

Christian County District Leadership Assessment Report



01/09/2011 - 01/14/2011



District Leadership Assessment Executive Summary

Christian County School District

1/9/2011 - 1/14/2011

Brady Link, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Christian County School District during the period of 1/9/2011 - 1/14/2011. 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

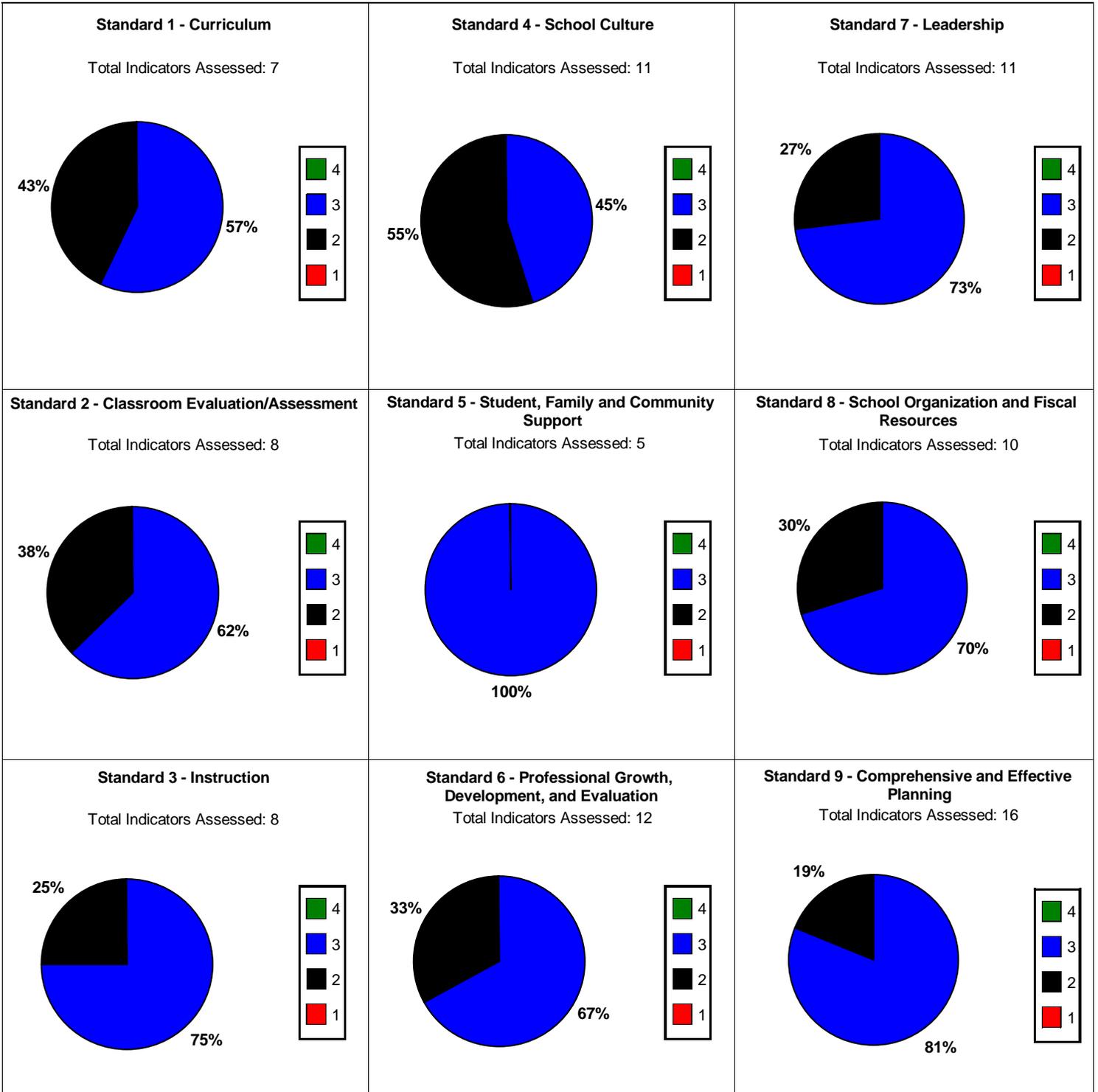
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| 1. Deficiency | District leadership has not successfully unified all decision makers around a common vision. |
| Next Steps | The superintendent should continue to share his student centered vision with all stakeholders, including the Christian County Board of Education, until his vision anchors all decision making. |
| District Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 2. Deficiency | District leadership has not ensured that Christian County High School staff sets high academic expectations for all students. |
| Next Steps | District leadership should ensure that school leadership and staff at Christian County High School establish high academic expectations for all students. District leadership should aggressively communicate a sense of urgency to increase the academic performance of all students. |
| District Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |

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| 3. Deficiency | District leadership has not successfully translated the value of continuous assessment to Christian County High School leaders and teachers and other stakeholders. |
| Next Steps | District leadership should provide Christian County High School staff with on-going, job embedded training on developing rigorous classroom assessments. District leadership should ensure school leadership establishes a system to monitor the rigor of assessments and alignment to the Kentucky curriculum standards. District leadership should ensure school leadership provides on-going support and feedback to classroom teachers regarding their assessment practices. |
| District Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 4. Deficiency | District leadership has not developed a systematic process for monitoring instructional practices at Christian County High School. |
| Next Steps | District leadership should assist Christian County High School leadership in the development of a system to monitor classroom instructional practices. The process should include ongoing support, follow up and meaningful feedback designed to improve the instructional practices of all teachers at Christian County High School. |
| District Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |

Christian 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 - Christian County

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

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

Identify the implications of this report for stakeholders.

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

District Leadership Assessment Summary Report

Christian County

School District

1/9/2011 - 1/14/2011

Introduction

The Kentucky Department of Education conducted district leadership assessment of Christian County School District during the period of 1/9/2011 - 1/14/2011.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with Christian County Board of Education members (5), County Judge, Mayor of Hopkinsville, Director of Boys and Girls Club, teachers (6), students (7), parents (3), central office certified staff members (7), Christian County High School principal, Christian County High School assistant principals (2), Christian County High School guidance counselors (2), Director of Finance, District Technology Coordinator, Personnel Director, Secondary Gifted and Talented Coordinator, District Assessment Coordinator, District Technology Staff (7), Director of Pupil Personnel, Minority Recruiter, central office support staff members (13), assistant superintendents (2) and the superintendent.

The district leadership assessment team utilized the Standards and Indicators for School Improvement, stakeholder interviews and a portfolio of district records during this visit. All collected data were considered in the development of the report. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The chairperson of the team was Janet Lee Hurt, PhD - District Administrator. The other team members were: Sharon Baker Knight - Building Administrator, Marilyn C. King - Teacher, Joy Waldrop - Higher Education Representative, Gayle Musgrave - Parent, Rebecca Galloway - District Administrator, Gayle Mills - Parent, Marti Stuckey - Teacher, Billie Travis - Educational Recovery Specialist and Latonya Meekins - Educational Recovery Specialist.

Academic Performance

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

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

Learning Environment

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

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

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

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

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

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

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School District

1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assignments, committee meeting minutes and agenda, comprehensive district improvement plan, curriculum documents, curriculum maps, faculty meeting agenda, Implementation and Impact Checks, Individual Learning Plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, master school schedule, school council meeting agenda and minutes and school council policies and bylaws

Interviews with central office staff, community members, district leadership, local board of education members, parents, school leadership, students and teachers

Observations of classrooms, common areas and hallways

Performance Rating 3

- 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 ensures that teachers have access to the Kentucky Core Content for Assessment, 4.1, the Program of Studies for Kentucky Schools and the Academic Expectations. District leadership works with school leadership to coordinate the development of common assessments aligned to Kentucky curriculum documents. Christian County High School teachers are provided pacing guides.

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

District leadership ensures that students at Christian County High School explore a variety of career options. Students attending Christian County High School can enroll in advanced placement courses. Dual credit classes are available because of an articulation agreement with Hopkinsville Community College. Some career technical classes offer national certification (e.g., welding, automotive). The Community Based Work Transition Program provides opportunities for students with disabilities to transition from school to the work force (e.g., Food Lion, Godfather's Pizza, Holiday Inn). District leadership ensures that there is a process for developing Individual Learning Plans. Parents have access to their child's Individual Learning Plan through the Career Cruising Web site. District Leadership monitors the completion of

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **3**

these plans quarterly and provides school leadership with a status report.

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

The Christian County Board of Education has adopted a curriculum policy (08.1). District leadership provides a checklist to school leadership for use in determining if all required curriculum policies have been adopted. District leadership facilitates discussions regarding implementation and revision of the school-based curriculum using the professional learning community meetings. These professional learning communities meet vertically and horizontally with school and district leadership. District leadership engages a variety of stakeholders (e.g., district leadership team, professional learning communities, Education Coalition) in discussions regarding curriculum issues. Although there is not a district-wide curriculum committee established, the district leadership team collaboratively engages in discourse regarding curriculum. District leadership expects all certified staff to participate in the review and revision of curriculum documents.

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

District leadership conducted enrollment audits to ensure that all students have access to all content, which resulted in a significant increase in the number of students enrolling in advanced placement classes. Students with disabilities, typically, are enrolled in regular education classes and provided assistance from collaborative teachers.

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1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

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

District leadership initiates systematic discussions horizontally within grade levels and vertically across content areas through professional learning communities. At Christian County High School, teachers in each content department meet weekly during common planning time to discuss curricular issues. District leadership, occasionally, facilitates discussions between feeder and receiver schools on early release days.

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

District leadership, occasionally, facilitates discussions among schools during early release days. Teachers from Christian County High School meet with middle school teachers occasionally to discuss common assessments, instructional strategies and pacing guide revisions. A systematic approach is not used to close all curriculum gaps

- 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 provides some programs (e.g., Measures of Academic Progress) that promote vertical communication among grade levels. A vertical team comprised of sixth, seventh, eighth, ninth and tenth grade social studies teachers met during the summer of 2010 to discuss student transitions from middle schools to high schools; however these meetings do not occur routinely.

District Leadership Assessment Summary Report

Christian County

School District

1/9/2011 - 1/14/2011

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

District leadership should extend vertical discussions between feeder schools and Christian County High School to resolve curriculum gaps and unnecessary overlaps and plan for seamless curriculum transitions.

Resources:

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

District Leadership Assessment Summary Report

Christian County

School District

1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, professional development records and staff development agenda

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

Observations of common areas and hallways

Performance Rating 3

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

District leadership provides professional development activities related to formative and summative assessment strategies. District leadership ensures that time is allocated during professional learning community meetings to collaboratively develop and align authentic assessments to Kentucky curriculum standards.

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

District and school leadership regularly disaggregates data (e.g., Kentucky Interim Performance Report, ACT, No Child Left Behind report, Measures of Academic Progress scores) to identify curriculum gaps specific to Christian County High School.

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

District leadership conducts two classroom walkthrough observations annually at Christian County High School. Feedback related to assessment practices is provided to school leadership. District leadership provides formative assessment professional development and schedules planning time through early release days. District leadership communicates and clarifies assessment expectations (e.g., analyze student work, provide multiple modes of demonstrating learning) for school leadership.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **3**

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

District leadership ensures that professional development on the administration of and ethical procedures for the state testing programs is provided to anyone involved in state testing. The Christian County Board of Education has a policy named Assessment (08.222). District and school leadership ensures that operational procedures of the testing program are followed.

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

District leadership expects all teachers to analyze student work during professional learning communities. District leadership provides professional development activities related to analyzing student work during the district leadership team meetings. Members of the district leadership team are responsible for delivering the professional development to the school. District leaders expect school leaders to monitor the impact of this process on instructional practices and student achievement.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

The District leadership provides the training for professional learning communities. In the professional learning communities at Christian County High School, common assessment are developed, reviewed and revised. The Christian County High School council adopted a Classroom Assessment policy in 2009; policies are monitored by district leadership. District leadership is providing formative assessment training; currently teachers have been trained in providing effective feedback to students described in the book. Classroom assessments aligned to the Kentucky Core Content for Assessment occurs at the school level. District and school leadership occasionally discuss classroom assessments and student work.

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

District leadership along with school leadership collaboratively conduct classroom walkthrough observations twice a year. District leadership does not always pose questions to students during classroom walkthroughs to ascertain whether students can articulate the characteristics of proficiency.

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

District leadership encourages school leadership to require the display of performance standards in classrooms. District leadership have shared the Student Level Performance Descriptions with school leadership; however, these descriptors are not visible in most classrooms.

District Leadership Assessment Summary Report

Christian County

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1/9/2011 - 1/14/2011

Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District leadership should provide Christian County High School staff with training on developing rigorous classroom assessments. District leadership should expect school leadership to establish a system to monitor the rigor of assessments and alignment to the Kentucky curriculum standards. District leadership needs to ensure that the school leadership provides on-going support and feedback to classroom teachers regarding their assessment practices.

District and school leadership should pose questions to students during district classroom walkthrough observations to assess whether they can articulate characteristic of proficiency in all content areas.

Resources:

McTighe, J. & Thomas, R. S. (2002). Applying Understanding by Design to School Improvement Planning. (Audio tape). 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

District Leadership Assessment Summary Report

Christian County

School District

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, school council policies and bylaws, District Leadership Team agendas, Assistant Superintendent personal walkthrough notes, Early Release Day agendas, Professional Learning Communities agendas, Walkthrough Data – Feedback, Highly Qualified report and district policies and procedures

Interviews with central office staff, community members, district leadership, local board of education members, school leadership, students and teachers

Observations of hallways

Performance Rating 3

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

The district leadership team conducts classroom walkthrough observations at Christian County High School in the fall and spring of each school year and provides school leadership with feedback related to instructional practices. The district leadership team meets monthly to review data and study best practices. Members are responsible for mirroring the training for Christian County High School staff. The district leadership team members provide district leadership with documentation demonstrating they have conducted school-level training.

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

District and school leadership meet regularly and discuss district support and expectations for student learning. District leadership collaborates with school leadership to ensure that sufficient resources and support (e.g., early release days, professional learning communities) are provided to improve student learning. District leadership funded advanced placement and Building the Foundation professional development activities for some Christian County High School teachers. District leadership supports professional learning community meetings and ensures that they are used to align instruction, curriculum and assessment practices with student learning goals.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **3**

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

District leadership employs multiple strategies to recruit a highly qualified and diverse professional staff. District leadership recruits from colleges in Kentucky, Tennessee and Alabama. Christian County Board of Education advertises and solicits applicants from Michigan, California, North Carolina and Alabama and from states with a surplus of teachers. Christian County School District employment applications are accessible online across the United States. District leadership facilitates a new teacher orientation program at the beginning of each school year. Each teacher new to the district is assigned a mentor teacher. All teachers are appropriately certified, and all except two are highly qualified. Professional development is provided to all teachers through the district leadership team train-the-trainer model. District leadership provides professional development activities (e.g., Learning Center Schools with Mike Rutherford, advanced placement, Laying the Foundation) for teachers.

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

The district personnel evaluation plan defines the use of instructional technology, and teachers are evaluated on their use of technology in the classroom. District leadership has ensured that the use of technology for instruction is addressed in the school council policy at Christian County High School called Instructional Practices. District leadership ensures that students and teachers have access to sufficient technology. District leadership monitors teacher use of instructional technology through summative evaluations.

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

District leadership provides the school council at Christian County High School with adequate funding and resources. District leadership ensures that resources are readily available to eliminate barriers to student learning.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **3**

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

District leadership provides research to school leadership regarding appropriate homework strategies to include in the school council policy (e.g., purposeful and an extension of learning, appropriate amounts of time). District leadership reviews school council policies when requested.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

- 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 and school leadership engage in frequent discourse regarding expectations for monitoring classroom instructional strategies. District and school leadership monitor professional learning community meetings to ensure a focus on instructional strategies that advance student achievement, but they do not ensure that teachers modify instruction as a result.

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

District leadership ensures that professional learning communities are implemented. Professional learning community meetings include a collaborative process to analyze student work. Findings from analysis do not consistently impact instructional practices.

District Leadership Assessment Summary Report

Christian County

School District

1/9/2011 - 1/14/2011

Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

District leadership should assist Christian County High School leadership in the development of a system to monitor classroom instructional practices. The process should include ongoing support, follow up and meaningful feedback designed to improve instructional practices of all teachers at Christian County High School.

Resources:

Developing Quality Open Response and Multiple Choice Items for the Classroom Office of Teaching & Learning (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://education.ky.gov/users/jwyatt/PlanningGuide/Developing%20KCCT-like%20Questions.pdf>

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

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

District Leadership Assessment Summary Report

Christian County

School District

1/9/2011 - 1/14/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, Implementation and Impact Checks, safe schools data reports, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school/district safety plan, student/teacher ratio and district culture survey results

Interviews with central office staff, community members, district leadership, local board of education members, parents, school leadership, students and teachers

Observations of classrooms, common areas, hallways and outdoor areas

Performance Rating 3

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

The Christian County Board of Education has adopted a policy called Safety (5.4), which addresses school safety and discipline. District leadership has established procedures to implement the policy, ensuring that students have a safe and orderly environment. Emergency procedure flipcharts are posted in classrooms and buses. District leadership has implemented emergency procedures (e.g., fire, earthquake, tornado, bomb threat, lockdown). Teachers practice communication with emergency personnel by sliding a red (not okay) or green (okay) card under their classroom doors. Following each emergency drill, district leadership requires school leadership to submit an After Action Review Report. A safe school assessment is conducted in two schools each year. District leadership used feedback from these research-based assessments to implement changes (e.g., hazardous stone around marquee, office doors propped open, new front office door, glass petitions in front entrance, room numbers on outside windows, external exits labeled). The Christian County Board of Education adopted a policy called Grievances (9.4281), which addresses complaints and appeals and is included in the Code of Acceptable Behavior for students and accessible on the district Web site. Hazard Hunts are conducted once a semester by the Emergency Response Team. District leadership provides an emergency kit for Christian County High School through funds from the National Incident Management System grant. Nine radios on the same frequency as emergency personnel have also been purchased. District leadership administers culture and climate surveys and conducts classroom walkthrough observations to collect data

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **3**

about the learning environment.

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

District leadership articulates a commitment to high expectations through a variety of venues (e.g., mission, vision and belief statements, district Web site, local radio and television station appearances, community agency partnerships, Teacher of the Year recognitions with a gift of \$500 from the Chamber of Commerce). District leadership provides several opportunities (e.g., common planning, professional learning communities, early release days) for teachers to collaborate and share successful strategies that positively impact student learning. District leadership recognizes student and teacher successes in a variety of forums (e.g., board of education meetings, local television station Source 16, local radio stations, Rotary Club presentations). District leadership rewards and recognizes student achievement through a number of celebrations, including distinguished and proficient rewards of \$100 gift drawings and a grand prize of a Toyota vehicle provided by the local Toyota Dealership.

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

District leadership conducts discipline and culture surveys at all schools. District Leadership provides a variety of resources (e.g., Optional High School, Academy of Continuing Education, Twilight School) to increase opportunities for student success. Many district and school employees, parents, and community members serve as mentors, advocating for and inspiring students to achieve at high levels.

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

Multiple venues (e.g., local television station Source 16, Kentucky New Era newspaper, local radio stations, State of the Schools address, Superintendent's Advisory Council) are used to communicate and disseminate information to all stakeholders. District and school leadership

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Performance Rating **3**

use the Connect-ED call system to keep families informed concerning district and school announcements.

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

District leadership collaborates with community agencies (e.g., Hopkinsville Housing Authority, Boys' and Girls' Clubs, local churches) and integrates programs (e.g., Youth Services Center, Extended School Services, Apex credit recovery, school resource officers) to reduce barriers to student achievement. District leadership provides education alternatives (e.g., Academy of Continuing Education, Twilight School, Optional High School) to individualize instruction to meet student needs and prevent drop-outs. Some district staff members participate in local community groups (e.g., United Way, Young Men Christian Association, Chamber of Commerce Youth Leadership Board, Juvenile Justice System's Disproportionate Minority Confinement). District leadership employs a recruiter who intentionally recruits minority teacher candidates. District and school leadership seek external experts input to help in becoming more culturally responsive to students.(e.g., Dr. Anthony Mohammed, culture survey data). District leadership provided a district wide professional development on cultural responsive teaching and cultural diversity. Current curricular materials are available to teachers and students to meet the needs of a diverse population.

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Standard 4 **School Culture**

Performance Rating **2**

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

The school council at Christian County High School has adopted policies (e.g., Discipline and Classroom Management, Curriculum, Classroom Assessment, Instructional Practices) regarding classroom instruction and behavior management. District and school leadership does not routinely monitor teacher classroom management practices; although they examine suspension data, state assessment results, attendance rates and classroom walkthrough findings; however, findings do not consistently translate to all teachers having high expectations for student learning and behavior. District leadership states an expectation that school leadership at Christian County High School will ensure that policies focus on student achievement and are implemented equitably. District leadership assists in establishing high academic and behavior expectations by examining data (e.g., suspension rates, enrollment audits, comparison of test result rankings) and providing findings to school leadership.

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

District leadership collaborates with teachers in formal and informal decision making (e.g., district leadership team, administrative meetings). However, non-teaching staff are rarely involved in decisions that affect teaching and learning.

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

District leadership communicates the expectation that all teachers recognize and accept responsibility for student success and failure, but some teachers do not accept their professional roles in student learning. District leadership expects school leadership to use the findings from data analysis (e.g., classroom walkthrough observations, assessment scores, climate survey results) to encourage teachers to reflect on their responsibility for student successes and failures.

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Standard 4 **School Culture**

Performance Rating 2

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

District leadership has ensured that the school council at Christian County High School has adopted the policy, Student Assignment. This policy addresses class assignments, individual learning plans and preparation for college work. The Student Assignment policy does not address student-teacher ratio; however, all schools in Christian County are allocated an additional 25% of certified staff members beyond the district staffing allocation. At Christian County High School, most class placement assignments are generated from student requests, but district leadership occasionally collaborates with school leadership to match staff strengths with specific student needs during the development of the master schedule.

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

The Christian County Board of Education has adopted Grading Policy (08.221), which requires report cards every nine weeks. At Christian County High School, parents are given a password at the first parent teacher conference to access Individual Learning Plans through the Career Cruising Web site.

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

District leadership regularly recognizes student academic success (e.g., distinguished and proficient, Western Kentucky University Super Saturday participants, club and organization accomplishments) at board of education meetings. District leadership also recognizes successes through published articles in the Kentucky New Era and the district Web site. District leadership has not articulated a systematic plan to continuously recognize student successes.

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

District leadership should ensure that school leadership and staff at Christian County High School should set high academic and behavioral expectations for all students. District leadership should continue to relentlessly convey a sense of urgency for increasing the academic performance of all students.

District and school leadership should collaborate with the Christian County Board of Education to explore positive behavior management programs (e.g., Kentucky Center for Instructional Discipline, Capturing Kids' Hearts), to determine which program would consistently and effectively improve student behavior in classrooms and common areas.

Resources:

Kentucky Center for Safe Schools - <http://www.kysafeschools.org/>

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

District Leadership Assessment Summary Report

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, civic group programs/agenda, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, examples of school to home communications, Extended School Services assessment data, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center documentation, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, needs assessment data, newspaper clippings/press releases, newspapers, policies and procedures on access to student records, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school council policies and bylaws, school event calendar, school profile, School Report Card data and videos of student performances

Interviews with central office staff, district leadership, local board of education members, parents, school leadership, students, teachers and volunteers

Observations of classrooms, common areas, computer lab and outdoor areas

Performance Rating 3

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

District leadership invites stakeholders to participate on committees (e.g., district improvement planning committee, Education Coalition). The superintendent established an advisory council, which is composed of 25 members from a variety of stakeholder groups who meet twice monthly for candid discussions regarding district programs and services. This advisory council also identifies ways to eliminate barriers to student learning (e.g., dropouts, suspensions, expulsions). District leadership provides opportunities for those interested to participate in the Prichard Committee for Academic Excellence parent training. District and school leadership provide a Skype connection for parents who are unable to attend important meetings regarding their child. District and school leadership provide a variety of opportunities to inform stakeholders about the Christian County Cares Community Vision Plan, which includes beliefs and goals for improving education of students in the Hopkinsville community. District leadership

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

Performance Rating **3**

invites parents and community members to participate in classroom walkthrough observations. District leadership collaborates with school leadership to provide opportunities for schools and families to communicate (e.g., Connect-ED, home visits, newsletters). Community Conversations are scheduled five times annually in various schools to provide opportunity for representatives of all community organizations to ask questions and share information with district school leaders. District leadership works through the Community Education Summit, The Christian County Education Coalition and the Superintendent's Advisory Council to communicate high expectations for all students as a non-negotiable, which is necessary to move all students to proficiency by 2014.

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

District leadership collaborates with Christian County High School leadership to ensure students have access to the services provided by guidance counselors, technology programs, Youth Services Centers and Extended School Services. Students have a variety of technology centered learning opportunities (e.g., virtual high school, Apex credit recovery, Achieve 3000). Christian County Board of Education has several policies (e.g., Federal Funding, Title 1 Parent Involvement) that ensure equal access for all students to the common core curriculum. District leadership collaborates with school leadership to ensure all students have equal access to the common academic core (e.g., enrollment audit, collaboration for Exceptional Child Education students). District leadership encourages staff members at Christian County High School to ask students to challenge themselves by enrolling in advanced classes. Counseling and support services are available to help students achieve success in challenging classes. District leadership focuses on the enrollment of underrepresented student groups in all academic core classes. District leadership monitors the expenditure of all federal and state grant programs funds to ensure compliance with regulations and guidelines, but recognizes the need for more rigorous monitoring in Christian County High School to ensure student learning is supported effectively.

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

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

Performance Rating **3**

District leadership provides funding for materials and resources and training for use with different populations. District and school leadership provide professional development opportunities intended to ensure school staff members have the training they need to implement programs and services. District leadership provides health and social services for students. The Youth Services Center staff, school counselors and school administrators directly involved in connecting students and families with services to meet their needs. District leadership monitors health, safety, and educational needs of students. Opportunities to learn about these services are communicated to students, staff and families through the district Web site, media, flyers, community meetings, school counselors, social workers and principals. District and school leadership identify students who experience learning and behavior challenges. Christian County High School students at risk for academic failure receive services through staff referrals to the Response to Intervention team, the Youth Services Center and the school counselor. Staff members on the Response to Intervention team collaborate to identify strategies to assist individual students in achieving at high levels. District leadership provides alternative placements (e.g., The Academy of Continuing Education, Optional High School, the Alternative School) for students not successful in regular settings. District leadership has allocated Education Job funds this year to struggling schools to provide support. Christian County High School leadership is gaining several new interventionists and administrative assistants. The Christian County Partners in Education program provides the opportunity for local businesses, agencies and schools to collaborate in educating students while developing future employees and leaders. Schools are encouraged to request services (e.g., volunteer mentors for targeted students, tutoring, career speakers, speakers on cultural differences, family events and fundraisers, volunteers to assist with testing adaptations, career counseling volunteer) based on a needs assessment. District leadership conducted a culture audit at Christian County High School. To ensure that community and staff members understand the impact of cultural differences on learning, district leadership provides opportunities for staff members and community stakeholders to increase their understanding of cultural difference. District and school leadership teams participate in book studies focused on changing culture and educational practices to meet the needs of students. Staff and community members are encouraged to participate and attend sessions addressing

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

Performance Rating **3**

cultural issues. District leadership in collaboration with the Education Coalition and several community, state and federal agencies provide consultation and speaking opportunities for experts in school reform (e.g., Dr. Anthony Muhammad, Dr. Julia Roberts). The district leadership expects school leadership to enroll students in instructional programs based on their identified needs and preferences.

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

District and school leadership provide opportunities to assist students who may need additional time to master the curriculum (e.g., Extended School Services, Apex credit recovery, Achieve 3000). District leadership recently allocated funds to hire interventionists to assist students who need additional time and assistance in mastering core content. District leadership provides Christian County High School interventionists to work with students in science, social studies, reading, math and special education classes. Two administrative support assistants ensure students adhere to Student Code of Acceptable Behavior. District leadership collaborates with support program staff (e.g., Extended School Services, guidance programs, Youth Services Centers) to help eliminate gaps and overlaps in the delivery of services to students.

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

District leadership implements procedures for ensuring maintenance, security and quality of student records. The School Board has adopted a policy called Student Records (09.14). District Leadership maintains all student records and manages the Infinite Campus software system. Schools have the technology needed to support rigorous instruction. District leadership provides opportunities for parents to be trained in the use of Career Cruising Website to access their child's Individual Learning Plans as well as other important data and communication.

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Summary of recommendations in: **Learning Environment**

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

District leadership should assist Christian County High School leadership in exploring effective strategies for recruiting more parental involvement in the education of their children.

Resources:

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

Prichard Committee for Academic Excellence, Lexington, KY - 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>

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of categorical program financial reports, certified personnel evaluation plan and process, comprehensive district improvement plan, comprehensive school improvement plan, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, Implementation and Impact Checks, individual professional growth plans, professional development records, protocols for analyzing student work, samples of classroom assessments, school council policies and bylaws, school improvement planning team meeting minutes and agenda and staff development agenda

Interviews with central office staff, curriculum resource specialist, district leadership, local board of education members, school leadership and teachers

Observations of classrooms, common areas and hallways

Performance Rating 3

- 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 provides on-going, job-embedded professional development (e.g., formative assessment, analysis of student work) to promote instructional and leadership growth and build capacity. Professional development (e.g., examining student work, learning centered schools) are used to address the instructional needs of staff at Christian County High School. District leadership ensures that professional development activities are grounded in district improvement goals. District leadership provides professional development activities designed to enhance skills for planning and research-based instruction. District leadership reviews learning activities for teachers at Christian County High School and collaborates with school leadership to offer professional development activities (e.g., research based instructional strategies, formative assessment) designed to improve school instructional practices.

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

District leadership provides feedback to school leadership to ensure school improvement plan activities are designed to improve professional practices.

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

Performance Rating **3**

District and school professional development training include some multi-year and job-embedded activities (e.g., professional learning communities, learning centered schools, formative assessment) that scaffolds professional learning from year to year.

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

District and school improvement plans, administrative conversations and classroom walkthrough observation data are used to identify staff development priorities. Annual student achievement results on state assessments, typically, are the standards by which professional development activities are evaluated. Monitoring (e.g., formal and informal conversations, classroom walkthrough observations) to determine the connection between staff development priorities and student learning often occurs informally.

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

District leadership ensures that some professional development activities provided to Christian County High School staff are on-going, job-embedded and sustained over time. District and school leadership require staff participation in book studies (e.g., When Kids Can't Read – What Teachers Can Do) designed to improve professional practices.

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

District leadership reviews professional development activities in the comprehensive district and school improvement plans. The connection between professional development activities and student needs is identified through analyzing multiple sources of data (e.g., advanced placement, Kentucky Interim Performance Report, No Child Left Behind report). District leadership provides meaningful feedback to Christian County High School leadership regarding the connection between assessment results and student achievement goals in the comprehensive school improvement plan.

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

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Summary Findings in: **Learning Environment**

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

Performance Rating **3**

Christian County Board of Education has adopted a policy called Evaluation (03.18), and district leadership has implemented procedures to ensure that all staff members are evaluated. The district certified personnel evaluation plan adheres to state requirements and has been approved by the Kentucky Department of Education.

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

The Christian County Board of Education adopted policies called Professional Development (03.19) and School Staffing (02.4331) that address the equitable allocation of resources. District and school leadership collaborate to ensure professional development activities are aligned with school improvement goals. District leadership ensures professional development activities (e.g., formative assessment, Advance Kentucky, Laying the Foundation) are adequately supported with district funds and designed to have a positive impact on student achievement.

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

District leadership supports school leadership in the development and refinement of skills needed to effectively implement the personnel evaluation process through providing professional development, modeling and coaching. The Christian County Board of Education adopted evaluation policies and district leadership implements procedures to ensure the personnel evaluation plan meets or exceeds state statute and regulations and is implemented with fidelity. The evaluation process has been approved by the Kentucky Department of Education. Non-tenured teachers are evaluated multiple times during the year. The certified evaluation process requires prompt feedback from evaluators and includes a process to address professional practices that need improvement. District leadership provides feedback following every evaluation and monitors (e.g., discussions, observing) the improvement of those identified as needing additional assistance.

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

Each district leader and the Christian County High School principal have identified individual professional growth goals. Most individual professional growth plan goals are aligned to district goals for student performance. District leadership provides professional development activities (e.g., professional learning communities, learning centered schools) that enhance leadership skills and increase student achievement and, generally, align with district and school improvement goals.

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

The Christian County Board of Education has adopted a policy called Evaluation Plan (03.18), which describes the process for and frequency of completing and reviewing individual professional growth plans. These plans address priorities for improvement; however, the growth goals of district leadership and the Christian County High School principal are not developed collaboratively. District leadership monitors the implementation of some administrators' individual growth plans.

- 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 district improvement plan does not explicitly identify instructional leadership needs for district and school leadership; however, many district improvement plan activities strengthen leadership skills. All administrators earn the required number of Effective Instructional Leadership Act hours. District leadership provides professional development activities in a variety of forums (e.g., district leadership meeting, administrative retreat, district leadership team) to address administrator instructional leadership needs. District leadership provides funds for district and school leaders to attend professional development activities (e.g., Kentucky Leadership Academy, Kentucky Instructional Support Network).

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

District leadership monitors the evaluation process of Christian County High School leadership to ensure that formative and summative evaluations occur within the specific timelines and meet district policy and state requirements. District leadership ensures the completion of certified individual professional growth plans; however, this does not always improve professional practices. District leadership provides support (e.g., district leadership team, professional development) by coaching school leadership on implementing the certified evaluation process.

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Summary of recommendations in: **Learning Environment**

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

District leadership should ensure that individual professional growth plans of district and school leadership are collaboratively developed and grounded in effective leadership and instructional skills. The individual professional growth plans should be complete and contain benchmarks to measure progress toward reaching individual improvement goals at set intervals throughout the year.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district personnel evaluation system and documentation of implementation, employee handbooks, facility inspection reports, Implementation and Impact Checks, individual professional growth plans, Infinite Campus Reports, Kentucky Performance Report disaggregated data, needs assessment data, policies and procedures on access to student records, professional development records, safe schools data reports, samples of written correspondence to staff/stakeholders, school Web pages, school/district safety plan and student discipline reports

Interviews with central office staff, classified staff, community members, district leadership, local board of education members, parents, school leadership, students and teachers

Observations of classrooms and hallways

Performance Rating **3**

7.1a Leadership has developed and sustained a shared vision.

District leadership met in the fall of 2009 to revise the district vision and mission statements. Belief statements were developed at the district leadership retreat in the summer of 2010. The superintendent embraces a strong vision and shares his vision and beliefs with district and school staffs and a variety of community groups (e.g., Education Coalition, Superintendent Advisory Committee, Chamber of Commerce). The vision statement is published in the comprehensive district improvement plan. District leadership embraces a strong mutual student - centered vision, which drives decision making; however, the Christian County Board of Education does not anchor all discussions and decisions in that same student centered vision.

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

The principal and school council from each school presents an annual progress report to the Christian County Board of Education. Each report details progress made toward achieving their comprehensive school improvement plan goals, including how they plan to reduce achievement gaps for students in targeted populations. District leadership regularly provides

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

cognitive and non-cognitive data (Kentucky Interim Performance Report, No Child Left Behind report, ACT, PLAN, EXPLORE, Advanced Placement scores, Measures of Academic Progress scores, discipline and attendance reports) via e-mail to all Christian County Board of Education members prior to scheduled Board meetings. Data are used to guide most decision-making (e.g., reading and math interventionist, instructional software, security upgrades, Twilight schools). District leadership seeks input from school leadership regarding instructional issues in a variety of venues (e.g., one-on-one, district leadership team and administrative meetings).

- 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 analyzes data from a variety of sources (e.g., Interim Progress Report, No Child Left Behind, Measures of Academic Progress scores) to develop the comprehensive district improvement plan. Disaggregated data are used to compare the achievement of students in targeted populations to their peers, identify achievement gaps and set district improvement goals. District leadership also reviews student performance data from the Measures of Academic Progress assessment twice annually to monitor student progress toward proficiency. District leadership recognizes the learning needs of their diverse population; however, this has not translated into effective instructional practices that ensure proficiency for all students in all classes at Christian County High School.

- 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 curriculum documents and pacing guides electronically to staff via TeacherShare. District leadership provides training to school leadership regarding curriculum documents. Teachers new to the district participate in a district-wide new teacher cadre to become familiar with Christian County School District curriculum documents, resources, and initiatives.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

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

District leadership expects instructional time to be protected by requiring bell to bell teaching and no unnecessary classroom disruptions (e.g., announcements, visitors, phone calls, school assemblies). If district leadership observes unnecessary disruptions during formal or informal classroom walkthrough observations, immediate feedback is given to the school principal. The school council at Christian County High School has adopted a policy called Protection of Instructional Time, which addresses teacher and principal responsibilities for protecting instructional time and reflects the expectations of district leadership.

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

District leadership allocates staff in excess of the district staffing formula by 25%. Additional support and resources are provided to persistently low performing schools (e.g., leadership assistance, professional development, Education Jobs) to assist in meeting state and federal assessment goals. District leadership regularly discuss and analyze student achievement data (e.g., Measures of Academic Progress scores, common assessment results, No Child Left Behind reports, Kentucky Interim Performance Report, ACT, advanced placement scores) to monitor student progress. The impact of resources on student learning, typically, is determined by student performance on state and federal assessments. District leadership conducts Hazard Hunts to ensure that Christian County High School is safe and in good repair; however, the physical building reflects its age. Safe school audits have been conducted to assist in identifying areas needing improvements.

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 Christian County Board of Education has adopted Safety Policy (5.4) that addresses school safety and discipline, and district leadership has

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 3

implemented procedures to provide students a safe and orderly environment. District leadership furnishes ample resources to provide a safe learning environment (e.g., administrative managers, school safety officers, school nurses, camera systems, participation in tabletop scenarios, National Incident Management System Grant). Emergency drills are routinely conducted. Following each emergency drill, district leadership requires school leadership to submit an After Action Review Report. Safe Schools assessments are conducted in two schools each year. District leadership used feedback from these research-based assessments to implement changes. Hazard Hunts are conducted once a semester by the Christian County Emergency Response Team. District leadership has ensured that schools have a safety response plan to guide staff in emergency situations. School leadership provides district leadership with documentation verifying required drills are conducted.

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

The superintendent possesses an unwavering focus on advancing student achievement and holds himself, principals and district administrators accountable for their role in the successes and failures of students. The superintendent accepts the consequences from his decisions. He evaluates principals and district staff effectively and engages all principals and district administrators in timely and honest conversations regarding their performance and needed improvements. The superintendent uses the individual professional growth plan process; however, progress toward goals, typically, is evaluated at the end of the year rather than as an ongoing process. The superintendent conveys a sense of urgency to his staff and models the thinking and behavior he expects of district and school leaders. He has created a strong district leadership team who shares his vision for district and school improvement and his laser-like focus on all students learning at high levels; this vision and focus is not always embraced by all members of the Christian County Board of Education. He actively works side-by-side with district and school leaders rather than taking a hands-off approach, yet he is not a micromanager. The superintendent ensures that he and district leadership provide appropriate training during district leadership team and administrative meetings to nurture and build the leadership capacity of district and school leaders by providing them with the skills necessary to improve their professional practices, thereby advancing the achievement of

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

[all students.](#)

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

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

District leadership ensures that all administrators develop an individual professional growth plan; however, some plans were incomplete (e.g., date originated, current professional development stage, target dates for completion, superintendent's signature). Although the superintendent monitors progress of administrators who need additional assistance, he does not always collaborate with each administrator to establish their professional growth goals. District leadership reviews all individual professional growth plans as least annually. Most administrators select their own growth goals, but the superintendent provides guidance and collaborates to improve leadership skills when he believes it is necessary.

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

District leadership provides a policy review guide to Christian County High School leadership to assist in determining whether all required policies have been adopted and whether existing policies need revision. District leadership, however, rarely monitors the implementation or the impact of these policies on student achievement.

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

District leadership occasionally attends school council meetings at Christian County High School, but their attendance is not required. District leadership assists the school council when requested.

District Leadership Assessment Summary Report

Christian County

School District

1/9/2011 - 1/14/2011

Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The Christian County Board of Education should seek training on their roles and responsibilities and should focus on issues within their purview.

The superintendent should continue to share his student-centered vision with all stakeholders, including the Christian County Board of Education, until his vision anchors all decision making.

District Leadership Assessment Summary Report

Christian County

School District

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district personnel evaluation system and documentation of implementation, eWalk data, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, master school schedule, newspaper clippings/press releases, school budget and allocations, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission and belief and vision statements

Interviews with central office staff, classified staff, community members, district leadership, local board of education members, school leadership and teachers

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

Performance Rating 3

- 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 and school leadership collaborate to ensure that Christian County High School has adequate resources to effectively impact instruction and student achievement. District and school leadership engage in discussions regarding the organizational structures (e.g., master schedule, committees, professional learning communities). District leadership attends meetings (e.g., district leadership team, professional learning community) to identify barriers to school improvement.

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

District and school leadership collaborate to develop a master schedule that ensures that all students have access to the core curriculum. Students with disabilities at Christian County High School are enrolled in regular education classes and receive assistance through collaboration with special education teachers. District leadership allocates teachers at a rate of 25% beyond the district allocation formula. Programs and grants (e.g., Education Jobs, Twilight School, Carl D. Perkins Career and Technology) add additional staff at Christian County High School.

District Leadership Assessment Summary Report

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1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **3**

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

District leadership provides school leadership with sufficient resources to maximize student learning. District leadership emphasizes the protection of instructional time by stressing the importance of bell to bell instruction, using instructional time efficiently and limiting daily announcements. District and school leadership monitor the use of resources and adjust resource allocations based on the changing needs of students. District and school leadership have not established and implemented a systematic process to monitor classroom practices to meet the unique needs of all students.

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

District and school leadership provide opportunities for collaborative planning through the use of early release days and professional learning communities. District leadership established professional learning communities, which meet weekly to examine student work, plan instruction and share successful instruction and assessment strategies. District leadership provides training and resources to implement professional learning communities at Christian County High School.

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

District and school leadership collaborate to design the Christian County High School master schedule. District leadership conducted an enrollment audit to generate data for school leaders, regarding students who are enrolled in advanced classes. School leadership designs a master schedule that provides adequate time for students to learn at high levels.

District Leadership Assessment Summary Report

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1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **3**

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

District leadership allocates some resources (e.g., Education Jobs, Twilight School) based on the needs of students at Christian County High School. District leadership ensures that school leaders are trained in budgeting. District leadership provides training for school councils to ensure that members are aware of their fiscal responsibilities, which includes developing and monitoring a school budget that supports school improvement.

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, typically, disperses categorical funds using stated formulas (e.g., attendance, free and reduced meals). Most categorical programs are monitored for impact by the appropriate district leader. District and school leadership collaborate to integrate funds from various programs (e.g., professional development funds, science teacher and credit recovery, Extended School Services, safe schools). Categorical funds support school improvement according to program guidelines (e.g., students with disabilities, free and reduced meals). District leadership monitors school expenditures through monthly budget reports submitted by school leaders, and district leadership provides school leadership budgeting assistance when requested.

District Leadership Assessment Summary Report

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1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

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

District leadership encourages school leadership to allocate staff (e.g., master schedule, teacher strengths) to meet the unique needs of all students; however, that does not always occur. District leadership conducted an enrollment audit at Christian County High School to determine the number of students in advanced placement classes. District leadership creates an academic index for each teacher at Christian County High School, and school leadership meets with individual teachers to review results and discuss needed improvements. The Christian County Board of Education establishes teacher salaries at a higher rate than contiguous districts to encourage highly qualified teacher candidates to apply and to retain good teachers.

- 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 spends discretionary funds on behalf of all schools. District leadership seek out many sources where funding is available (e.g., grants, special programs, community assistance); however, district leadership has not established procedures for gathering information through formal needs assessments as required by board policy 4.1. District leadership typically chooses to use discretionary funds to purchase similar technology or equipment for all schools rather than using funds to advance student learning at low performing schools.

- 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.

District leadership provides the local board of education with monthly budget reports and Board members frequently request clarification or additional information regarding how expenditures are meeting the needs of students at Christian County High School. A Board of Education finance committee advises the superintendent regarding the budget allocations. District leadership provides the Christian County Board of Education quarterly Implementation and Impact Checks, keeping them apprised of progress

District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

toward reaching district improvement goals. During the budgeting process, discussions occur regarding how the proposed expenditures will support student learning.

District Leadership Assessment Summary Report

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1/9/2011 - 1/14/2011

Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

District leadership should develop a systematic process to monitor and evaluate the impact of financial and human resources on student achievement at Christian County High School.

District Leadership Assessment Summary Report

Christian County

School District

1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

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, curriculum documents, curriculum maps, district budget and allocations, district personnel evaluation system and documentation of implementation, district technology plan, eWalk data, Implementation and Impact Checks, individual professional growth plans, needs assessment data, professional development records, samples of written correspondence to staff/stakeholders, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda and Christian County data disaggregation documents

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

Observations of classrooms, common areas and hallways

Performance Rating 3

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

The current district vision and mission statements were developed collaboratively in the fall of 2009, and the process involved members of the district leadership team, parents and community members. The belief statements were developed in the summer of 2010 using the same collaborative process. These statements were presented to members of community forums to solicit additional input. District goals are developed annually as part of the comprehensive district improvement planning process. The comprehensive district improvement planning committee and the district leadership team work collaboratively to review data, identify root causes, establish goals and plan strategies to advance student learning. Community organizations (e.g., Workforce Education Development, Partnership Committee, Education Coalition, Chamber of Commerce) developed a vision statement that identifies education as a priority.

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

District Leadership Assessment Summary Report

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1/9/2011 - 1/14/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

District leadership collects and analyzes school and district data (e.g., Kentucky Interim Progress Report, ACT, No Child Left Behind results, Measures of Academic Performance reports) and provides findings to school leadership. These and other school level data are used in the development of comprehensive school improvement goals and objectives. District leadership analyzes data from a variety of sources (e.g., Kentucky Core Content Test, Measure of Academic Progress, No Child Left Behind, ACT, PLAN) to identify district improvement plan goals, objectives and activities.

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

School leadership submits the school improvement plan to district leadership. The district leadership team and the comprehensive district improvement planning committee use school-level goals and data, as well as district-wide data (e.g., Kentucky Interim Progress Report, No Child Left Behind, ACT, common assessments, Measures of Academic Progress reports) to identify district-wide needs and develop the comprehensive district improvement plan goals.

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 district improvement plan activities are anchored in research-based strategies (e.g., professional learning communities, Thoughtful Education, pre-assessments, culturally responsive teaching, Response to Intervention). District leadership has sought consultation with recognized experts (Dr. Anthony Muhammad) in school culture and (Dr. Julia Roberts) for gifted education. District, state and national standards (e.g., Measures of Academic Progress test, Kentucky Interim Performance Report, No Child Left Behind report, ACT) are reflected in the goals and activities of the comprehensive district improvement plan.

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

The comprehensive district improvement plan activities are designed to support the attainment of school improvement goals. The comprehensive

District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

district improvement planning committee and the district leadership team disaggregates cognitive (e.g., No Child Left Behind report, Kentucky Interim Progress Report, Measures of Academic Progress scores, ACT) and non-cognitive data (e.g., enrollment, suspension rates, attendance data, survey results) and identifies students in targeted populations who are not reaching proficiency at the same rate as their peers. District improvement goals and activities are specifically designed to address the identified root causes, close the achievement gaps and assist all students in reaching proficiency.

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

District leadership collects and analyzes data from a variety of sources (e.g., Kentucky Interim Performance Report, ACT, No Child Left Behind report, cultural survey results, enrollment audit findings) and collaborates with school leadership to identify strengths and academic and organizational barriers impeding district improvement.

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

The comprehensive district improvement plan goals are clearly stated and measurable. The activities support the establishment of organizational structures (e.g., professional learning committees, horizontal and vertical instruction, curriculum planning, research based strategies, student work analysis) as a vehicle to achieve district improvement goals. The district leadership team was designed to promote positive changes by giving exemplary teachers a voice in district-wide decisions related to academic improvement and organizational effectiveness. District leadership collaborates with Murray State University to support a cohort of potential leaders within the district.

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

The comprehensive district planning committee reviews progress and evaluates the effectiveness of the comprehensive district improvement plan activities by analyzing data from a variety of sources (e.g., Kentucky Interim

District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

Performance Report, Measures of Academic Progress scores, student attendance, drop-out rates, number of suspensions and expulsions). School councils annually report progress toward attainment of comprehensive school improvement goals and activities to the Christian County Board of Education. In addition, quarterly Implementation and Impact Checks are conducted.

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.

Comprehensive district improvement plan action components and activities align to the district mission and belief statements. Activities in the 2009-10 district improvement plan are grounded in research and have been proven successful in other schools.

9.6a The plan is implemented as developed.

District leadership provides a variety of resources (e.g., diagnostic assessments, funding, professional development activities) and support (e.g., district leadership team, staffing) to effectively implement district and school improvement plan activities. District leadership implements the activities and can articulate the district improvement plan goals.

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

In the fall and spring of each school year, district leadership analyzes student performance results from Measures of Academic Progress as one method of evaluating of the degree to which goals of the comprehensive district improvement plan are achieved. District leadership requires school leadership to regularly examine student performance data to determine progress toward the attainment of school improvement goals. Progress is determined annually through analysis of state performance assessment results.

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 Assessment Summary Report

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

District and school leadership analyze a variety of data (e.g., ACT, Measure of Academic Progress results, suspension drop-out and attendance data) to measure the impact of comprehensive district improvement plan activities on student learning. The District Leadership Team (highly qualified teachers, principals, district leadership) meets monthly and discusses effective instruction and assessment practices. The district leadership team also conducts classroom walkthrough observations semi-annually and debriefs with school leadership to assist in monitoring professional practices and student learning. District leadership completes Impact and Implementation Checks quarterly to determine progress toward the implementation of activities and the attainment of comprehensive district improvement plan goals

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

District leadership completes quarterly Implementation and Impact Checks to monitor progress of the implementation of the district improvement plan activities; however, modifications are rarely made throughout the year. District leadership involves the comprehensive district improvement planning committee (e.g., community members, parents, teachers, local government officials) in the annual development of the district improvement plan. This committee identifies gap information, root causes and develops district improvement goals.

District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

9.3c The desired results for student learning are defined.

The comprehensive district improvement plan includes explicitly stated goals; however, activities are not articulated in measurable terms. Each goal is paired with short- and long-term measures to determine implementation, but these are not specific enough to determine progress toward meeting goals.

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

The district improvement plan requires school-level improvement planning committees to establish and monitor activities that close the achievement gaps for students in targeted populations. Comprehensive district improvement plan activities (e.g., close the achievement gap for African-American and disabled students) are aligned to school improvement goals. Most comprehensive district improvement plan activities are anchored in research; however, the implementation of these activities has not resulted in the achievement of district improvement goals.

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

Timelines for activities and goals are established; however, resources needed to accomplish each goal are not described in the district improvement plan. Component managers are identified, but persons responsible for each activity are not. The 2009-10 district improvement plan goals were not attained.

District Leadership Assessment Summary Report

Christian County

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1/9/2011 - 1/14/2011

Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

District leadership should ensure that activities in the comprehensive district improvement plan are accompanied by measurable benchmarks. Timelines for activities should be reasonable and staggered. Professional development activities should be ongoing, job-embedded and scaffold teacher learning from year to year. Resources and the person responsible for implementation of each activity should be identified. District leadership should examine emerging data to drive immediate modifications of the comprehensive school improvement activities.

Resources:

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

District Leadership Assessment Summary Report

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Summary of Next Steps:

The superintendent should continue to share his student centered vision with all stakeholders, including the Christian County Board of Education, until his vision anchors all decision making.

District leadership should ensure that school leadership and staff at Christian County High School establish high academic expectations for all students. District leadership should aggressively communicate a sense of urgency to increase the academic performance of all students.

District leadership should provide Christian County High School staff with on-going, job embedded training on developing rigorous classroom assessments. District leadership should ensure school leadership establishes a system to monitor the rigor of assessments and alignment to the Kentucky curriculum standards. District leadership should ensure school leadership provides on-going support and feedback to classroom teachers regarding their assessment practices.

District leadership should assist Christian County High School leadership in the development of a system to monitor classroom instructional practices. The process should include ongoing support, follow up and meaningful feedback designed to improve the instructional practices of all teachers at Christian County High School.

District Leadership Assessment Summary Report

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In Conclusion:

The members of the Christian 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 conclusion:

District Authority:

District leadership does have the capability and capacity to manage the intervention of Christian County 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 assessment tool that correlates with KDE's summative measures of student achievement.

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

Superintendent, Christian County Schools

_____ Date: _____

District Leadership Assessment Summary Report

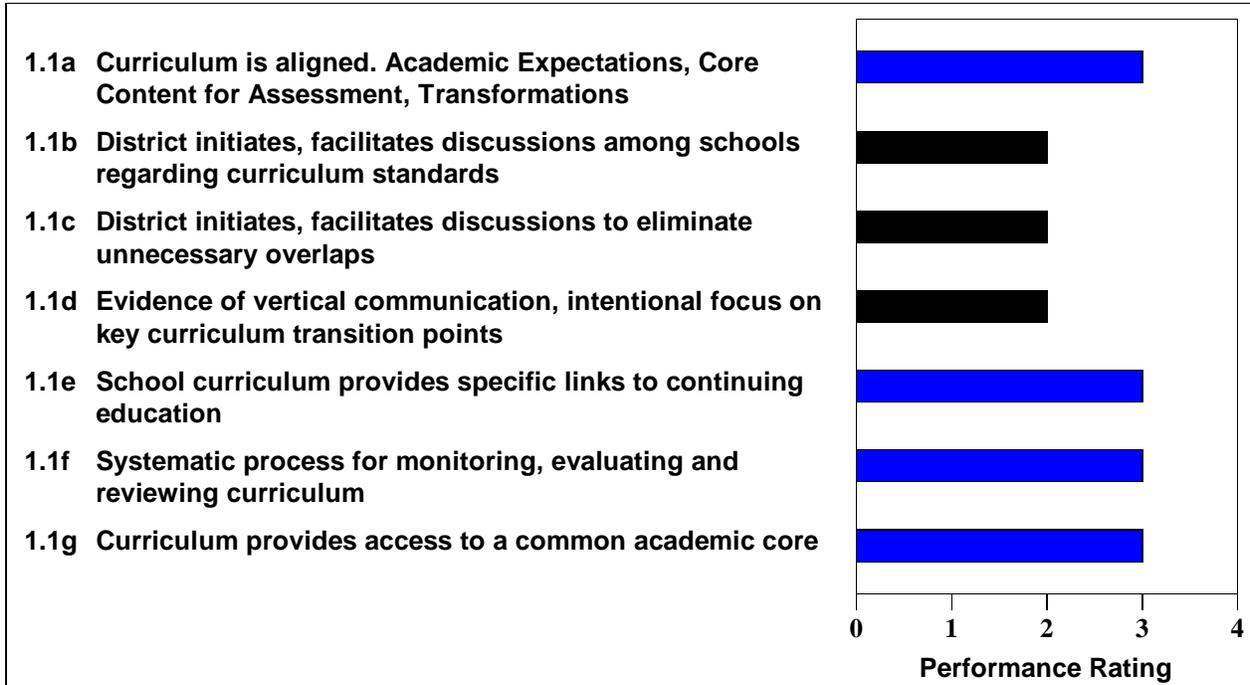
Christian County

School District

1/9/2011 - 1/14/2011

1.1 Curriculum

Academic Performance



District Leadership Assessment Summary Report

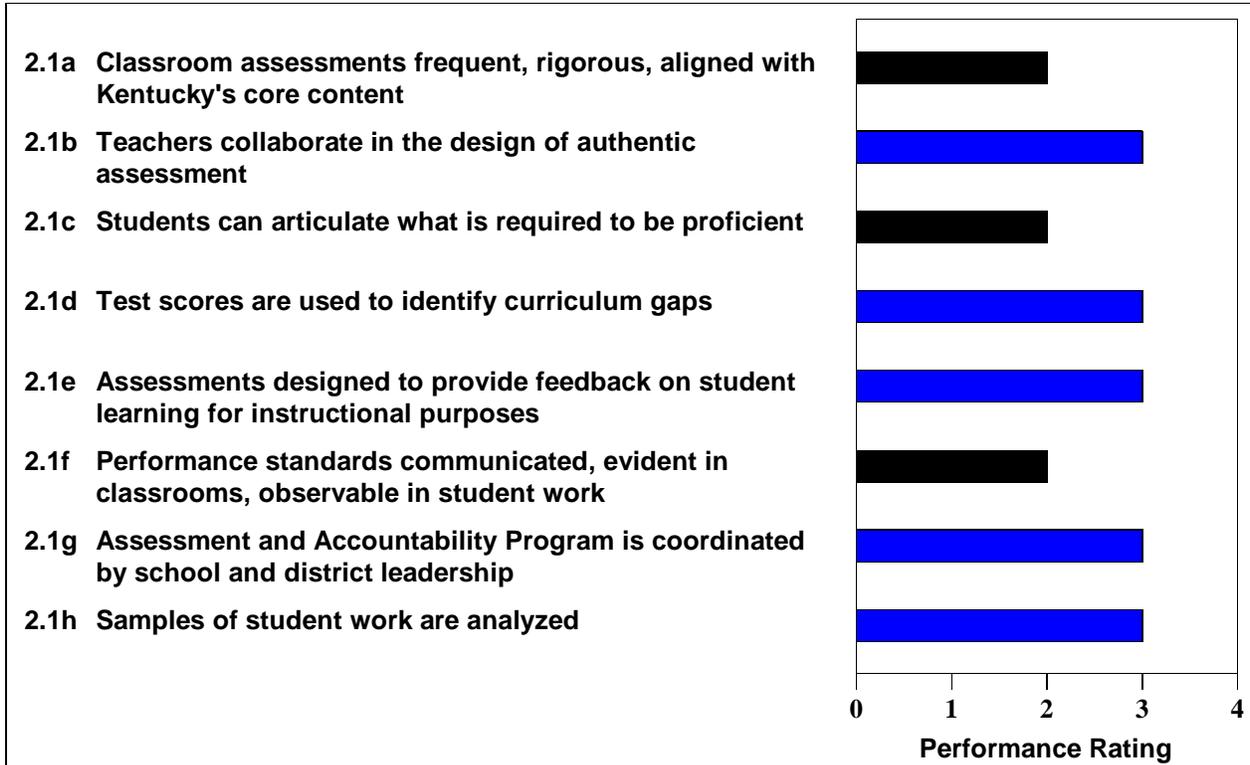
Christian County

School District

1/9/2011 - 1/14/2011

2.1 Classroom Evaluation/Assessment

Academic Performance



District Leadership Assessment Summary Report

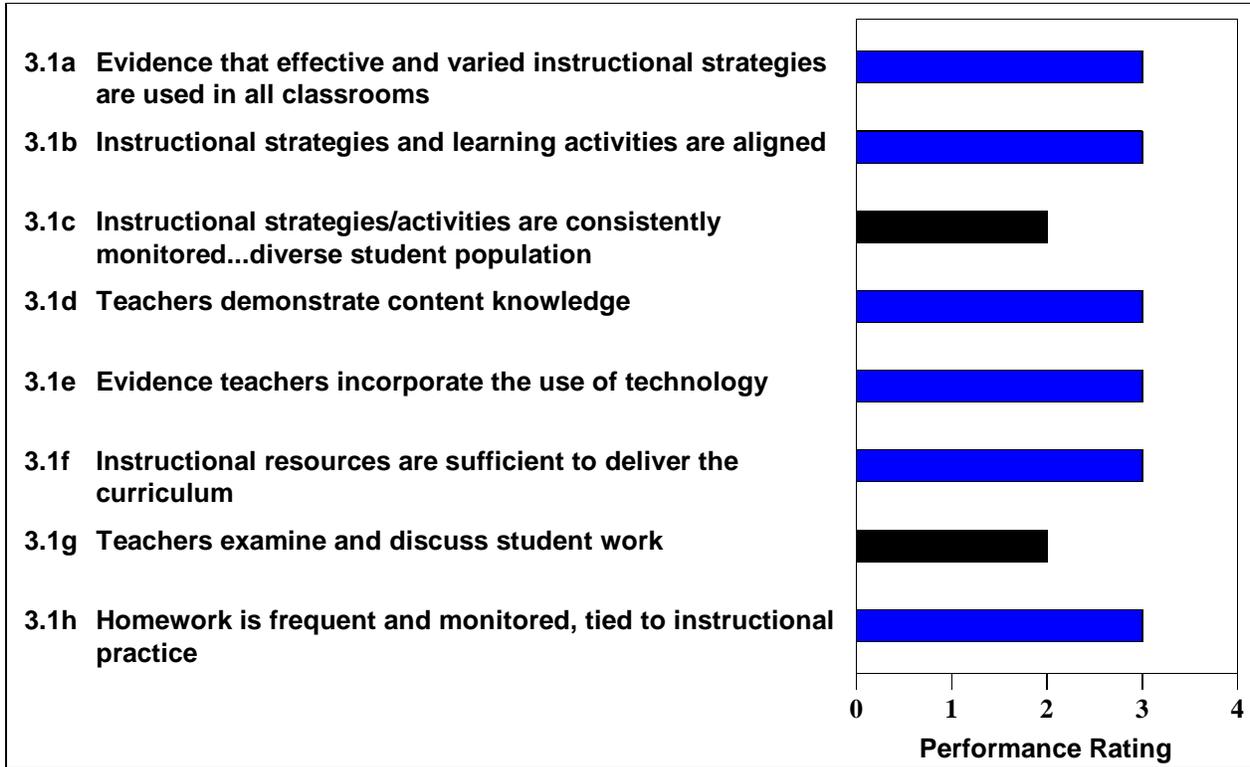
Christian County

School District

1/9/2011 - 1/14/2011

3.1 Instruction

Academic Performance



District Leadership Assessment Summary Report

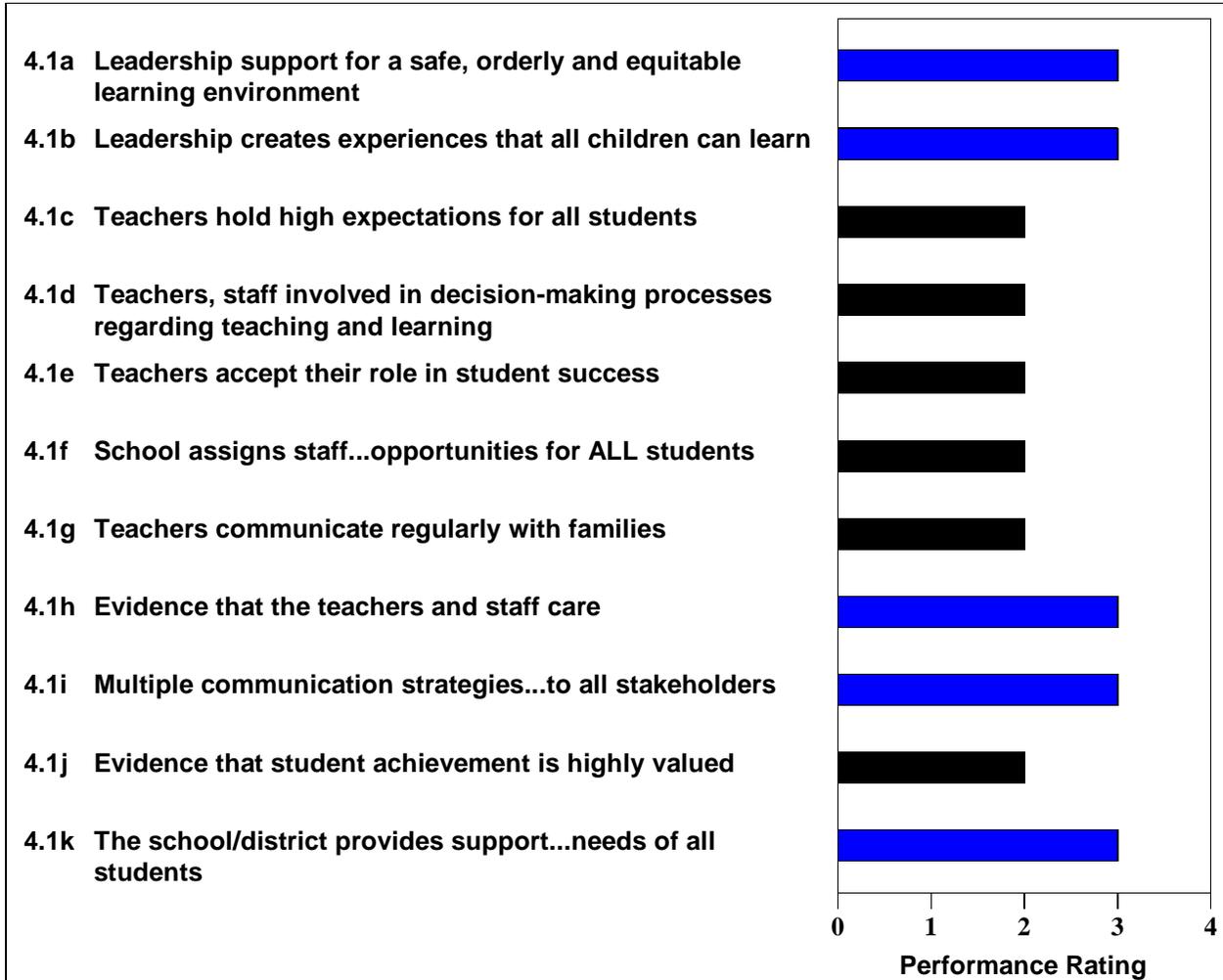
Christian County

School District

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4.1 School Culture

Learning Environment



District Leadership Assessment Summary Report

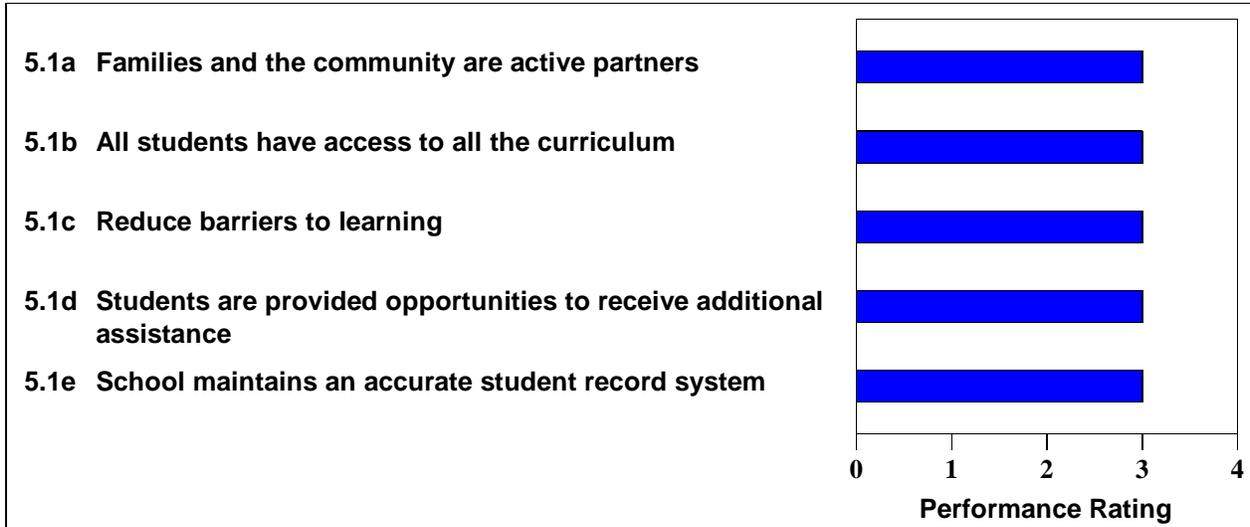
Christian County

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5.1 Student, Family and Community Support

Learning Environment



District Leadership Assessment Summary Report

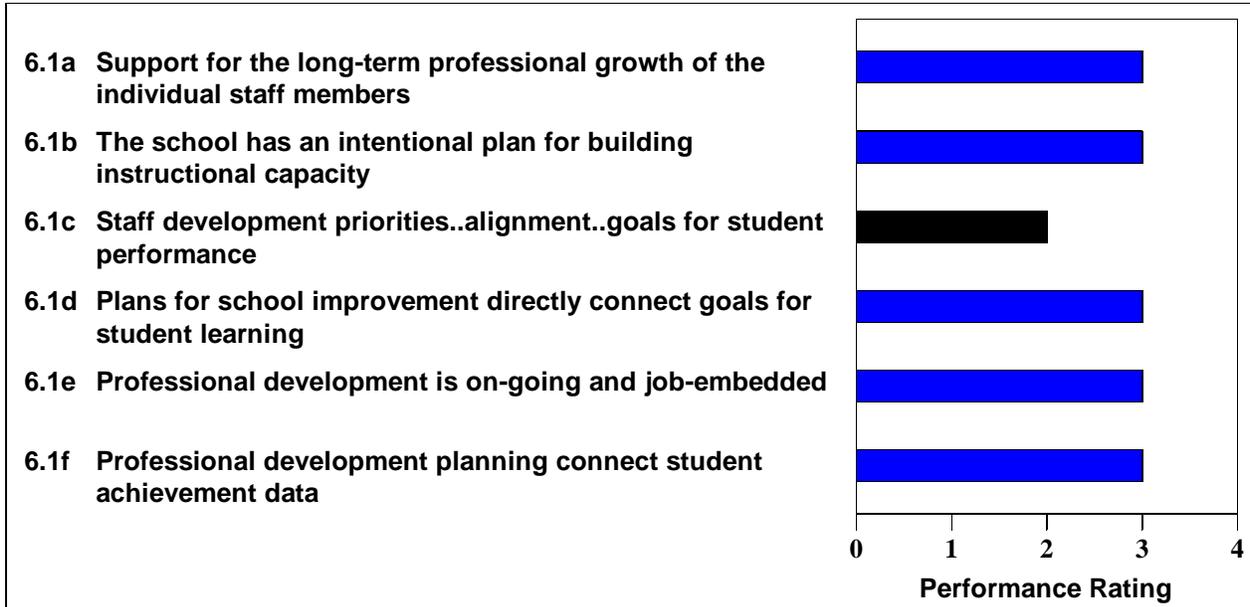
Christian County

School District

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6.1 Professional Development

Learning Environment



District Leadership Assessment Summary Report

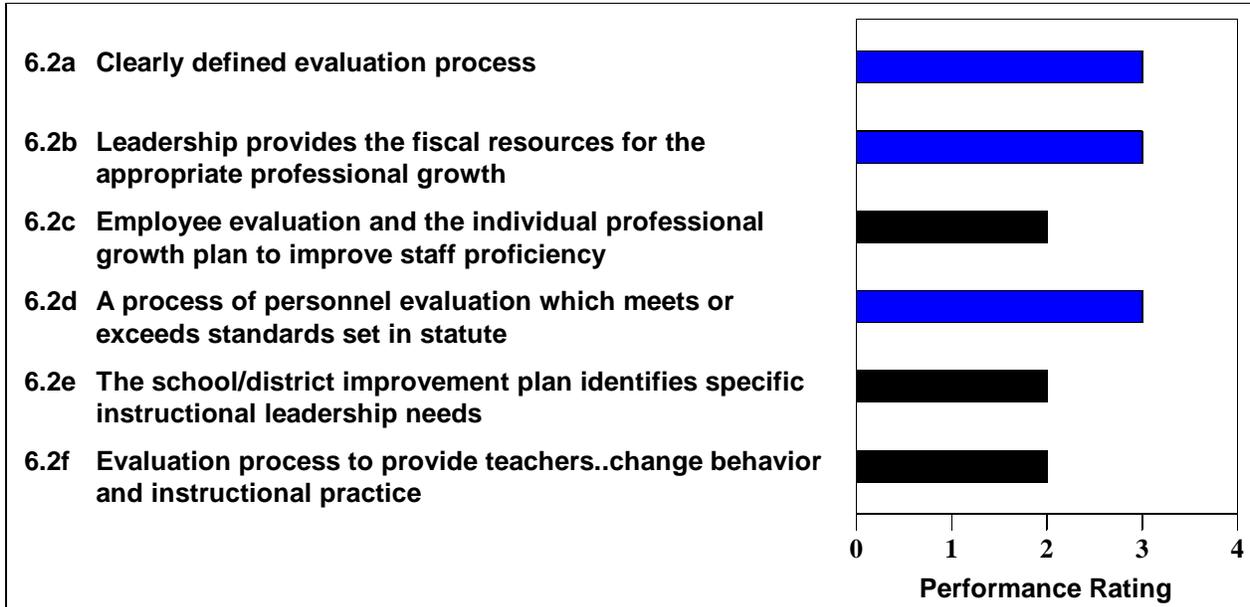
Christian County

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6.2 Professional Growth and Evaluation

Learning Environment



District Leadership Assessment Summary Report

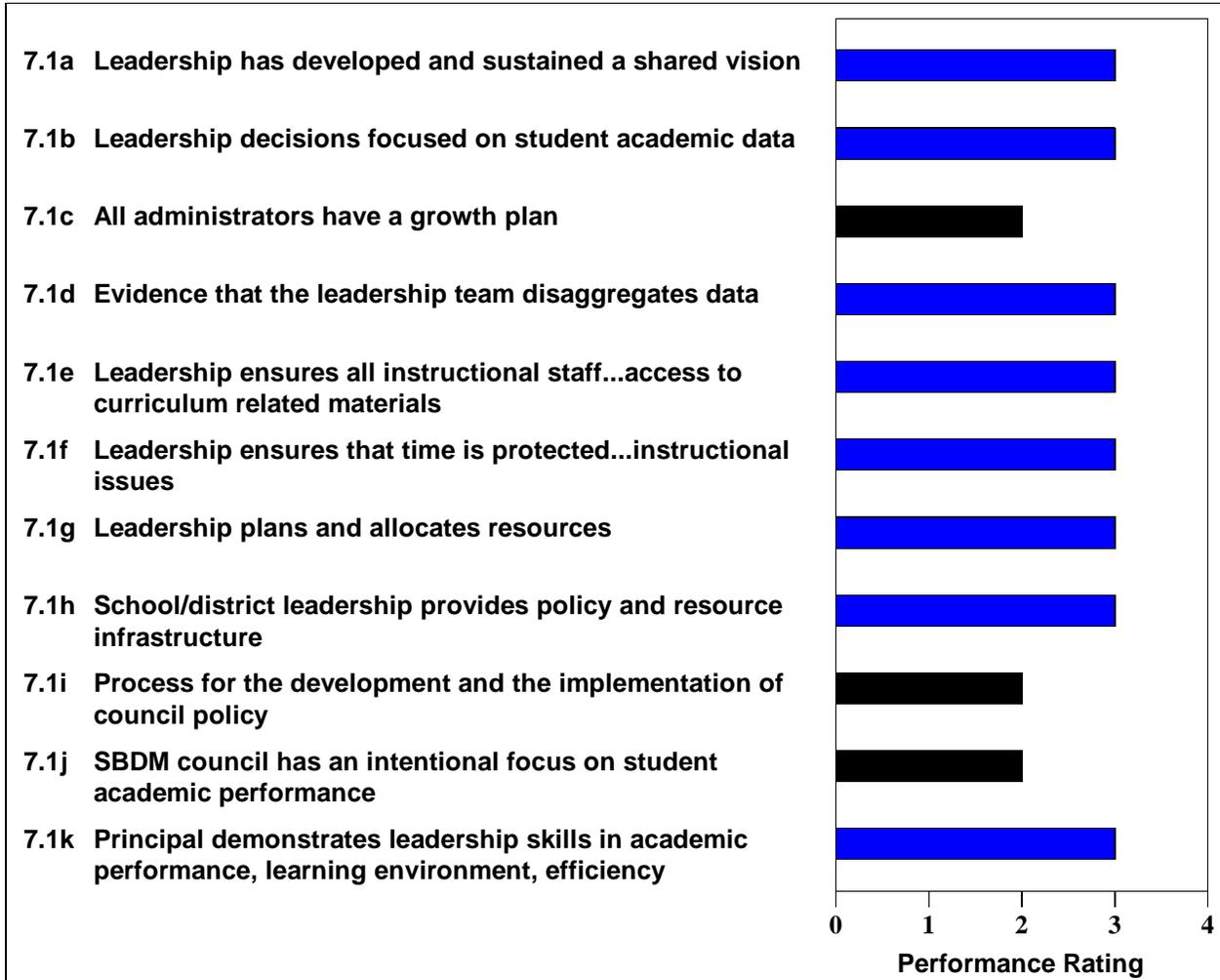
Christian County

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1/9/2011 - 1/14/2011

7.1 Leadership

Efficiency



District Leadership Assessment Summary Report

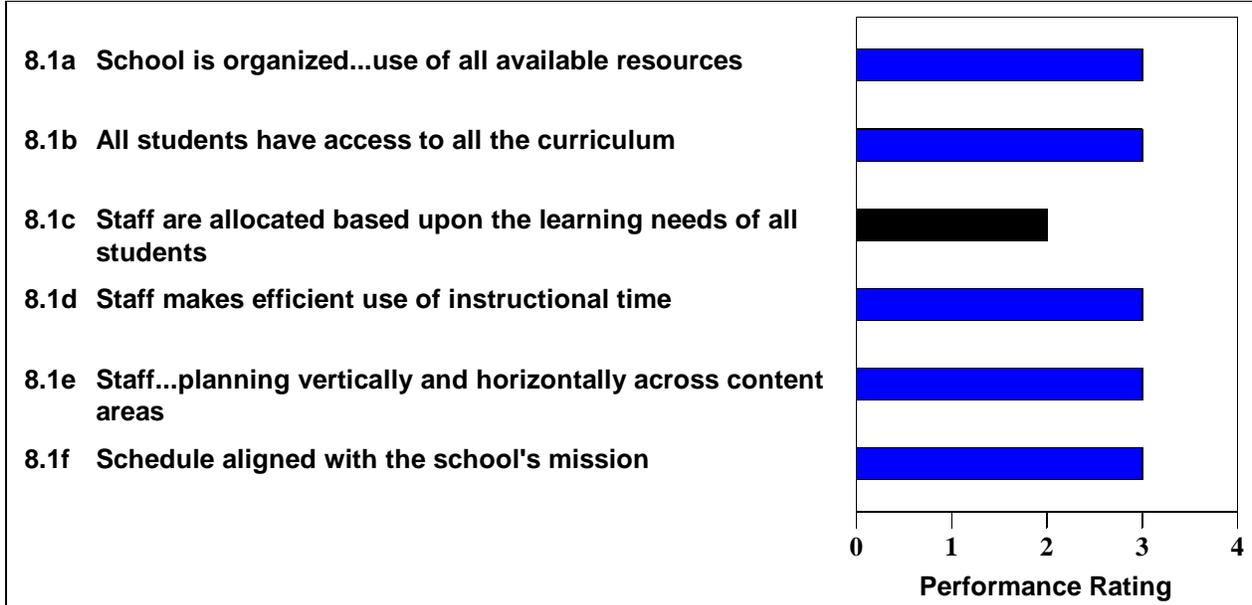
Christian County

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8.1 Organization of the School

Efficiency



District Leadership Assessment Summary Report

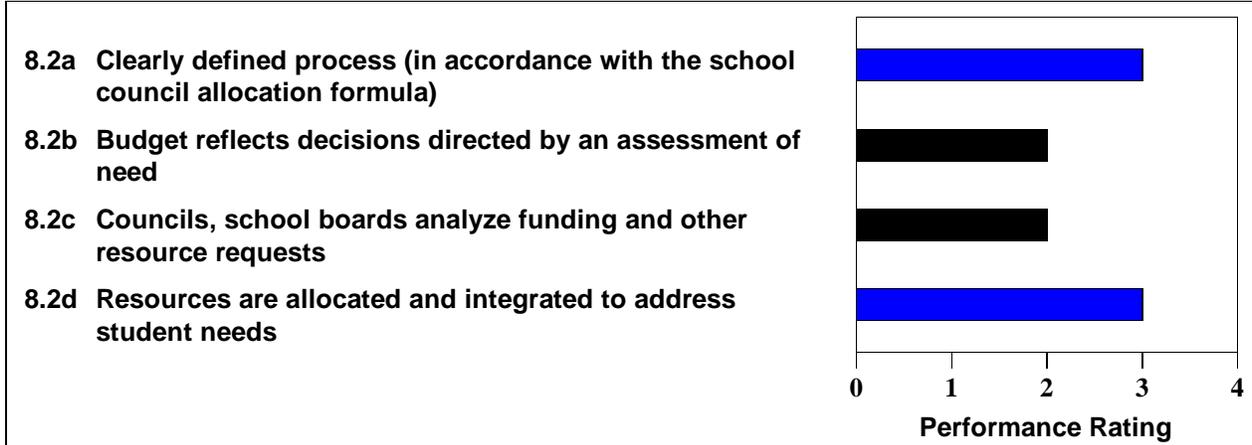
Christian County

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8.2 Resource Allocation and Integration

Efficiency



District Leadership Assessment Summary Report

Christian County

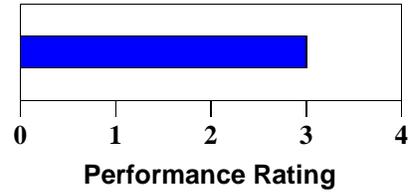
School District

1/9/2011 - 1/14/2011

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

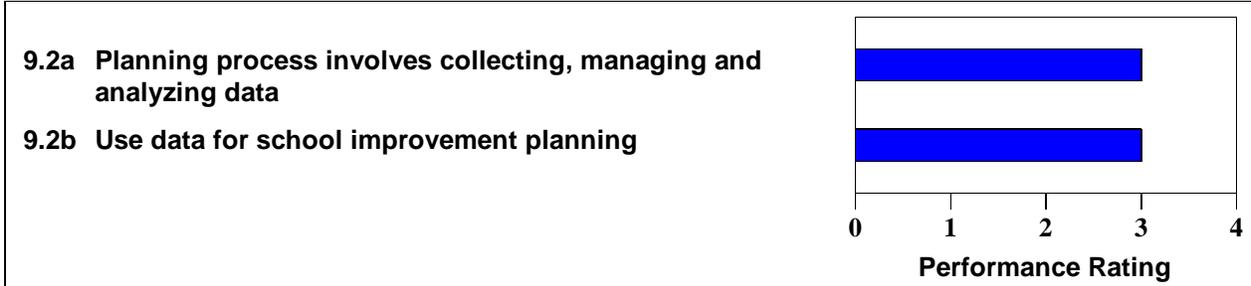
Christian County

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9.2 Development of the Profile

Efficiency



District Leadership Assessment Summary Report

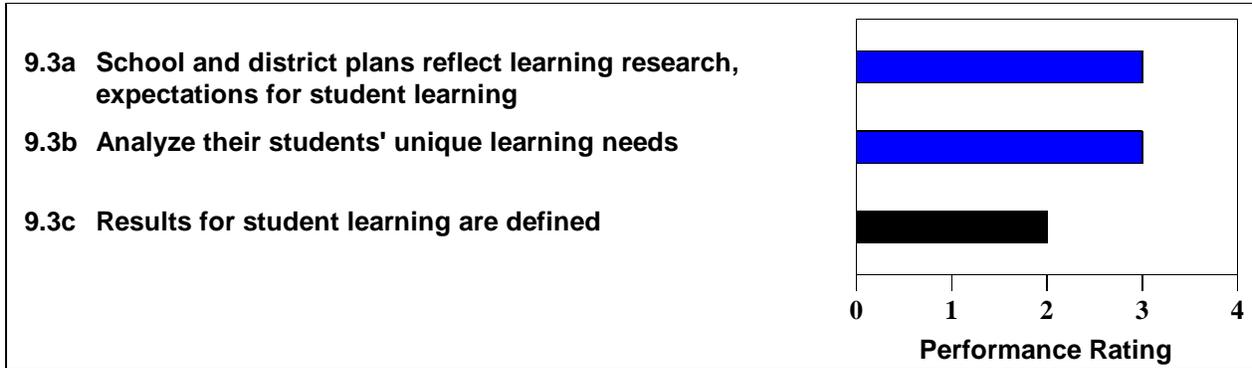
Christian County

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9.3 Defining Desired Results for Student Learning

Efficiency



District Leadership Assessment Summary Report

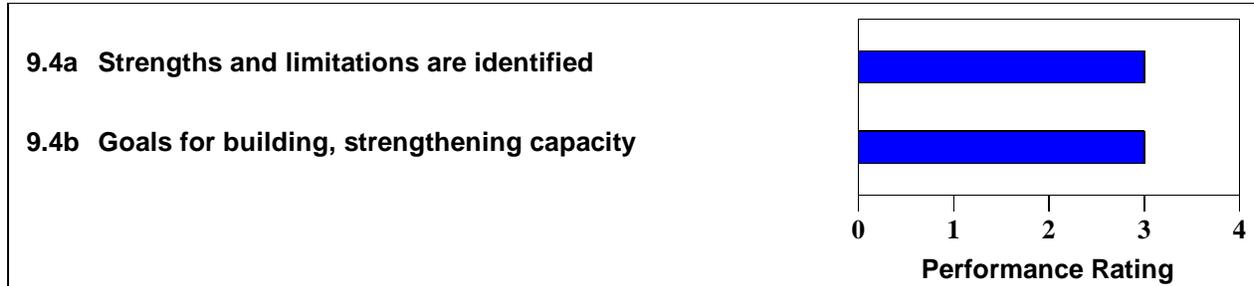
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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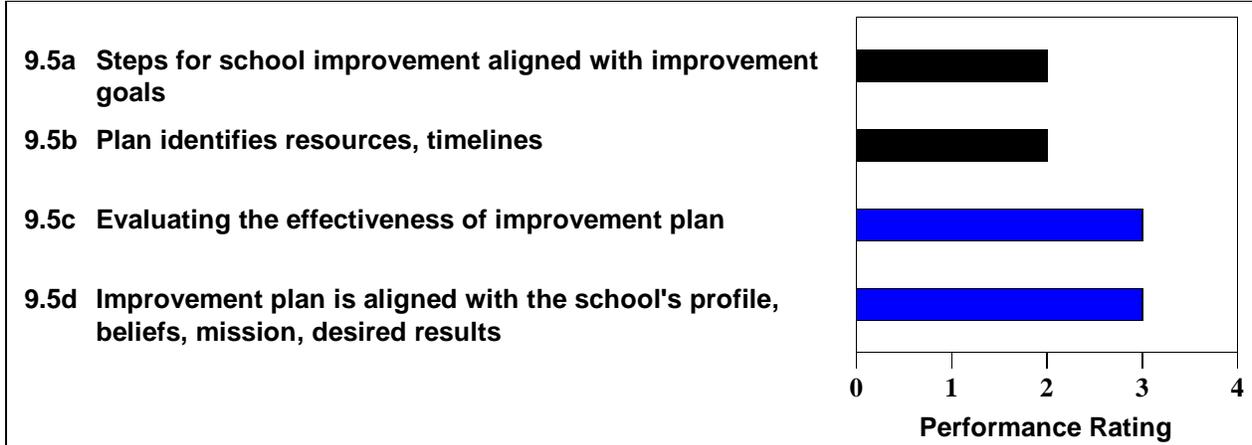
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9.5 Development of the Improvement Plan

Efficiency



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9.6 Implementation and Documentation

Efficiency

