that students are provided rubrics, models of proficient work and rigorous standards as a guide for producing quality work. District leadership does not communicate the expectation to principals that they require teachers to display proficient work and corresponding rubrics for all students to examine samples of proficiency.

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

District leadership does not have a systematic process for monitoring how teachers are analyzing student work. During professional learning communities meetings, some instructional coaches lead teachers in informal conversations about the quality of student work, but the process is not ongoing or monitored by district and school leadership. This practice is not directly tied to improving instruction and informing curriculum decisions.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary of recommendations in: **Academic Performance**

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

District and school leadership should collaboratively develop a systematic process for monitoring classroom assessments and alignment to state expectations for student learning. The process should include collecting, graphing and analyzing classroom assessment data. Trend data from this analysis should be monitored by district and school leadership and used to identify curricular and instructional gaps and target students needing interventions and additional support. School leadership should monitor classroom assessments for frequency, rigor and authenticity. Teachers should collaboratively design classroom assessments that mirror state assessments and provide multiple opportunities for students to demonstrate learning using the state format (open-response, multiple choice, on demand).

District and school leadership should develop a systematic process for monitoring classroom assessments. The process should include collecting, graphing and analyzing classroom assessment data. District and school leadership should collaborate to design and implement a learning walk instrument for collecting formative and summative classroom assessment data during regular classroom walkthroughs. Learning walk feedback should be shared with teachers in a timely manner so they can use the information to identify curricular and instructional gaps.

District and school leadership should monitor professional learning communities to ensure teachers implement a student work analysis protocol tailored to the needs of all Carter County students, focusing on targeted populations (students with disabilities, free and reduced lunch, gifted and talented). School leadership should require teachers to regularly collaborate to analyze and monitor student work, and to use the results of the analysis to inform instruction and to provide meaningful feedback to students.

District leadership should monitor schools to ensure teachers are providing students frequent, rigorous and authentic assessments with performance standards and descriptors that students can use to produce proficient work. Students should be given multiple opportunities to use rubrics as a routine task for self-assessment and completing open-response questions and projects.

District leadership should collaborate with school leadership to employ a research-based systematic process for monitoring the work they are doing with balanced assessment training including a component for examining rigorous classroom assessments. Teachers should be offered professional development opportunities regarding the definition and characteristics of proficient work. Formative and summative assessments should be regularly monitored to ensure teachers are using

assessments that gauge all depths of knowledge.

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.

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

Stiggins, Rick -- *Classroom Assessment for Student Learning Doing it Right - Using it Well*

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Academic Performance**

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

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

Review of certified personnel evaluation plan and process, comprehensive district improvement plan, curriculum documents, curriculum maps, district personnel evaluation system and documentation of implementation, eWalk data, Kentucky's Core Content for Assessment, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), professional development records, School Report Card data, Carter County Board of Education Policy Manuals, Kentucky Interim Performance Report disaggregated data and Working Conditions Survey results

Interviews with central office staff, classified staff, district leadership, local board of education members, parents, teachers and Instructional Coaches

#### **Performance Rating    3**

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

District leadership allocates sufficient instructional resources according to state statute and regulations and responds to special requests for additional resources from school leadership. The board of education recently provided each high school with additional instructional resources above the school council Section 6 allocations. District leadership secures representation from each school to serve on textbook committees. These representatives attend vendor fairs to receive information from various textbook companies. This information is taken back to the schools for consideration of the content area teachers involved in the textbook adoption cycle. District leadership does not always determine technology purchases as a result of a needs assessment.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating 2**

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

The board of education has not developed policy regarding the use of effective and varied instructional strategies. District leadership has not developed a formal, systematic process for monitoring classroom instruction. District leadership occasionally monitors instructional strategies through informal walkthroughs and instructional rounds, but this process is not ongoing at regular intervals at all schools throughout the school year. District leadership does not collect data from these walkthroughs to identify strengths and weaknesses in the instructional program. District leadership rarely provides individual, meaningful feedback to teachers following walkthroughs. District leadership has purchased PD 360 to assist teachers in developing effective, research-based strategies, but this resource has not been fully implemented to include methods to follow-up and check for modifications in instructional practices. Many teachers at East Carter High School use textbooks to deliver the curriculum and do not consistently incorporate student-centered instruction (cooperative learning activities, inquiry-based learning, differentiation). Instructional coaches are employed by the district to assist teachers in developing instructional skills, but much of the coaches' time is consumed by non-instructional demands (completing paperwork, finding resources, aligning curriculum). Many lesson plans do not reflect the use of varied instructional strategies to meet the diverse learning needs of all students. District leadership divided the teaching staff at East Carter High School according to individual need to provide greater opportunities for monitoring instructional strategies, but this division occurred recently and has not yet resulted in changes in instructional practices for all teachers.

- 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 provides resources to teachers to support instruction, but these resources are not always used effectively in aligning instructional strategies with student learning goals and assessment expectations. District leadership secures instructional resources (technology, Scholastic Reading Assessment, STAR Reading and Mathematics, PD 360) to accentuate the instructional program but provides limited oversight in their use and

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating 2**

implementation. District leadership has not established a clearly defined process for evaluating the effectiveness of these resources in meeting individual student needs. Data collected from assessments (formative, summative, ThinkLink, STAR Reading and Mathematics) are rarely analyzed to inform instructional practices. District leadership occasionally assists teachers in developing tasks congruent with state assessments. Instructional coaches assist teachers in developing standards-based units of study in professional learning communities, but these professional learning communities are at varying degrees of implementation.

- 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 recently conducted an instructional round at East Carter High School to monitor instructional strategies. Additional iPads have been purchased to facilitate this process, and an instructional round is planned for second semester. District leadership used PD 360 to report information collected from these rounds, and teachers were sent e-mails regarding the findings of these observations. Instructional coaches sometimes use data from various assessments (STAR Reading and Mathematics, Kentucky Core Content Test, ThinkLink) and teacher recommendations to form remediation classes for students who are at-risk for failure. District leadership does not always hold school leadership accountable for monitoring classroom instruction to ensure various learning styles and multiple intelligences are addressed. Teachers are afforded few opportunities for sharing successful practices to build school instructional capacity. Teachers may access PD 360 to find examples of various teaching strategies modeled by successful teachers. Some teachers take advantage of this resource.

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

District leadership attends recruitment fairs at Morehead State University and in Louisville to assist them in hiring teaching staff. All teachers are appropriately certified by the Kentucky Professional Standards Board. Nine teachers have attained National Board Certification, but there are none at East Carter High School and no one at the school is presently working toward

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating 2**

certification. District leadership does not offer extra incentives for the attainment of certification. District and school leadership have not identified any teachers requiring corrective action. Special education teachers who are not highly qualified in specific content areas are functioning in a collaborative setting. Professional development is offered to teachers to update their content knowledge and professional practices. District leadership has not developed a systematic process for monitoring classroom instruction to determine if professional development has impacted instructional practices and student learning. Instructional coaches provide some embedded professional development opportunities at the school level.

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

The board of education has adopted policy for technology (Acceptable Use Policy 08.2323) but has not developed policy for instructional use of technology. District leadership expects school councils to develop policy regarding the effective use of technology as an instructional tool but does not hold school councils accountable for non-compliance. The use of technology is a component of the current district walkthrough instrument, but data from this instrument have not been collected. Sufficient technological resources (interactive boards and projectors, computers, document cameras, student response systems, graphing calculators) are available for East Carter High School classrooms. Staff does not regularly use these resources to engage students in challenging, student-centered learning activities designed to extend learning. District leadership has purchased technological assessment resources (STAR Reading and Mathematics, ThinkLink) for the schools but does not consistently analyze assessment data from these resources to gauge the effectiveness of instruction.

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

District leadership assigns instructional coaches to each school to assist teachers in instructional responsibilities. This year the position of instructional coach at East Carter High School is funded full time. These coaches lead professional learning communities in the development of standards-based units and assessments. Teachers meet to work in these learning communities

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating 2**

and participate in a five-week cycle that at most schools culminates with the analysis of student work. These professional learning communities vary somewhat as to the level of implementation. Student work analysis has not been extended at all grade levels and content areas to identify next steps, target specific learning needs and improve instructional practice. District leadership does not monitor this analysis and does not collect data to measure its effectiveness.

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

The board of education has adopted a homework policy (08.211). This policy states "Each school should establish standards for out-of-school assignments. Homework shall be assigned for improvement of learning". District leadership has little involvement in the development of school policy, but provides guidance upon request. School councils are expected to send adopted policies to district leadership for review. District leadership does not ensure that homework policy is specific and focused on improving student achievement. District leadership does not hold school leadership accountable for monitoring homework practices to ensure assignments include innovative uses of technology, meaningful extensions of learning and real-world connections.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary of recommendations in: **Academic Performance**

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

District and school leadership should collaboratively develop a systematic process for monitoring instructional strategies to ensure all classroom instruction is rigorous and student-centered. This process should include regular walkthroughs and specific, meaningful feedback for teachers to assist them in modifying instructional practices and meeting students' unique learning needs. District and school leadership should collect and analyze data to gauge the effectiveness of instructional practices on student learning. The board of education should require regular updates on progress of student learning toward assessment expectations.

District and school leadership should monitor the use of technology in instruction to ensure that all students are provided opportunities to link what they are learning in the classroom with real-world applications and experiences. District technological support staff should lead school leadership and teachers in research of innovative educational resources to meet student learning needs. Professional development for technological integration in instruction should be ongoing.

District leadership should ensure that school leadership and teachers have sufficient training and support for the analysis of student work. District leadership should hold school leadership accountable for monitoring student work analysis in professional learning communities and measuring the impact this analysis has on instructional practices and student achievement, particularly low-performing populations (students with disabilities, free and reduced lunch students). School leadership should regularly report data regarding student work analysis to district leadership for the purpose of identifying additional resources or training.

#### Resources:

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

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.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

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

Review of bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, employee handbooks, eWalk data, examples of school to home communications, newspapers, report cards/progress reports, safe schools data reports, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, school/district safety plan, student handbook, student/parent/staff handbooks, student/teacher ratio, trophy cases and Carter County Board of Education Policy Manuals

Interviews with assistant principal, central office staff, classified staff, community members, counselor, district leadership, Extended School Services director/staff, parents, principal, school leadership and superintendent

Observations of classrooms, common areas and hallways

#### **Performance Rating    3**

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

District and school leadership use multiple venues to share information with stakeholders. These include district and school Web sites with numerous sources of school information (calendar of events, links to other sites, announcements). District and school personnel use School Messenger to make calls to families concerning district and school events, and schools use daily e-mails for school announcements. Community venues include local cable channel TV14 which programs a talk show, County Conversations, with school personnel as occasional guests; WGOH/WUGO 102.3 radio which carries the talk show and provides school news reports every Monday morning at 7:45 am; and the Grayson Journal and the Olive Hill Times which contain weekly articles submitted by the schools. Some district and school staff members participate in local community groups or attend group meetings (Chamber of Commerce, Olive Hill Historical Society, Drug Task Force). Families are provided access to student grades and attendance information through the Infinite Campus Parent Portal, and they can access individual learning plans through the Career Cruising Web site. District leadership has not explored opportunities for two-way communication between the district, school and home.

**District Leadership Assessment Summary Report**

**Carter County**

**School District**

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

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 board of education has adopted policy (Safety 5.4) that addresses immediate and long-term strategies to address school safety and discipline to ensure a safe and orderly learning environment. The Carter County School System Emergency Procedure Guide should be posted in all classrooms and district facilities. Safe School assessments were conducted in 2006, 2007, 2008 and 2009. District leadership used feedback from these assessments to implement changes based on audit recommendations (studied traffic patterns and revised traffic flow by separating buses and cars at Prichard Elementary, addressed inconsistencies in schools' registration of visitors). Every school has been provided a weather radio for the front office and emergency kits for every classroom. All teachers are given a copy of the School Emergency Management Plan. District leadership maintains the "Welcome to the Safety Compliance & Risk Management Website!" which provides a variety of links (bloodborne pathogens, H1N1 swine flu, safety hotline). District leadership has established procedures for emergency drills (fire, earthquake, severe weather, lockdown). School leadership is required to submit completed Emergency Practice Log and Drill Schedule and Log, but district leadership does not ensure all school data are returned. Funds from the Readiness Emergency Management for Schools (REMS) grant enabled district leadership to offer additional training for school nurses and counselors, purchase new antennas and radios for outlying schools and incorporate tabletop activities to assist in preparing schools for emergency events. District leadership employs a full-time resource officer at each of the two high schools. The board of education has adopted grievance policies for all stakeholder groups addressing procedures for the grievance and appeals process. These procedures and process are accessible to district staff members in the classified and certified employee handbooks but are not generally known to students and parents. District leadership has not conducted culture and climate surveys and has not developed a systematic process to evaluate the learning environment. District leadership rarely collects information from stakeholder groups to plan school safety improvement efforts.

- 4.1b Leadership creates experiences that foster the belief that all children can

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating 2**

learn at high levels in order to motivate staff to produce continuous improvement in student learning.

District leadership expresses a belief in high expectations for all students and shares this belief with staff members and students by participating in Opening Day Celebrations, sharing at administrator meetings, having discussions at faculty meetings and attending school assembly programs, but these beliefs are not embraced by all stakeholders. District leadership does not have a process for teachers to share successful strategies that impact student learning, but some school leadership provides teachers these opportunities through professional learning communities and common planning time. Several settings are used to celebrate school successes by district leadership (board of education recognition, local cable channel TV14, School Messenger, School News section in Grayson Journal and Olive Hill Times, WGOH/WUGO 102.3 radio station). District leadership does not actively engage or view all stakeholder groups (parents, community members, students) as essential partners in efforts toward district and school improvement.

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

East Carter High School has adopted policies (Selection and Implementation of Discipline and Classroom Management Techniques 7.01). District leadership communicates an expectation to school leadership to implement these policies and equitably apply procedures to all students, but a systematic monitoring process is not used to ensure policies are implemented as written. Each student receives the East Carter High School Student Handbook that explains academic and behavior standards. District leadership is beginning to monitor classroom management and instructional practices through team instructional rounds. District leadership communicates the expectation that teachers hold high academic and behavioral expectations for all students, but the level of rigor at East Carter High School does not reflect that expectation. District leadership promotes a culture of high expectations through school visits (Opening Day ceremonies, faculty meetings, school assemblies) and recognition of student achievement (Distinguished Scholar award, Kentucky Core Content Test ceremonies, Awards Day programs).

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

#### **Performance Rating 2**

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

District leadership articulates an expectation for all staff to recognize and accept responsibility for student success and failure but do not monitor to observe interactions between staff and students. District leadership encourages school leadership to use the results of team instructional rounds as a tool for teachers to reflect on instructional practices and make appropriate changes and determine the impact of these practices on student learning. The practice of instructional rounds is in its initial stages, and the impact on student learning has yet to be measured. District leadership does not provide opportunities for parents to build mutually supportive relationships with school staff for the specific purpose of encouraging student success.

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

District leadership does not monitor school council policies to ensure school councils have adopted a policy to maintain an effective teacher to student ratio. District leadership allocates certified teaching staff to the school council at East Carter High School based on a teacher to student ratio of 1:31. Additional certified staff members (math teacher, math and reading interventionist, instructional coaches, chorus teacher) are allocated based on identified needs. East Carter High School council has adopted policy (Assignment of All Instructional and Non-Instructional Staff Time 2.01) that allows the principal to assign instructional and non-instructional staff according to specified criteria (student needs, certification, interest, performance, achievement of school council goals). School leadership assumes this role with little guidance from district leadership. Some informal discussions occur between district and school leadership to determine which staff members will be trained for special programs to be implemented in the schools. A policy (Assignment of Students to Classes and Programs 3.01) on student assignment has been adopted by the high school council, but teacher to student ratio is not addressed. School leadership assigns students with special learning needs and students in the honors program first to ensure placement in appropriate classes; however, but most class assignments are generated from student requests and a scheduling computer program with

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating 2**

little consideration for individual needs.

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

The board of education has adopted a policy (Grading 08.221) that addresses the frequency of communication of student progress (grade reports, mid-term progress reports for students doing unsatisfactory work) to families. Each trimester, East Carter High School issues one computer-generated grade report and one mid-term progress report to be sent home with the students. School leadership does not require written explanations concerning student performance as part of these reports. Parents can monitor student progress and attendance online through the Infinite Campus Parent Portal, and they can access Individual Learning Plans through the Career Cruising Web site. District leadership provides an English Language Learner teacher to serve as a communication liaison between the school and home.

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

District leadership surveyed 2009 high school graduates to gather information concerning college preparedness upon graduation and to collect suggestions for improving education at the Carter County high schools. Other stakeholder groups (parents, community members, students) are rarely surveyed to determine perceptions or to elicit feedback about the schools. District and school leadership provide some programs (Youth Services Center, Pathways counseling, tutoring, counseling for students with emotional and behavioral disabilities) to reduce barriers to learning. District leadership implements some programs at the high school level (Carter County Virtual Academy, dual credit courses, credit recovery, ACT preparation) to provide opportunities for all students to succeed but rarely involve community agencies in real-world application of skills. East Carter High School has developed an advisor/advisee program but has not elicited external community resources to serve as mentors who can effectively advocate for students.

- 4.1j There is evidence that student achievement is highly valued and publicly

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating 2**

celebrated (e.g., displays of student work, assemblies).

District leadership occasionally recognizes student academic successes (academic team, Future Farmers of America, Family Career and Community Leaders of America) at board of education meetings but has not developed a formal plan for this student academic recognition. Some student academic successes (Kentucky Core Content Test proficient and distinguished students, end-of-year awards, District Scholar) are recognized at the school level. The high schools sponsor an annual art show showcasing student work from both schools. Some student work is displayed in classrooms and hallways at East Carter High School, but display cases are primarily used to display athletic awards. District leadership does not sponsor public exhibits of student work in any content areas.

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 and school leadership collaborates with community agencies (AmeriCorps, Pathways) and establishes programs (Youth Services Center, Extended School Services, school resource officer) to reduce barriers to student achievement. District and school leadership provides programs (Carter County Virtual Academy, credit recovery, dual credit, dual enrollment) designed to meet the unique learning needs of students and support student success. District leadership provides access to a variety of support and intervention programs (Study Island, Scholastic Reading Assessment, Reading Revisited, tutoring) at East Carter High School. District and school leadership provide programs and materials (SLICK program, equity and achievement gaps solutions training) addressing cultural differences. Curricular materials to meet the needs of diverse populations are available upon request, but district leadership does not have an intentional focus on obtaining these materials and classroom resources.

# District Leadership Assessment Summary Report

## Carter County

School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **1**

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

The board of education has not adopted policy addressing committee structure or implementation. District leadership does not have an intentional focus on involving both teaching and non-teaching staff in decision making. District committees (budget 2008, new school site review, facilities planning, professional development) are formed with little participation from all stakeholder groups. Most school leadership collaborates with teaching staff, but non-teaching staff members are rarely involved in decisions that affect the teaching and learning environment.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary of recommendations in: **Learning Environment**

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

District leadership should focus on successful and effective parent, family and community involvement. These stakeholders should be viewed as essential partners in all efforts toward district and school improvement. All stakeholders should be involved in program planning and decision making at the district level. Reducing barriers to learning and increasing student achievement should be a primary focus of these collaborative groups. Instructional and non-instructional staff members should also be included in this process.

District leadership should foster a culture of high expectations for all students. This belief should be communicated to all stakeholders. District leadership should facilitate opportunities for East Carter High School staff to recognize and analyze the connection between and among instructional practices, relationships and student success. The staff should be involved in developing a plan for instructional improvement and building relationships with their students. District leadership should monitor instructional practices to ensure a high level of academic rigor. District leadership should develop a systematic process to hold all staff members accountable for the academic success of all students. District leadership should celebrate teacher successes within the school community and share with the public.

#### Resources:

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-  
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families+The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

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

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, civic group programs/agenda, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, district budget and allocations, documentation of referrals to health and social services, Extended School Services entrance and exit reports, Extended School Services program overview and data, Family Resource Youth Services Center documentation, Individual Learning Plans, Infinite Campus Reports, media materials and inventory, newspaper clippings/press releases, organizational charts, policies and procedures on access to student records, samples of written correspondence to staff/stakeholders, school budget and allocations, school mission, belief and vision statements, School Report Card data, school Web pages, school/district safety plan, Software Technology, Incorporated reports, student handbook, textbook/instructional resources purchasing plans and Carter County Board of Education Policies Manual

Interviews with central office staff, classified staff, community members, Extended School Services director/staff, local board of education members, parents, school nurse and superintendent

#### **Performance Rating    2**

- 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).

Support programs and services (Family Resource/Youth Services Centers, school guidance, Title I, extended school services) are available to meet student needs and reduce barriers to learning. Additional programs (Kentucky Virtual High School, Triumph College Admissions, dual credit classes, credit recovery), materials (calculators, projectors, document cameras) and services (Carter County Career and Technical Center, Carter County Virtual Academy) are provided by the district to assist in meeting the academic needs of students. Parents are not always aware these programs are available. District leadership monitors the implementation of programs funded from federal and state grants to ensure guidelines and regulations are met but do not monitor these programs for impact on student learning. The board of education has not adopted policy to ensure all students have access to the entire common academic core.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

The board of education allocates additional funding for a variety of instructional and assessment materials (calculators, ThinkLink, PD 360, technology, Scholastic Reading Assessment) and staff (instructional coaches) when validation is presented by the superintendent. Additional funding is not tied to an official needs assessment according to board policy (School Budget and Purchasing 02.4242) or monitored by district leadership for the impact on student learning. Referrals for health, social services and additional instructional assistance are made at the school level with each school developing their own process. Family Resource/Youth Services Center directors regularly collaborate with community agencies (Pathways, Carter County Health Department, Salvation Army, local churches) to provide assistance to students and families. District leadership collaborated with the school leadership at the two county high schools (East Carter High School and West Carter High School) to implement trimester scheduling. The trimester schedule allowed East Carter High School to implement Response to Intervention to increase student success. Student assignment to classes is made at the school level with little guidance from district staff. School leadership assigns students with special learning needs and students in the honors program first to ensure placement in appropriate classes, but most class assignments are generated from student requests and a computerized scheduling program with little consideration for individual needs. District leadership has not trained school leadership in cultural differences and how these differences impact student learning.

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

The board of education has adopted policy (Release of Student Records 09.14) governing procedures to follow when releasing student information. This policy does not address maintenance, security or quality of student record systems. Records are not housed in a locked records room. Infinite Campus is used to maintain current student information, and parents may access the Parent Portal for more information. Multiple forms of data (enrollment, health, attendance, grades, test scores, individual education plans, individual learning plans) are included in Infinite Campus and

**District Leadership Assessment Summary Report**

**Carter County**

**School District**

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating 2**

cumulative folders.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **1**

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

The board of education has not adopted policy on committee structure or implementation. Committees (budget 2008, new school site review, facilities planning, professional development) are formed as needed to address particular issues. Parent, community member and classified staff participation in decision making is inconsistent. Little guidance is provided from the district to the schools in creating mutually supportive relationships among teachers, students and families. The director of pupil personnel works with students, families, schools and the Truancy Diversion Program in an attempt to increase attendance and reduce drop-out rates. Some district staff members serve on the Carter County Drug Task Force. CLASS (Courageous Leadership Achieving Student Success) includes parents and community members, but this group has not met this year. Partnerships with families and community members to promote services and programs for students are primarily implemented within the schools with little assistance from the district.

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

Extended school services at East Carter High School operate through a daytime waiver, but services have not been provided this year. School leadership provides tutoring and other interventions with time (Red Period) set aside daily in the school schedule. District leadership does not have a systematic process for monitoring or evaluating programs and services (Extended School Services, Youth Services Center, school guidance programs) to eliminate gaps and overlaps. District leadership communicates an expectation to school leadership to monitor, evaluate and revise programs and services as needed, but follow up by district staff does not occur to ensure these activities are completed. District staff provides assistance when requested by the schools.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary of recommendations in: **Learning Environment**

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

District leadership should immediately develop procedures to monitor and evaluate all existing academic and student support services. District personnel currently identified as the individual responsible for each program should be held accountable for continually monitoring implementation and frequent evaluation of their assigned programs for impact on student learning. Data from these evaluations should be collaboratively analyzed to determine gaps and overlaps in services and identify additional student needs. Programs should then be revised as needed to ensure health, social and academic needs of all students are being met.

District leadership should develop and implement clearly defined procedures to increase all stakeholder group (students, families, community members, teaching and non-teaching staff) involvement in decision making. These groups should be active partners in the areas of analyzing district data, reviewing student needs and planning for future improvement. Reducing barriers to learning and increasing student achievement should be a primary focus of these collaborative groups.

#### Resources:

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

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

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

Commissioner's Parents Advisory Council-  
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

The Missing Piece of the Proficiency Puzzle-  
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families+The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

# District Leadership Assessment Summary Report

## Carter County

School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

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

Review of certified personnel evaluation plan and process, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, individual professional growth plans, professional development records, records of teacher certification/experience, school council meeting agenda and minutes, school council policies and bylaws and Carter County Board of Education Policies

Interviews with central office staff, classified staff, community members, district leadership, principal, school leadership and superintendent

**Performance Rating    3**

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

The board of education adopted policies and procedures that meet state requirements for evaluating certified (Certified Personnel Evaluation 03.18) and classified (Classified Personnel Evaluation 03.28 AP1) staff members. District leadership ensures the evaluation system is explained to all staff members during opening day activities in individual buildings.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

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 has not developed a systematic process for addressing the long-term professional development needs of the district. All district required professional development for the 2010-2011 school year is focused on addressing the common core (Kentucky Core Academic Standards), balanced assessments and characteristics of highly effective teaching and learning as a reflection of Senate Bill 1. Although district leadership acknowledges that professional development is an important part of the school improvement process, they do not consistently monitor to ensure the learned strategies are being effectively implemented into the classroom instruction.

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

District and school staff collaborated to create a professional development plan to meet the needs of the instructional staff in all schools. District leadership, by the recommendation of the district professional development committee, chose to have four days of professional development which is embedded as non-flexible days in the school calendar. All certified staff members are required to attend. The days focus on common core (Kentucky Core Academic Standards), balanced assessments and characteristics of highly effective teaching and learning as a reflection of Senate Bill 1 components. This is a one year plan and does not intentionally scaffold on previous training experiences.

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

Each district and building level administrator has an individual professional growth plan. These plans are aligned with the district goals for student performance. District leadership makes few intentional and deliberate connections to design a professional development plan to support individual professional growth needs of the staff. District leadership provides a license for each certified person to be part of PD 360 (Web based on-demand video

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating 2**

library) to meet individual needs of teachers. Certified staff members may apply to participate in other professional development that is pertinent to their job or professional growth plan.

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

Staff development priorities are identified in the comprehensive district improvement plan, but dates for completion ended June 2010. The district professional development committee consisting of representatives from each school as well as district personnel met in May 2010 to discuss individual school needs. The committee recommended four non-flexible days for the current school year with a focus on common core (Kentucky Core Academic Standards), balanced assessments and characteristics of highly effective teaching and learning as a reflection of Senate Bill 1. Three days of this training have been completed. District leadership monitors participation in professional development days. District leadership does not monitor the implementation of the learned strategies in the classroom and the impact on student learning.

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

District leadership focuses professional development for the 2010-2011 school year on building a foundation in the areas of balanced assessment systems, characteristics of highly effective teaching and learning and the common core standards (Kentucky Core Academic Standards). This professional development is job-embedded (professional learning communities, instructional coaches) and is intended to scaffold over time to enhance professional practices. District leadership does not have an ongoing plan to build on these practices.

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

District leadership reviews professional development activities identified in the comprehensive district and school improvement plans to make a connection between these activities and the learning needs of students identified through the analysis of assessment data (Kentucky Core Content

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

### **Performance Rating    2**

Test, No Child Left Behind report). The 2010-2011 professional development plan requires all schools to follow the same basic plan. A district content leadership team was formed to include at least two teachers from each school, principals from each school, instructional coaches, district instructional supervisors, the superintendent and special education director. This group planned all non-flexible days for the district.

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

The board of education adopted policies (Professional Development 03.19, School Staffing 02.4331, Instructional Resources 08.232) that address the equitable allocation of resources. District leadership follows board policies in the distribution of these resources to schools. District and school personnel collaborate to determine professional development needs and recommend proposed professional development activities to district leadership for approval. District leadership does not have formal procedures in place to effectively monitor, evaluate and identify the impact of professional development activities and expenditures on meeting the identified needs of students, especially low-performing students (students with disabilities, free and reduced lunch).

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

Most district and high school staff members develop individual professional growth plans with some collaboration with their primary evaluator. Individual professional growth plans do not always focus on priorities identified through formative or summative evaluations or mesh with the goals of the comprehensive district and school improvement plans. District leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation. District leadership has not developed a formal process to review and revise these plans during the school year or to ensure all individual professional growth plans are collaboratively developed and implemented as written.

6.2d Leadership provides and implements a process of personnel evaluation

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Learning Environment**

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

**Performance Rating 2**

which meets or exceeds standards set in statute and regulation.

District leadership provides and implements a process of personnel evaluation that meets or exceeds standards set in statute and regulation and has been approved by the Kentucky Department of Education. District leadership supports school administrators in the development of personnel evaluation skills by providing professional development training during the administrators' retreat in August 2010. Although school administrators provide some feedback to their staff following each evaluation, this feedback is not always ongoing, inclusive or measured for its impact on classroom practices and student 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 always address instructional leadership needs. District and school administrators select professional development that fulfills the requirements of the Effective Instructional Leadership Act. District leadership provides professional development (district leadership meeting, administrative retreat) to address administrator instructional leadership needs. District leadership supports the participation of district leaders in out-of-district professional development opportunities (Kentucky Leadership Academy, Kentucky Instructional Support Network).

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

District leadership does not consistently monitor all formative teacher evaluations conducted by principals to specifically determine the timeliness and effectiveness of feedback, but does review completed evaluations to ensure that all staff members were evaluated as directed by the approved district evaluation plan. District leadership does not have a monitoring process in place to ensure individual professional growth plans are designed to promote the needed changes identified through the evaluation process.



# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary of recommendations in: **Learning Environment**

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

District and school leadership should collaboratively develop and implement a process to align professional development with identified teacher needs. School leadership should lead a process to identify professional development goals and activities related to teacher growth, and comprehensive school improvement plans should reflect these activities. The training process should include follow-up activities and resource support to assist teachers in the implementation of these learned skills to increase teacher effectiveness. District leadership should collaborate with school leadership to develop a formal plan to monitor the impact of professional development activities on classroom practices and student achievement.

District leadership should develop and implement a systematic process to monitor the effective execution of all components of the personnel evaluation plan at the district and school levels. The evaluation process should be used by the evaluator and evaluatee to collaboratively develop individual professional growth plans to address identified professional or leadership needs. District and school leadership should collaborate to monitor implementation of individual professional growth plans and to measure the impact on classroom practices and student achievement.

#### Resources:

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

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

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

#### **Standard 7                    Leadership**

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

Review of bulletin boards, exhibits and displays, committee meeting minutes and agenda, comprehensive district improvement plan, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, organizational charts, school council policies and bylaws and state statute and regulation

Interviews with central office staff, district leadership, local board of education members, principal and superintendent

#### **Performance Rating    2**

7.1a Leadership has developed and sustained a shared vision.

District leadership has developed vision and mission statements. These statements are visibly displayed in the board of education meeting room. Both statements appear on the district Web site and the vision statement is included on the Web site of each school. Many staff members are aware of these statements but are unable to clearly articulate either statement. These mission and vision statements do not intentionally serve to drive district improvement efforts. The vision and mission statements were developed approximately six years ago prior to the tenure of most current district leadership. At that time members of the community and representatives of school role groups were involved in the documents' creation. Both the mission and vision have been informally revisited by district leadership and the board of education since their adoption. A process to review and revise the mission is planned but has not been actively pursued to date. At this point belief statements to support the mission have not been created.

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

The board of education requests and receives academic progress reports from schools on an annual basis. The reports are presented by the principals who in most cases are accompanied by members of their respective school councils. District leadership provides a template to each school for the report. The board of education sometimes uses the information from the reports to make decisions regarding allocation of additional resources to the schools.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

### **Performance Rating 2**

District leadership is developing a plan for schools in Tier status to report instructional data every other month and for East Carter High School to report every month. Although a formal collaborative process is not in place, district leadership sometimes collaborates with school leadership on instructional and curricular decisions (implementation of the trimester schedule at the two high schools). District staff rarely includes representatives from stakeholder groups, particularly parents, in discussions regarding teaching and learning.

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

Each administrator has an individual professional growth plan, but not all of the growth plans have a clear link to the comprehensive district improvement plan or to leadership skills, which promote student achievement. Goals and objectives are sometimes determined by the administrator and reviewed by the evaluator. Others are developed in collaboration with the evaluator. The plans are aligned with Interstate Leadership Licensure Consortium (ISLLC) and state standards, and administrators obtain Effective Instructional Leadership Act (EILA) hours through a combination of district professional development and training offered out of the district. Plans are approved by the administrator's evaluator but are usually not reviewed until summative evaluations are completed. A process for review and revision is not in place although an activity in the 2009-2010 comprehensive district improvement plan noted, "The superintendent will ensure that district staff will maintain professional growth plans and will continue to monitor them."

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 disaggregates data and shares it with the district planning committee, which includes the district leadership and representatives of all district schools. This group develops goals that are used in the creation of the comprehensive district improvement plan. District leadership provides information to assist school leadership in the disaggregation of data but has not defined a clear process for monitoring the effectiveness of the school efforts to complete this task. Although the district has provided funds to East

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

### **Performance Rating 2**

Carter High School for math and reading interventionists, instructional support materials, a special education coach and additional professional development for teachers, a clearly defined process that links academic achievement of low-performing students to decisions regarding planning is not in place. Information regarding student achievement is communicated to parents by the annual report delivered to the Carter County School Board by the school principal and council members, the School Report Card, radio interviews with school principals and district leadership, some school Web sites and some school achievement celebrations.

- 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 district and school staff access to Kentucky's Combined Curriculum document and the crosswalk for the Kentucky Core Academic Standards, through its Web site, which has links to the Kentucky Department of Education Web site. District leadership has embedded days in the school calendar for professional development and assigned a full-time instructional coach to East Carter High School. A special education coach has also been assigned to work with East Carter High School collaborative teachers. District leadership finances expenses of the principal of East Carter High School to attend the Kentucky Leadership Academy and two staff members to attend state content network meetings. District teachers were compensated to vertically and horizontally align core content. District leadership communicated an expectation for school leadership to lead staffs in the completion of the alignment process to incorporate the Program of Studies into the curriculum document. This project was not completed at East Carter High School. District leadership does not have a defined process of monitoring the effective use of completed curriculum documents.

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

The board of education has not adopted a policy on the protection of instructional time. District leadership encourages school leadership to establish school council policies to protect instructional time and minimize disruptions in the classroom, but East Carter High School has not done so.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

### **Performance Rating    2**

District leadership does provide a school council liaison that encourages all schools to send school council policies, agendas, and minutes of meetings to the district office. The liaison will provide feedback on a specific policy to a specific school if asked by school leadership or the council. There is not a process in place to gather data or determine if appropriate policy implementation occurs at each school.

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

The board of education has policy (Instructional Resources 08.232) that provides school councils with procedures in the allocation of instructional resources. District leadership uses an informal process in the allocation of additional resources based on school requests. The district finance officer monitors the purchase of resources for compliance to budgetary procedures. District and school leadership use progress monitoring tools (ThinkLink, STAR Reading and Mathematics, Scholastic Reading Assessment) to generate data on student achievement but do not always use data to make decisions about the correlation between instruction and student achievement. Three members of the district leadership team serve as liaisons to the schools in the district. Meetings between school leadership and these liaisons are informal with few agendas or minutes maintained. Allocation of resources to East Carter High School this year has been extensive, but an effective monitoring process is not in place to gauge their impact or determine sustainability.

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

The board of education has adopted policy (Safety Policy 5.4) to address immediate and long-term strategies to ensure a safe and orderly learning environment. District leadership requires school councils to submit safety plans to the district office. A common template, provided by the district, is used to formulate the plan. District personnel sometimes provide feedback on each school's completed document, but the district does not have an on-going formal process to evaluate each plan's effectiveness and

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

### **Performance Rating    2**

implementation. The Kentucky Center for School Safety audited eight of the district's ten schools in the last four years, but audit results are not always addressed in a timely manner. District personnel participated in a formal walkthrough with Readiness Emergency Management for Schools (REMS) personnel for the purpose of evaluating the overall implementation of the REMS grant. District leadership provides or facilitates the provision of a number of resources to schools (state police assistance in simulated lock downs, Champions Against Drugs, School Messenger, Readiness and Emergency Management for Schools grant, safety hotline information, school resource officers at the two high schools). District leadership has not conducted culture or climate surveys to determine the effectiveness of these and other school programs.

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

The board of education has adopted policy (School Council Policies 02.4241) requiring school councils to submit all new or revised policies to the board for review. District leadership makes numerous requests to school leadership to submit all council policies for review, but inconsistent compliance to these requests impede monitoring and guidance. To encourage compliance, district leadership asks school councils to post policies online. A process is not in place to monitor full implementation of council policies at all schools. District leadership advises school leadership of required school policies, member training opportunities and member verification procedures. A member of the district leadership team serves as the school council liaison and is responsible for attending school council meetings. The district liaison responds to specific requests from councils and provides some guidance in the form of information and resources from the Kentucky Association of School Councils. Some school councils have policies regarding parent participation on council committees and school planning activities. East Carter High School council has policy (Committees 07.01) on parent involvement in decision making. District leadership does not model the active recruitment of stakeholder participation on committees.

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

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

### **Performance Rating    2**

District leadership has assigned a member of the leadership team to act as school council liaison and attend school council meetings. However, concurrent scheduling of some meetings does not allow for consistent attendance by the liaison. The liaison responds to specific requests from councils and provides some guidance in the form of information, resources, and sample agendas from the Kentucky Association of School Councils. These agendas, which councils are not required to use, provide time for reports and discussions regarding student academic performance. Council agendas and minutes of meetings are required to be sent to the liaison but are not always done so in a timely manner. The schedule of meetings and the timeliness of submissions does not allow for consistent and intentional feedback to councils on their focus on student academic performance. Some school councils have policies regarding parent participation on council committees and school planning activities. District leadership does not require councils to have parent participation policies. East Carter High School council has policy (Committees 07.01) on parent involvement in decision making.

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

The superintendent articulates the importance of student achievement but does not always reinforce this expectation in professional growth plans and summative evaluations. The superintendent uses weekly video conferencing as a tool for communicating and sharing information regarding student achievement. The superintendent uses an evaluation process, approved by the Kentucky Department of Education and based on Interstate Leadership Licensure Consortium (ISLLC) Standards. The superintendent personally evaluates the middle and high school principals. A superintendent designee evaluates all elementary principals. The superintendent uses an informal process to gather data regarding the instructional leadership of principals. Specific academic achievement data (Kentucky Core Content Test, No Child Left Behind, ThinkLink) and non-cognitive data (attendance, suspensions) are not referenced in the summary comments of principal evaluations. The superintendent does not take timely action in determining principal weaknesses that limit their effectiveness as leaders in academic performance, learning environment and efficiency. The superintendent does not set high performance achievement goals for principals through

# District Leadership Assessment Summary Report

## Carter County

School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

### **Performance Rating    2**

professional growth plans and evaluations. The superintendent does not have a well-defined process for placing principals on corrective action plans. The superintendent is proactive in responding to the requirements of Senate Bill 1 by enrolling all principals into the Kentucky Leadership Academy or the Kentucky Instructional Support Network. The superintendent collaborates with the principal of East Carter High School to develop his professional growth plan. Specific goals to improve instructional performance are not set and increases in student achievement are not included in activities.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary of recommendations in: **Efficiency**

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

District Leadership should develop a monitoring process to generate information on the implementation and effectiveness of district and school instructional programs should be implemented. Conclusions should be drawn and recommendations made to district leadership on a timely basis regarding the continuation and sustainability of the programs. District leadership should prioritize this task for the individual who has responsibility for the program.

Administrator professional growth plans should closely link to the Comprehensive District Improvement Plan and Comprehensive School Improvement Plans. Goals, objectives, procedures/activities, and expected impact should reflect an emphasis on student academic achievement.

The superintendent should focus on the use of the evaluation process and the principal performance standards to support and require rigorous instruction and effective use of programs in the Carter County Public Schools. Principal professional growth plans should reflect student academic achievement. Plans should be monitored with frequent checkpoints prior to the summative evaluation conference. Summative evaluations should reflect growth areas and suggestions for improvement in those areas. Principals should be required to devise a system to closely monitor instructional practices and to recognize and reward those teachers who are successfully implementing practices that increase student achievement.

The superintendent should establish high performance expectations for school principals. These expectations should be conveyed through a variety of formal and informal communication channels. The superintendent should use the collaborative development of professional growth goals, a component of the state approved evaluation process, to embed high performance goals, objectives, and activities into the individual professional growth plan. The superintendent should use these plans to set high performance benchmarks for school leadership. The superintendent should be clear and intentional about the behaviors and actions to be demonstrated for principals to meet the performance criteria in the summative evaluation. The superintendent should also be clear and intentional about the criteria which would result in the institution of a corrective action plan for a principal. Academic performance of students should be a primary consideration in the determination of the performance of a principal.

Resources:

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

Marzano, R. J. (2003). *What works in schools: translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Whitaker, T. (2006). *What Great Principals Do Differently*. Larchmont, NY: Eye on Education.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, employee handbooks, examples of school to home communications, faculty meeting agenda, Implementation and Impact Checks, job descriptions, master school schedule, needs assessment data, newspaper clippings/press releases, newspapers, organizational charts, report cards/progress reports, rubrics, samples of written correspondence to staff/stakeholders, school budget and allocations, school calendar with motivational and celebratory events, 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, school newsletter, school visitors register, school Web pages, student/parent/staff handbooks, student/teacher ratio, teacher portfolios, textbook/instructional resources purchasing plans, Title 1 program plan, trophy cases, The Missing Piece of the Proficiency Puzzle and Kentucky Interim Performance Report disaggregated data

Interviews with central office staff, classified staff, community members, curriculum resource specialist, district leadership, local board of education members, parents, principal, students, superintendent, teachers and volunteers

### **Performance Rating    2**

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

District leadership does not have a systematic process to evaluate or monitor the use of resources in schools. The primary source for monitoring resources is through the finance department as they monitor budgetary expenditures using MUNIS. Other information concerning resources may be gathered on an informal basis but not always for the specific purpose of analyzing the impact human, physical and fiscal resources have on classroom practices and student achievement. Although East Carter High School is allocated many district resources to improve student achievement, district and school leadership do not actively seek available community resources or establish parent, business and community partnerships that can enhance student learning beyond classroom instruction. District leadership sometimes collaborates with the East Carter High School principal to discuss

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

#### **Performance Rating 2**

organizational structures (trimester scheduling, credit recovery, virtual learning) with the intent of eliminating barriers to student learning.

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

District leadership collaborated with school leadership at the two county high schools (East Carter High School and West Carter High School) to explore trimester scheduling. District and school personnel visited several schools in Jefferson County to determine procedures on planning for a trimester schedule. District and school leadership discussed how trimester scheduling could improve course offerings for Carter County students and also include an intervention time for students at-risk of failing a course. Although district leadership supported the high schools in gathering information leading to the approval of a trimester schedule, the two high school principals led the process of developing course offerings and enrolling students in the core curriculum. District leadership collaborates with East Carter High School leadership to determine specific needs related to staffing, programs and the master schedule. District leadership expects school leadership to provide all students access to core curriculum classes, but does not monitor the master schedule to ensure this is occurring. School council staffing allocations for East Carter High School meet state requirements for teacher to student ratio (1:31). In addition, the school is allocated additional staff members from other fund sources (Title I districtwide improvement, Section 7 Support Education Excellence in Kentucky, district general funds, Education Jobs Fund Program, Rural Low Income Schools) to improve the effectiveness of the master schedule by increasing course offerings and reducing class size.

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

The board of education has adopted policy (School Staffing 02.4331) that uses projected student enrollment to determine the number of allotted certified positions for each school. East Carter High School is allocated certified teaching staff based on a teacher to student ratio of 1:31. District leadership collaborates with high school leadership to determine additional staff members needed to develop a sufficient master schedule. Although East Carter High School council has policy (Assignment of All Instructional and

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

#### **Performance Rating 2**

Non-instructional Staff Time 2.01), district leadership does not ensure school leadership at East Carter High School assigns staff members to positions based on their strengths and the unique learning needs of all students.

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

District leadership is in the process of initiating several resources (PD 360, instructional rounds) that support school leadership in improving organizational structures to make efficient use of instructional time. The East Carter High School council does not have policy for the protection of instructional time. District leadership divided the East Carter High School teaching staff into small cohort groups with similar needs (classroom management, instructional practices) with the intent of providing greater opportunities for monitoring classroom strategies and providing appropriate feedback and assistance. District leadership monitors allocated resources for implementation but does not evaluate the impact resources have on improving student performance.

- 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 provided training in the professional learning community concept as a means of promoting team planning. District leadership views professional learning communities as an opportunity for teachers to plan both horizontally and vertically, but school leadership at East Carter High School does not assign staff or create a master schedule with common planning to allow this process to occur during the instructional day. District leadership purchased PD 360 to assist teachers in developing effective, research-based strategies, but this resource has not been fully implemented to include methods to follow-up and check for modifications in instructional practices.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time,

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

#### **Performance Rating 2**

organization based on developmental needs of students, interdisciplinary units, etc.).

District leadership collaborated with the two county high school principals as they explored and approved a five period 70 minute trimester schedule. District leadership supported the high schools in gathering information leading to the approval of a trimester schedule. The two high school principals led the process of developing course offerings and enrolling students in the core curriculum. The trimester schedule includes time (Red Period) for students at-risk of failing a course the opportunity to receive intervention services, and other students have the opportunity to receive enrichment in core subjects. School leadership has not provided professional development opportunities in the implementation of a seventy minute period in order to maximize bell-to-bell instruction.

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

The board of education adopted policy (School Budget and Purchasing 02.4242) with procedures that clearly govern the activities of school councils. This board policy requires each school council to submit a needs assessment of identified priorities by January 1 of each year for funding of Section 7 monies, but the process actually used to determine expenditures of Section 7 funds does not meet the guidelines outlined in this board policy. Therefore, the district is out of compliance in the allocation of Section 7 funds. Each school council receives the annual Support Education Excellence in Kentucky (SEEK) funds on March 1 as required by Kentucky Revised Statutes. A board policy (Instructional Resources 08.232) requires school councils to allocate their instructional resources equitably within budgetary limits. The district budget process is flexible in allocating resources to meet the unique needs of each school. The board of education funds a multitude of additional staff, materials and programs at East Carter High School beyond the state minimum allocation requirements. Several district funding sources (Section 7 SEEK monies, school board general account) are used to pay salaries of additional East Carter High School staff (chorus teacher, athletic trainer, Junior Reserve Officer Training Corps (JROTC) personnel, in-school suspension teacher, school resource officer, extended days for a 2nd

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

#### **Performance Rating    2**

agriculture teacher). A variety of grants (Education Jobs Fund Program, districtwide Title I improvement funds, Rural Low Income Schools) provide East Carter High School with other identified staffing needs (math teacher, math and reading interventionists, full-time resource teacher, AmeriCorps Volunteer). Funds from the Education Jobs Fund Program are set aside to create a School Administrative Manager (SAM) position at East Carter High School, but this position is yet to be filled. Two programs (Credit Recovery, Carter Virtual Academy) are funded by the district to assist the two high schools in an attempt to decrease the student dropout rate and attract home schooled students. This year the district allocated additional Section 7 monies to East Carter High School (\$25,000) and West Carter High School (\$20,000) to supplement instructional materials funds. Additionally, Title I funds for district improvement (\$14,000) were distributed to East Carter High School during the 2009-10 school year to purchase technology needs for the math department and Rural Low Income Schools funds (\$13,000) are allocated to each of the two high schools to purchase additional technology. Most technology purchases are not a result of districtwide needs assessments. Other support (Triumph College Admissions, Study Island) is provided through district funding sources. District finance office personnel meet with principals to explain the school budget allocation and are available to explain the budgeting process to school councils. District leadership is available to provide assistance to school councils in understanding the budget process but primarily leaves budget development to principals. District leadership monitors purchase orders for appropriate expenditures, and finance department personnel monitor budgets to ensure the school council is staying within allocated funds. Schools are able to access MUNIS to review expenditures. Purchase orders are completed at the school level and district leadership reviews purchase requests. Most funds are allocated based on school enrollment and student attendance.

- 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.

District leadership has established an informal process to allocate the distribution of discretionary funds to provide additional support to schools. When a need can be validated, the principal meets with the superintendent, finance director and other district leadership to determine feasibility and

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

#### **Performance Rating    2**

available finances. Support for funding is then presented to the board of education for approval. Although the budget process in the Carter County School System is flexible in allowing the board of education to allocate additional resources to meet the unique needs of each school, district leadership has failed to establish a comprehensive monitoring process to determine the impact of program fund expenditures on student progress in meeting state and federal goals. District leadership is beginning to provide East Carter High School with instructional rounds and district led small group cohorts with the intent of monitoring classroom practices and providing assistance to teachers. District leadership currently monitors the expenditures of discretionary funds by reviewing and approving purchase orders and by examining MUNIS reports.

- 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 board of education does not require district leadership to explain expenditures related to either the comprehensive district improvement plan or the comprehensive school improvement plans. Principals and school councils from each school report goals and objectives from their comprehensive school improvement plans on an annual basis but do not always make connections between their proposed expenditures and improvement of student achievement. The board of education trusts district and school leadership to determine justification for expenditures but does not always ensure the expense will contribute to improving student achievement, particularly in those schools struggling to meet state and federal goals. District finance personnel include a monthly financial statement in each board member's meeting packet. During meetings, members of the board of education occasionally request clarification on expenditures.

- 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 state and federal categorical funds according to program guidelines. Federal categorical funds (Individuals with Disabilities

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

### **Performance Rating    2**

Education Act, Title I) at East Carter High School are allocated by formula to support student needs. Individuals with Disabilities Education Act (IDEA) funds are allocated according to strict federal guidelines based on the category of identification (emotional behavior disability, mild mental disability, multiple disability) and the number of students each certified special needs teacher can serve. District leadership has allocated East Carter High School 12.5 certified teachers and 10 instructional assistants to support special needs instruction. Related service instructors (speech, occupational therapy, physical therapy, visual or hearing impaired) are also available on an as needed basis to provide services to students with special needs. Although East Carter High School is not identified as a Title I school, Title I districtwide improvement funds are used to pay the salary of a full-time instructional coach and to purchase needed materials and technology. State categorical funds (professional development, Extended School Services, textbook, Family Resource/Youth Services Centers) are usually allocated based on enrollment, attendance or program requirements (65 percent professional development allocated to schools). These funds are allocated equally to all schools. Some district state and federal categorical funds (Title I, Title II, professional development, Extended School Services) are integrated within the comprehensive district and school improvement plans District program coordinators do not have a formal process in place to gather data or monitor programs in order to evaluate the effectiveness or the impact of categorical resources on student achievement.

# District Leadership Assessment Summary Report

## Carter County

School District

11/28/2011 - 12/3/2011

Summary of recommendations in: **Efficiency**

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

District leadership should implement formal procedures for monitoring, analyzing and evaluating the impact of all available human, physical and fiscal resources, including state and federal grants, on student achievement and instructional practices, particularly at East Carter High School.

District leadership should follow adopted board of education policy (School Budget and Purchasing 02.4242) to conduct a formal needs assessment process in allocating Section 7 funds.

Resources:

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.

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

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

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

Review of committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district personnel evaluation system and documentation of implementation, district technology plan, eWalk data, Extended School Services assessment data, Extended School Services entrance and exit reports, Implementation and Impact Checks, individual professional growth plans, lesson plans/units of study, needs assessment data, organizational charts, policies and procedures on access to student records, professional development records, samples of written correspondence to staff/stakeholders, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, Carter County Board of Education Policies Manual and Kentucky Interim Performance Report disaggregated data

Interviews with assistant principal, central office staff, district leadership, principal, superintendent and teachers

Observations of classrooms, common areas and hallways

#### **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.

Vision and mission statements are in place for the Carter County School System. Beliefs statements have not been developed. Most current leadership personnel did not participate in the initial development of these statements. At the time of development, members of the community and representatives of the school community were included in the development of these two statements. District leadership has not developed beliefs and goals at this point in time to drive the decision-making process for school improvement.

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

District leadership facilitates a forum to gain stakeholder input for the creation of the comprehensive district improvement plan. Sub-committees were formed consisting of 10 representatives from each school. Each sub-

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

**Performance Rating 2**

committee was comprised of parents, community members, teachers and administrators. Individual comprehensive school improvement plans were reviewed by each sub-committee. The comprehensive district planning committee compiled information from comprehensive school improvement plans to develop goals, priorities and activities for the comprehensive district improvement plan. Although the committee used student achievement data (Kentucky Interim Performance Report, No Child Left Behind report) and some non-cognitive data (attendance, graduation rate) to develop the comprehensive district improvement plan, data from student work samples or classroom assessments were not included for development of the district plan.

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

District leadership uses some student achievement data (Kentucky Interim Performance Report, No Child Left Behind report, ThinkLink) and some non-cognitive data (attendance, graduation rate) to identify needs and develop some goals of the comprehensive district improvement plan. All goals are not directly tied to student achievement data. District leadership is in the process of finalizing the 2010-2011 comprehensive district improvement plan. The current comprehensive district improvement plan does not reflect 2010 student data.

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

The comprehensive district improvement plan reflects some research-based activities (Response to Intervention, professional learning communities, instructional walkthroughs, deconstruction of standards, common units of study, common assessments), but these activities are not always intentionally aligned to the needs of East Carter High School students. The board of education reviews the comprehensive district improvement plan annually. Some district, national and state expectations were considered when developing activities of the comprehensive district improvement plan.

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

The comprehensive district improvement planning team did not disaggregate

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

#### **Performance Rating 2**

student non-cognitive or achievement data but rather used the district snapshot from the No Child Left Behind report to identify low-performing students not reaching proficiency districtwide (students with disabilities in reading and math). The team also identified the high school students (free and reduced lunch) struggling to meet proficiency. Some goals (By May 2010, the percent of high school students scoring proficient or distinguished will increase by 24.42....) for increasing proficiency for East Carter High School students are included in the comprehensive district improvement plan, but specific goals with measurable objectives are not listed for the identified student groups.

9.3c The desired results for student learning are defined.

The desired results for student learning are clearly stated in the executive summary as well as in the goals of each of the six components of the comprehensive district improvement plan. Most goals set to address student learning are measureable, but few short-term benchmarks are included to monitor the progress each goal is having on impacting student achievement.

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

District leadership requires school leadership to submit individual comprehensive school improvement plans annually. Information from these plans is used as district leadership determines strengths and limitations in the instructional and organizational effectiveness of the district. Limited data are collected from parent and other stakeholder groups to plan or evaluate district improvement efforts. Leadership at some schools collect and effectively use stakeholder input to improve instructional and organizational effectiveness, but the district does not request this data for the specific purpose of determining the strengths and limitations of the district.

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

The goals of the comprehensive district improvement plan are generally stated in clear and concise terms but do not always clearly measure the instructional and organizational effectiveness of the district and school. The

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

#### **Performance Rating 2**

goals of the district improvement plan lack a focus on the goals set by the East Carter High School improvement plan. A district liaison is provided to East Carter High School for support in the development of school goals. Board policy (School Improvement Plan 02.442) details the actions necessary for the completion of improvement plans.

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

The action components of the district improvement plan do not have an intentional focus on closing achievement gaps among low-performing students. Some of the components in the district improvement plan are informed by individual school improvement plans but do not always focus on specific goals of East Carter High school. Some activities (professional learning communities, Response to Intervention, common unit planning, common assessments) are research-based.

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

The comprehensive district improvement plan contains timelines for the implementation of all components, but the timelines are not always realistic to provide immediate impact on student performance. Some resources (Title I, district general funds, Rural Low Income Schools grant, Readiness Emergency Management for Schools grant, Read to Achieve grant) are integrated to support the goals of the comprehensive district improvement plan. Each component in the plan identifies a specific component manager, and a responsible person is designated and charged with overseeing implementation and monitoring the impact of each activity.

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

District leadership evaluates the effectiveness of the comprehensive district and school improvement plans informally through anecdotal records, state test scores and products from implementation. A systematic method has not been selected and implemented for evaluating the impact of the activities on student achievement. School leadership report state test data (Kentucky

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

#### **Performance Rating 2**

Interim Performance Report, No Child Left Behind report) and the contents of the new school improvement plan to the board of education annually, but regular reports of progress on the goals of the improvement plans are not required throughout the year.

- 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 is somewhat aligned with the district's mission for student achievement. Belief statements have not been developed. Activities are designed to address improving instruction through implementing research-based strategies (professional learning communities, common curriculum, Response to Intervention, classroom management). Emphasis is placed on teacher preparedness through the use of PD 360 and district instructional coaches. The activities listed for implementing these research-based strategies are not specific enough to yield the desired results for student learning.

- 9.6a The plan is implemented as developed.

District leadership provides personnel (instructional coaches, district liaisons), funding and informal support in the implementation of comprehensive school improvement plans. School leadership submits the comprehensive school improvement plan to the district liaison for review, but minimal feedback is provided. District teams meet to discuss instructional needs based on the implementation of the improvement plan. The component managers are aware of the activities involved in meeting the goals of the comprehensive district improvement plan, but often other district personnel show minimal knowledge of the comprehensive district improvement plan.

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

District leadership analyzes the Kentucky Interim Performance Report and No Child Left Behind report data in order to measure the effectiveness of the activities and shares the results of this analysis with the board of education annually. ThinkLink data are collected at the school level, but these data are

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

### **Performance Rating    2**

not used for measuring impact of specific activities on student achievement. Responsible persons for each strategy complete an implementation statement, and component managers check for completion. District leadership has not developed a formal process for analyzing data at regular intervals throughout the year and using the results of these analyses to revise comprehensive district and school improvement plans.

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

District leadership conducts an annual review of the comprehensive district improvement plan, and component managers ensure that implementation statements are recorded for all activities in the improvement plan. Component managers meet with the responsible persons to ensure activities are being implemented, but modifications based on changing needs identified through data analysis are rarely made to the improvement plan.

# District Leadership Assessment Summary Report

## Carter County

School District

11/28/2011 - 12/3/2011

Summary Findings in: **Efficiency**

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

**Performance Rating**    **1**

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 rarely analyzes student work to monitor student performance throughout the year. District leadership has been trained to perform instructional rounds, but few schools participate in these rounds. District leadership has not developed a systematic method of organizing obtained data for the examination of classroom practices to help determine the impact of the comprehensive district improvement plan.

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

Summary of recommendations in: **Efficiency**

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

District leadership should formalize a process that ensures representatives from all stakeholder groups (parents and families, community members, students, teaching and non-teaching staff, administrators, board of education members) are included in the development of the comprehensive district improvement plan. Stakeholders should take an active role in disaggregating all student achievement data (Kentucky Interim Performance Report, No Child Left Behind report, ACT, PLAN, student work samples, common assessment data, ThinkLink) in order to develop concise goals for student achievement. This process should include methods of monitoring the progress of these goals in the comprehensive district improvement plans on an ongoing basis. District leadership and the board of education should conduct regular formal implementation and impact checks throughout the year to monitor the progress made toward increasing student success.

District leadership should develop short-term benchmarks for the activities of the comprehensive district improvement plan for monitoring of progress on student success. The board of education and district leadership should formally and regularly check these benchmarks to determine the effectiveness of the plan on student success.

Resources:

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

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

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

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

District leadership should immediately define, model and require proficient work from all East Carter High School students and school personnel. District leadership should train all East Carter High School instructional staff members so they can recognize proficient work. District and school leadership and staff should embrace the belief that all children from East Carter High School can learn at high levels and demonstrate to the community their commitment to this belief. District policies and procedures should reflect high expectations for all staff, student behavior and academic performance. The board of education and the superintendent should monitor implementation of all policies and hold district and school staff accountable for results. All district and school staff should recognize and accept their role in student success and failure.

District leadership should assist East Carter High School leadership in continual monitoring of curriculum, assessments and instruction. District leadership should train and support instructional staff in effective management (collection, analysis, use) of cognitive and non-cognitive data. Staff should use results from data analyses to identify strengths and weaknesses in the instructional program and to monitor the progress of each student at East Carter High School.

District and school leadership should collaboratively develop an ongoing, systematic process and formal procedures for monitoring, analyzing and evaluating the impact of human, physical and fiscal resources, including state and federal grants, on student achievement and instructional practices. The results of the evaluative process should be used to determine what works, what does not work and what would work with some modification to improve student performance particularly at East Carter High School.

District leadership should continually recruit, encourage and train stakeholders (students, families, community members, teaching and non-teaching staff) from East Carter High School to participate on committees, to review student needs and plan for future improvement. These groups should be active partners in reducing barriers to learning. Increasing student achievement should be a primary focus of these collaborative groups. District leadership should use this process at the district level for stakeholder involvement in districtwide decision making.

District and school leadership should collaboratively develop a systematic process for district and school planning involving all stakeholder groups. Planning efforts should include various forms of data and include both short and long-term goals. Plans should include detailed descriptions of the responsibilities of all district leadership. District leadership should create an intentional plan to raise the level of expectations for the board of education, leadership, staff, families and students. Planning should recognize the role of all stakeholders in the success or failure of all students. District leadership should take ownership of the findings of this leadership assessment and use the recommendations to create a plan that will increase learning for not only East Carter High School students but for all Carter County students.

The superintendent should closely examine the roles and responsibilities of each district level administrator for the purpose of enhancing the efficiency and effectiveness of district services to East Carter High School staff and students. A systematic process should be created and implemented that ensures all district work is monitored and that accountability follows assigned responsibility (district and school leadership, certified and non-certified staff).

# District Leadership Assessment Summary Report

## Carter County

### School District

11/28/2011 - 12/3/2011

#### **In Conclusion:**

The members of the Carter 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.

The Leadership Assessment Team has examined extensive evidence and arrived at the following conclusions:

#### District Leadership Determination:

The district leadership assessment team has determined that the district does have the capability and capacity to manage the intervention in East Carter High School.

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

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

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

.The district must submit an application to receive SIG 1003g funds.

-The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).

-The annual goals will be based on student achievement on the state assessments in both reading/language arts and mathematics.

-Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals with a valid, reliable, fair and strong predictive correlation with KDE's summative measures of student achievement.

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

Superintendent, Carter County Schools \_\_\_\_\_ Date: \_\_\_\_\_

# District Leadership Assessment Summary Report

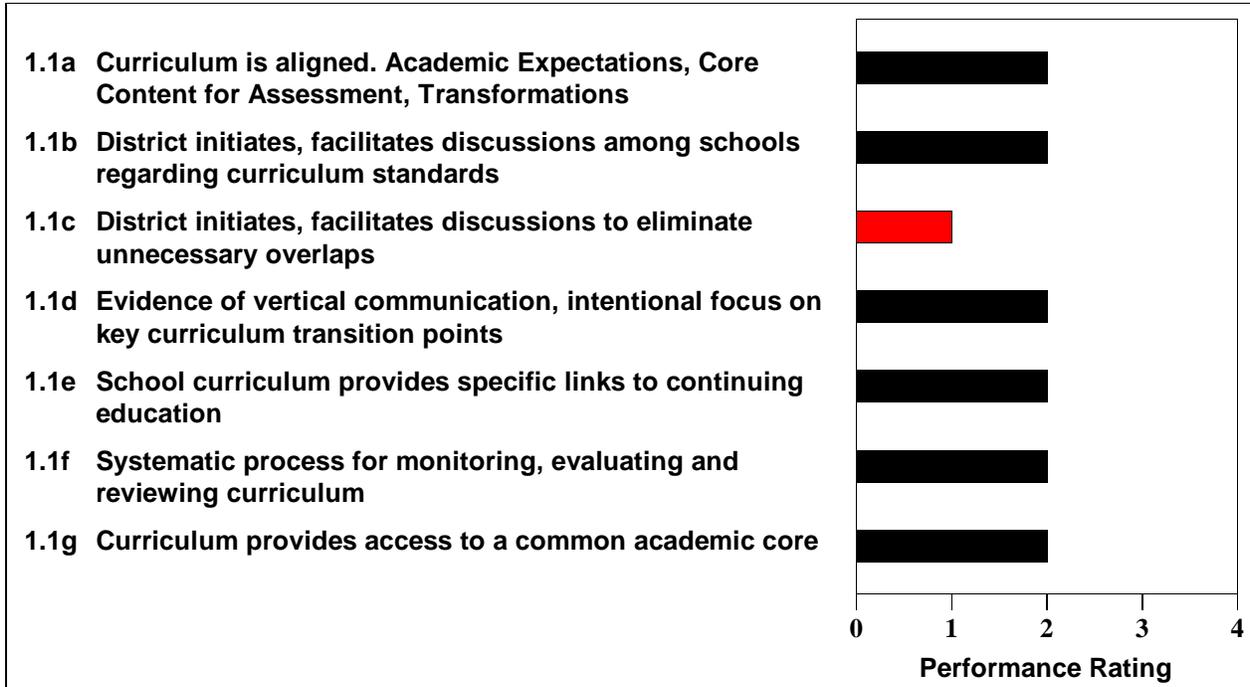
## Carter County

School District

11/28/2011 - 12/3/2011

### 1.1 Curriculum

### Academic Performance



# District Leadership Assessment Summary Report

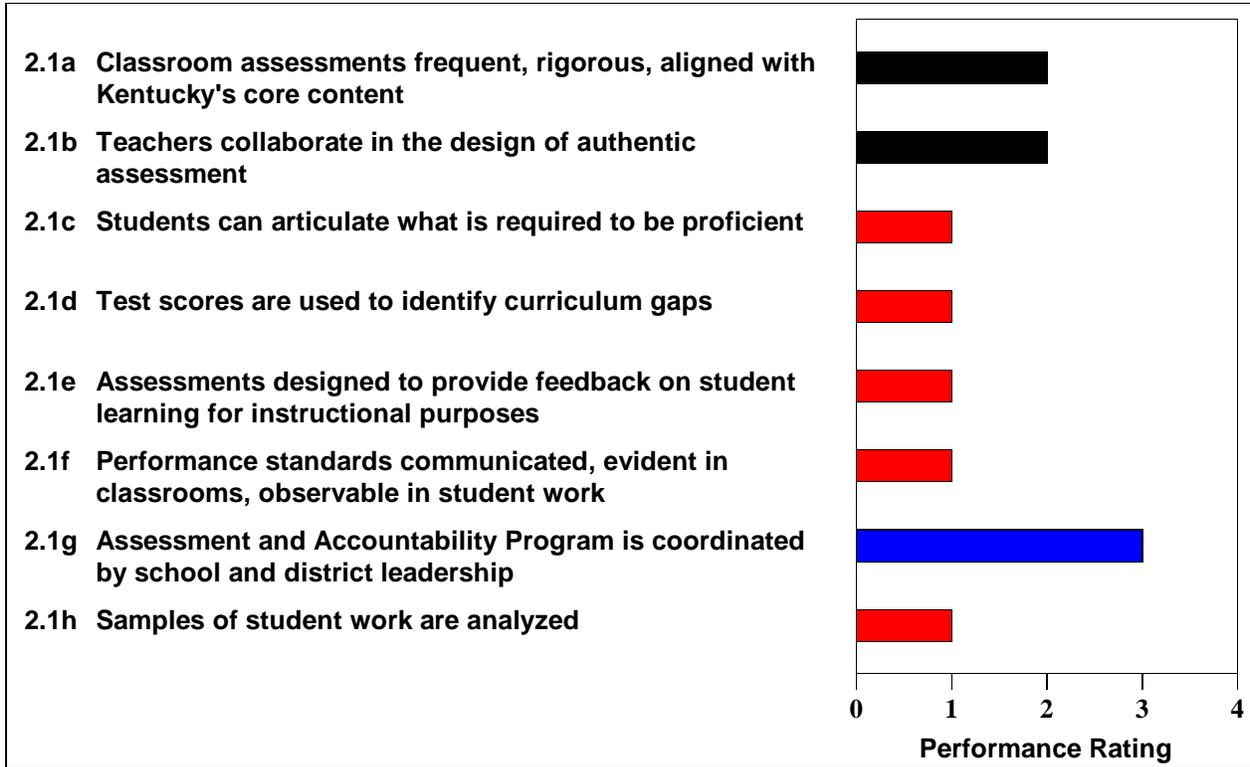
## Carter County

School District

11/28/2011 - 12/3/2011

### 2.1 Classroom Evaluation/Assessment

### Academic Performance



# District Leadership Assessment Summary Report

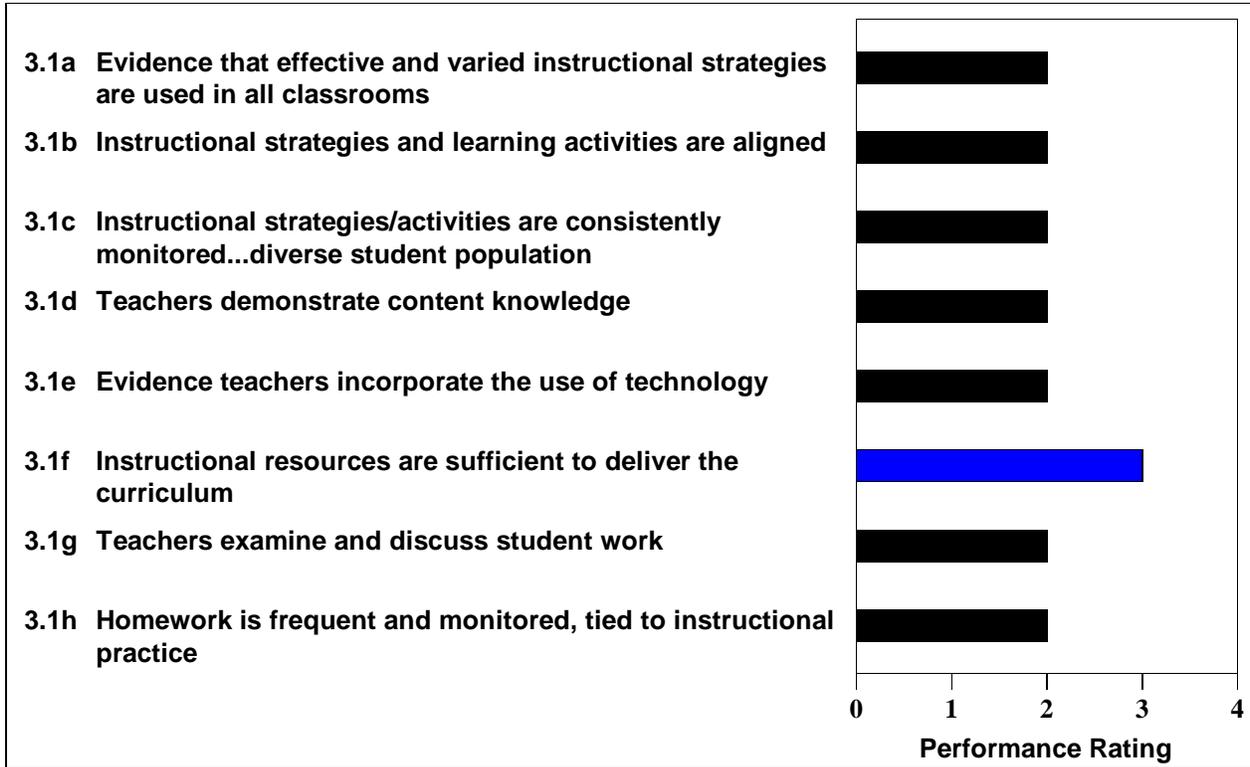
## Carter County

School District

11/28/2011 - 12/3/2011

### 3.1 Instruction

### Academic Performance



# District Leadership Assessment Summary Report

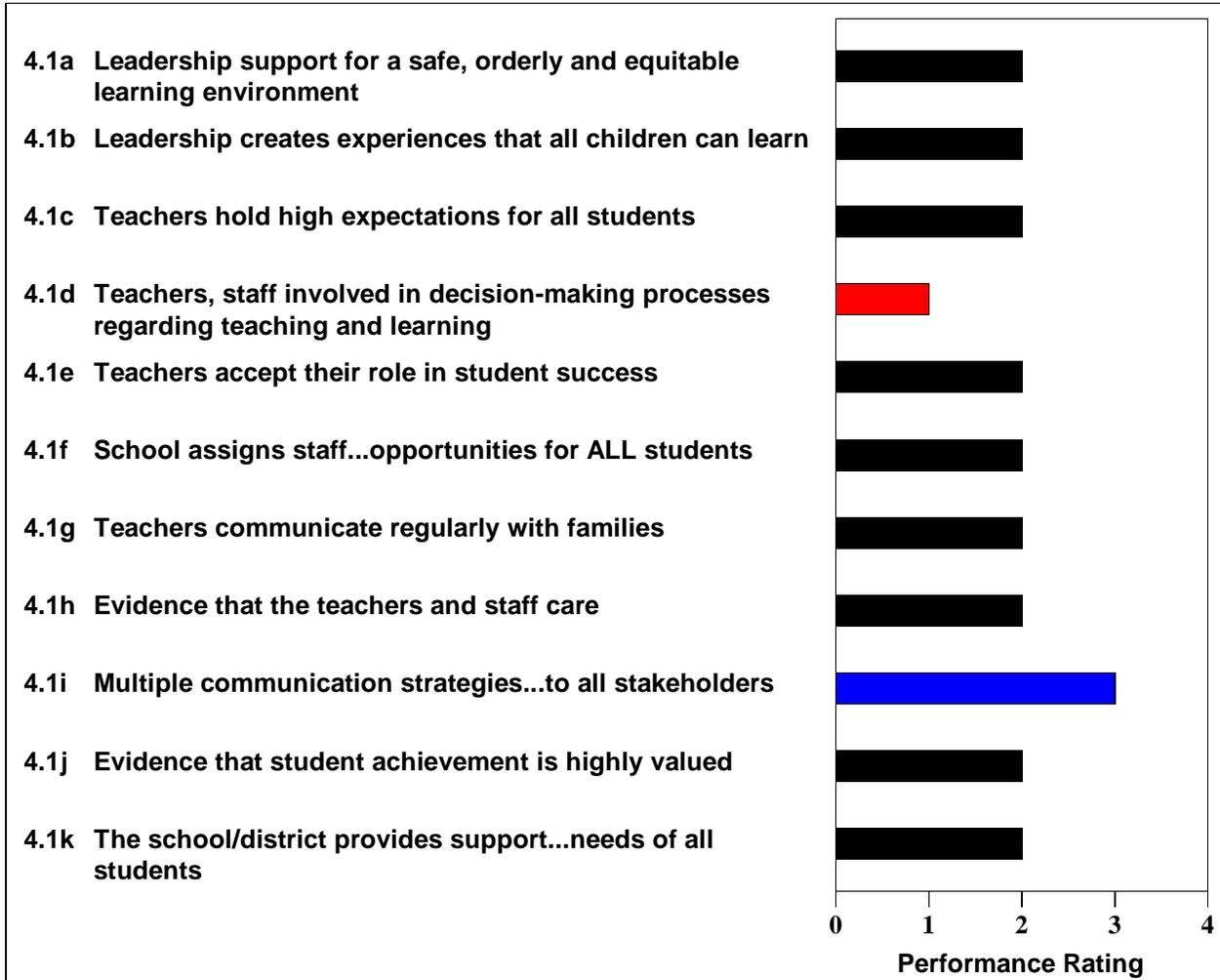
## Carter County

School District

11/28/2011 - 12/3/2011

### 4.1 School Culture

### Learning Environment



# District Leadership Assessment Summary Report

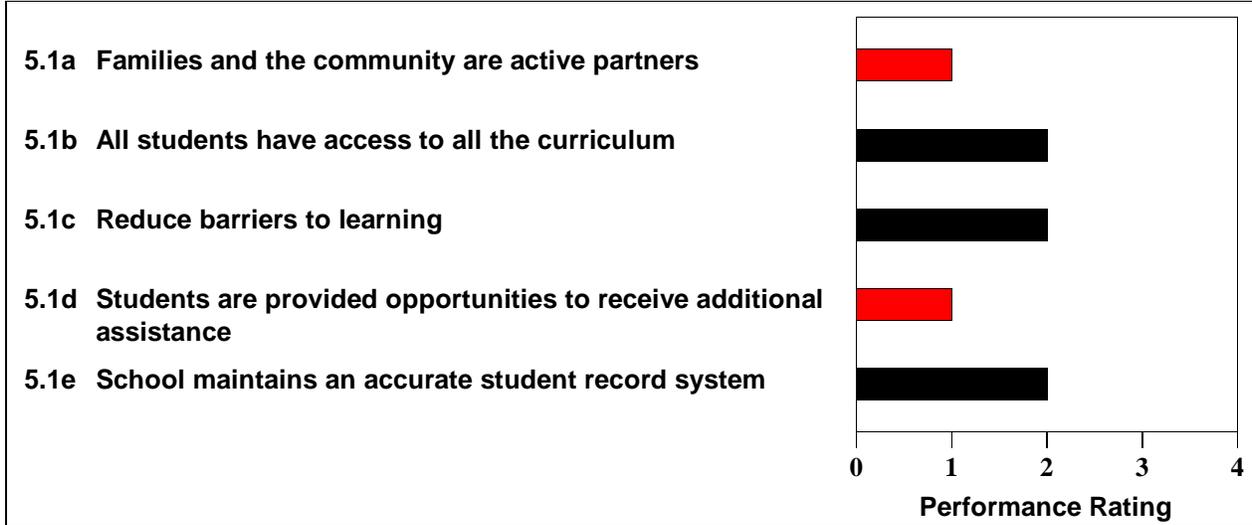
## Carter County

School District

11/28/2011 - 12/3/2011

### 5.1 Student, Family and Community Support

### Learning Environment



# District Leadership Assessment Summary Report

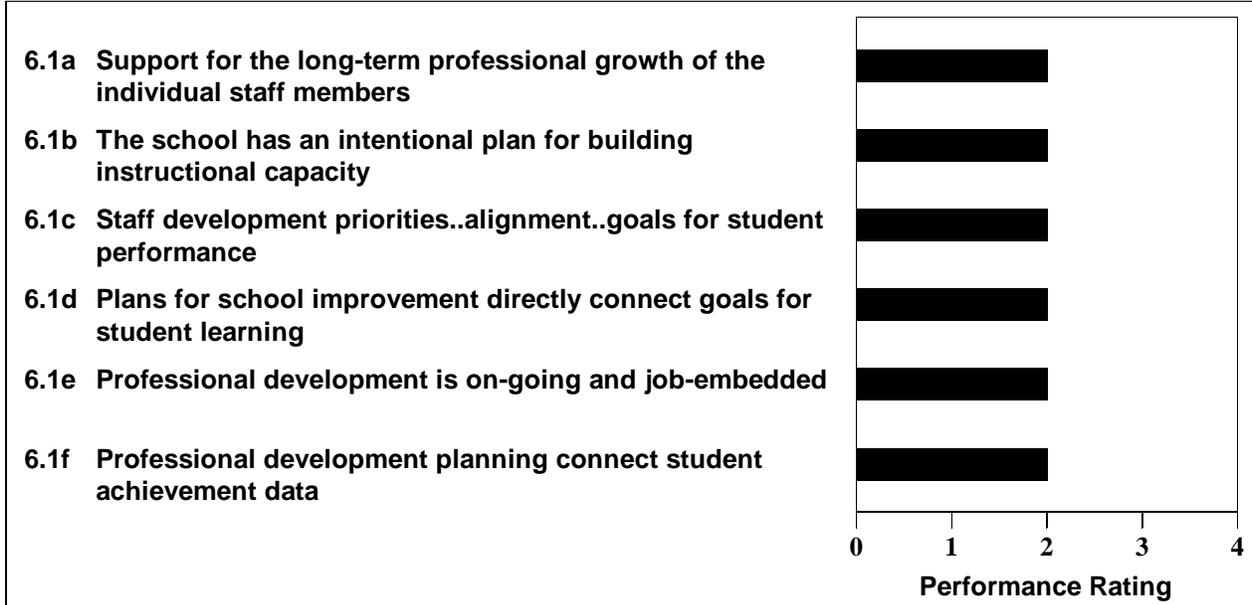
## Carter County

School District

11/28/2011 - 12/3/2011

### 6.1 Professional Development

### Learning Environment



# District Leadership Assessment Summary Report

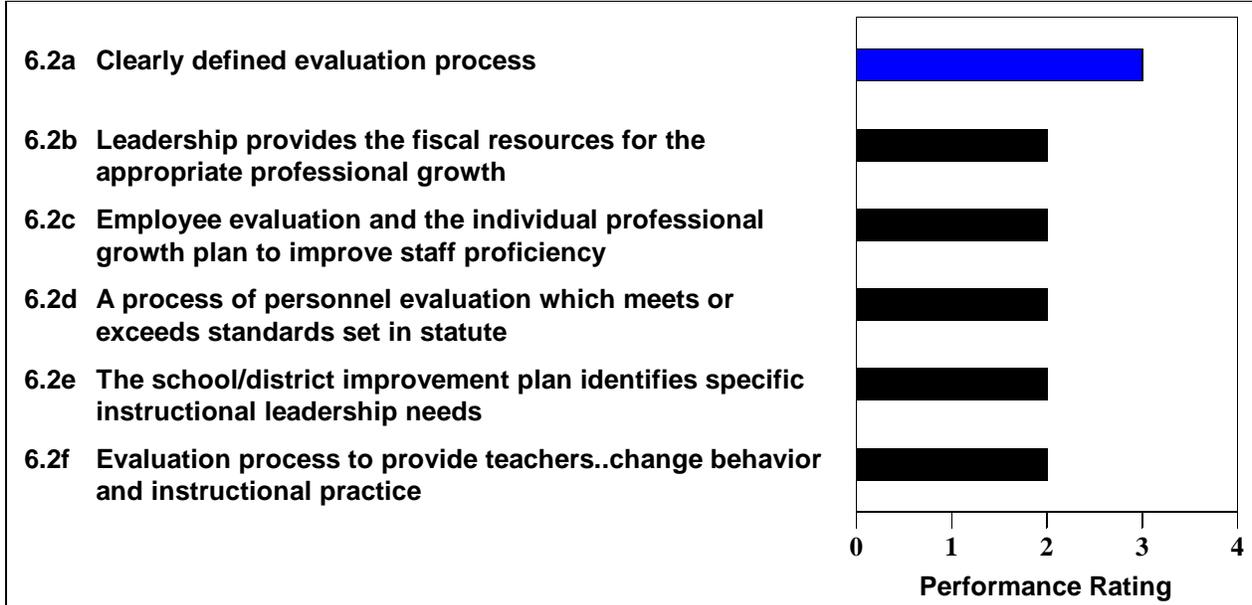
## Carter County

School District

11/28/2011 - 12/3/2011

### 6.2 Professional Growth and Evaluation

### Learning Environment



# District Leadership Assessment Summary Report

## Carter County

School District

11/28/2011 - 12/3/2011

### 7.1 Leadership

Efficiency



# District Leadership Assessment Summary Report

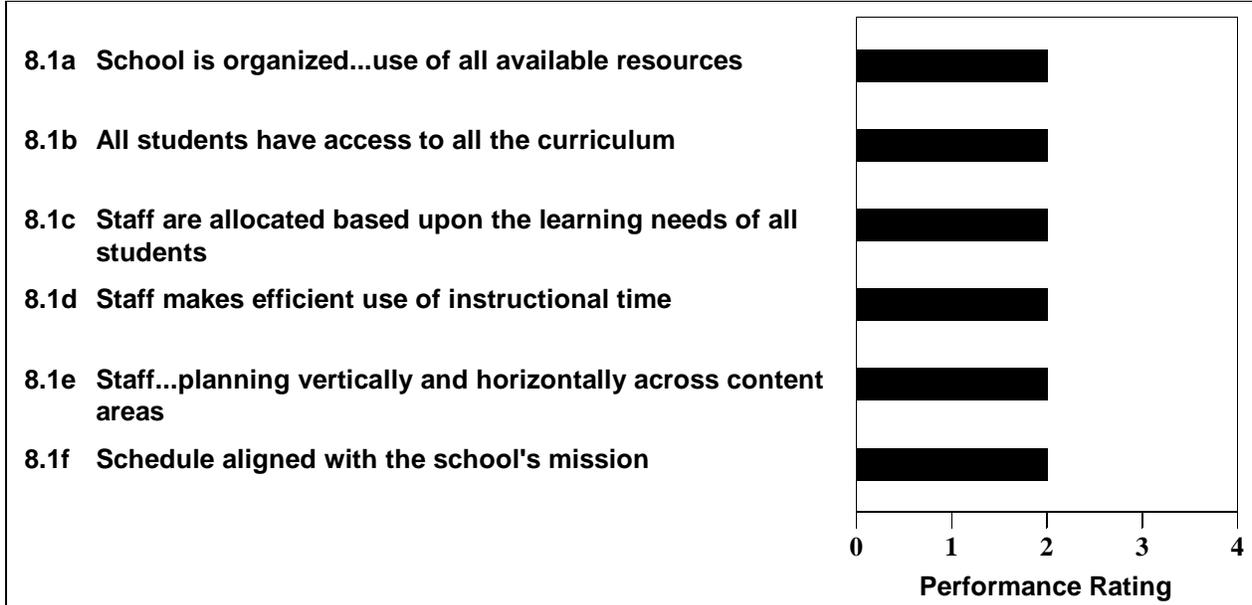
## Carter County

School District

11/28/2011 - 12/3/2011

### 8.1 Organization of the School

Efficiency



# District Leadership Assessment Summary Report

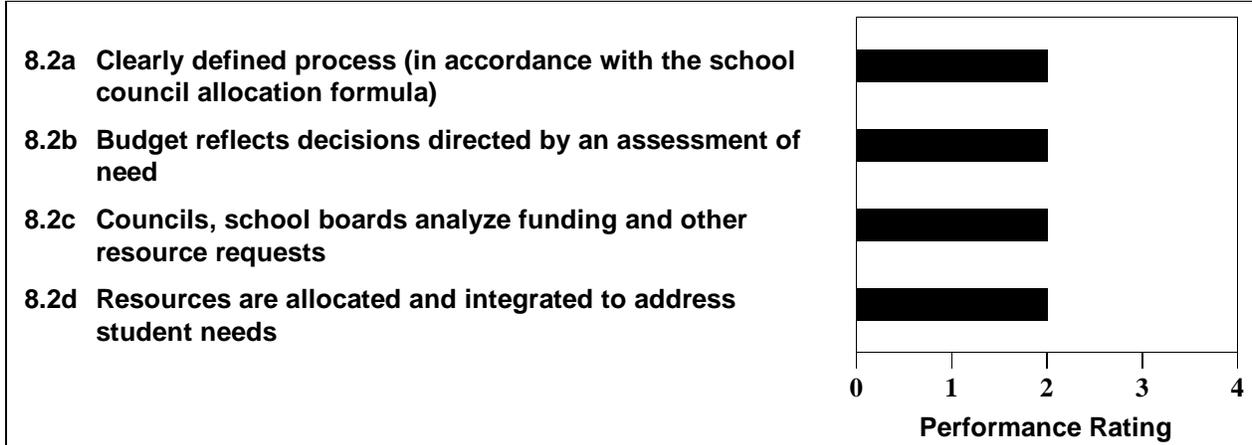
## Carter County

School District

11/28/2011 - 12/3/2011

### 8.2 Resource Allocation and Integration

Efficiency



# District Leadership Assessment Summary Report

## Carter County

School District

11/28/2011 - 12/3/2011

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

Efficiency

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



# District Leadership Assessment Summary Report

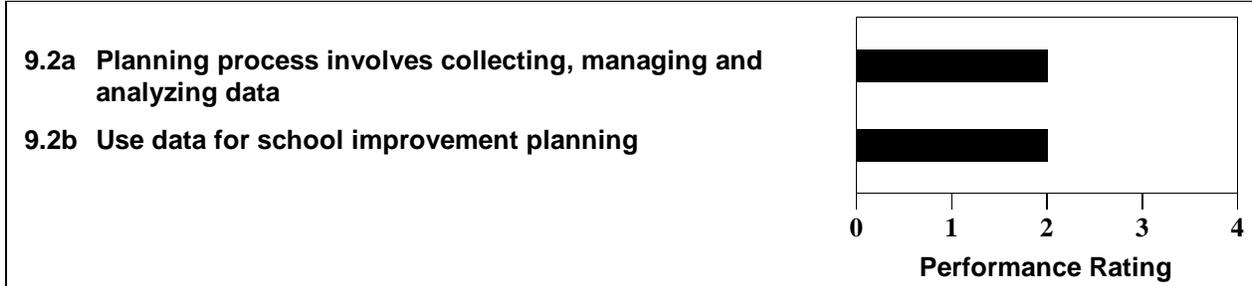
## Carter County

School District

11/28/2011 - 12/3/2011

### 9.2 Development of the Profile

Efficiency



# District Leadership Assessment Summary Report

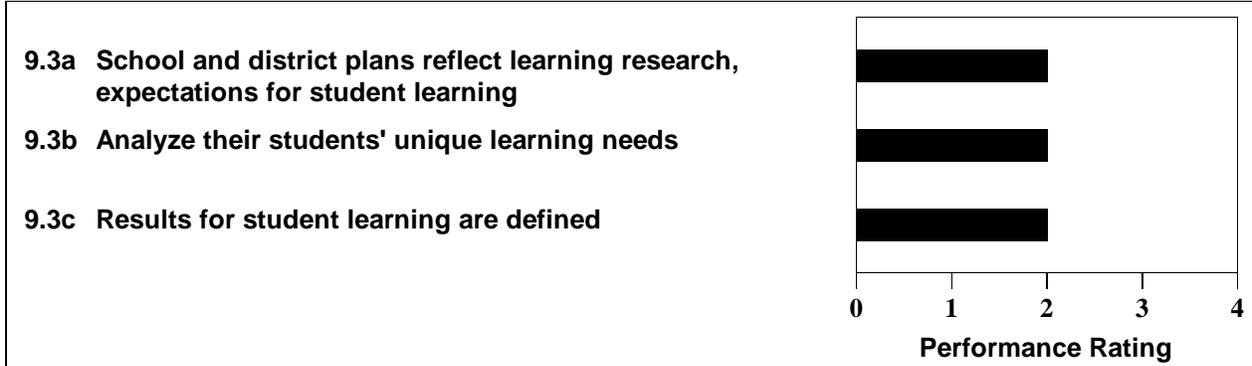
## Carter County

School District

11/28/2011 - 12/3/2011

### 9.3 Defining Desired Results for Student Learning

Efficiency



# District Leadership Assessment Summary Report

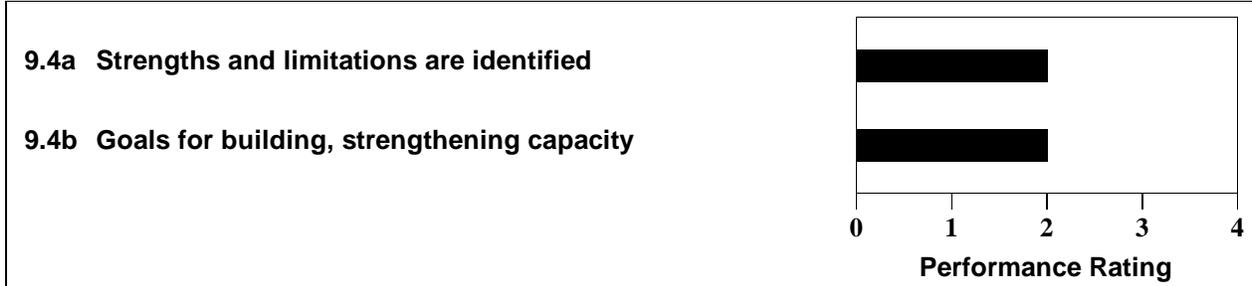
## Carter County

School District

11/28/2011 - 12/3/2011

### 9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



# District Leadership Assessment Summary Report

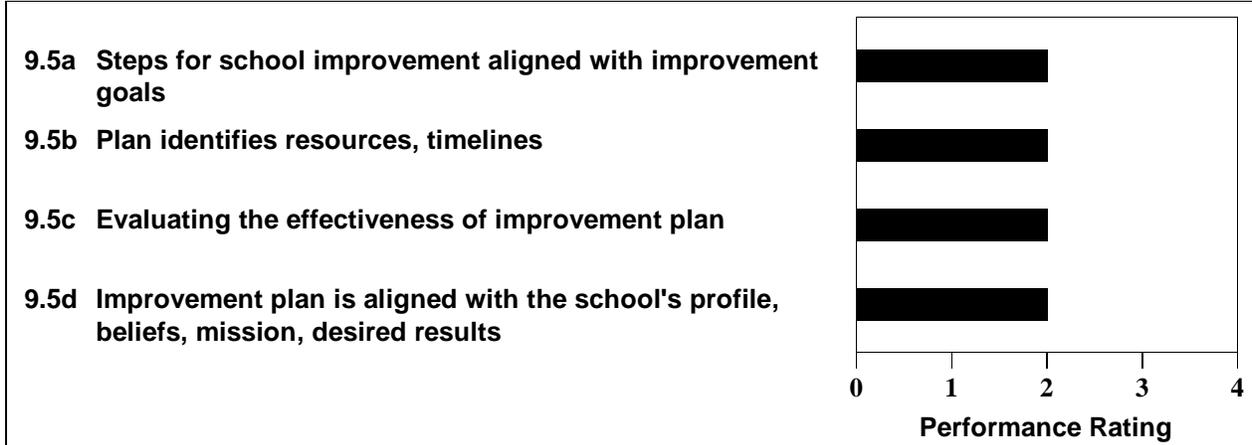
## Carter County

School District

11/28/2011 - 12/3/2011

### 9.5 Development of the Improvement Plan

Efficiency



# District Leadership Assessment Summary Report

## Carter County

School District

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### 9.6 Implementation and Documentation

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