

Covington Independent District Leadership Assessment Report



02/06/2011 - 02/11/2011



District Leadership Assessment Executive Summary

Covington Independent School District

2/6/2011 - 2/11/2011

Lynda Jackson, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Covington Independent School District during the period of 2/6/2011 - 2/11/2011. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	There is a lack of family engagement in the education of their children.
Next Steps	District leadership should increase its efforts to involve families in the education of their children, particularly at the secondary level. Elementary parents have identifiable, although somewhat limited, participation. As the child progresses to the secondary level, parent involvement decreases significantly. District leadership and their extensive network of community partners should lead in the development and implementation of a comprehensive plan and campaign to actively engage families in the education of their children. This campaign should include additional solicitations of support from church, mosque, temple and synagogue leaders as well as physicians, other health care professionals and extra-curricular coaches and sponsors. Parents should be encouraged to make a formal commitment to become involved in their child's education. District leadership should establish a centralized system to clearly communicate opportunities for parent involvement at each school and at the district level.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

2. Deficiency	The belief that all children can learn at high levels has not been fully internalized by the entire school staff and community. Not all staff members accept responsibility for student failure.
Next Steps	District and school leadership should create a culture of high academic expectations for all students and ensure that all staff members recognize and accept their individual role and responsibility for student success and failure. District leadership should intentionally engage all stakeholders in discussions about the characteristics of high performing schools and include these role groups in regular decisions regarding teaching and learning. Proficient student work in all content areas should be displayed and promoted. A focus on meeting parents and community members in their homes and neighborhoods and training for all stakeholders on culturally responsive teaching and learning (e.g., Courageous Conversations about Race) should become an urgent priority.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	A lack of rigor and student centered instruction persists in many classrooms across the district.
Next Steps	District leadership should provide training for all staff members to increase their knowledge of and access to research-based instructional strategies with an emphasis on culturally responsive and student centered teaching and learning strategies. District and school leadership should ensure that these strategies are effectively implemented to meet the needs of a diverse student population. District leadership should develop an intentional plan to guide the work of instructional coaches in support of this initiative.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	There is a lack of common understanding among district and school staff regarding the purpose and interconnection of the wide variety of instructional programs implemented in the district.

Next Steps	The superintendent should lead the district in a comprehensive audit of all district programs, with wide participation by school and district staff, to determine the contribution each program is making to increased student achievement and continuous school improvement. The first step should be a collaborative study of all district programs to identify the specific purpose of each and how all programs interact to determine which strategies drive school improvement efforts, which programs support those strategies and which may be superfluous. The identification of clear goals for each program will enable district leadership to effectively monitor resources for their impact on student achievement and to determine the best way to better focus district and school improvement efforts. District leadership should communicate the findings of the program audits to all district staff and stakeholders.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The district has not accessed available community resources to recruit and retain a highly qualified diverse staff.
Next Steps	The superintendent should lead a collaborative initiative to develop and implement a comprehensive recruiting process designed to ensure that the students of Covington Independent schools are served by a high quality, diverse teaching staff that more closely represents the composition of the community. This process should capitalize on the strong community involvement that they enjoy to create a task force comprised of educators, board members, community and business leaders, clergy, and parents, with strong minority participation. The task force should collaborate with district leadership to identify clear recruiting goals, monitor recruiting efforts, evaluate progress toward goals and make necessary revisions to future recruiting efforts.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Covington Independent

KDE 2011 District Leadership Assessment Report At-a-Glance

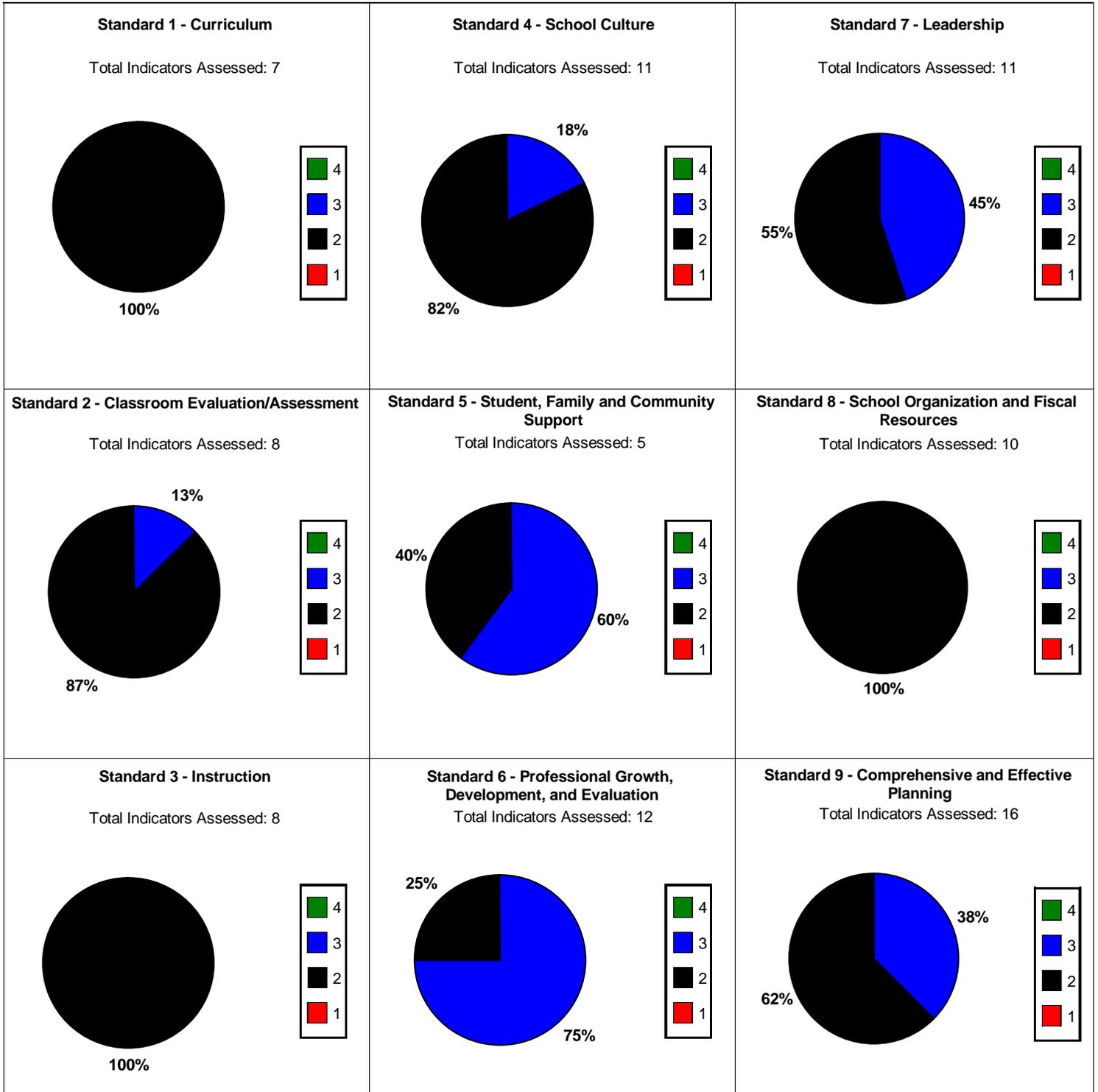
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

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 - Covington Independent

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

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

Identify the implications of this report for stakeholders.

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

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Introduction

The Kentucky Department of Education conducted district leadership assessment of Covington Independent School District during the period of 2/6/2011 - 2/11/2011.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile, classroom observations (123), eWalks (70) as well as formal interviews and informal discussions with principals (8), assistant principals (13), teachers (61), students (72), parents (69), central office certified staff members (12), classified staff members (23), community members (40), counselors (9), instructional coaches (8), school council members (6), board members (5) 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 Fred M. Simpson - District Administrator. The other team members were: Jean Roberts - Teacher; John A. Roberts - Higher Education Representative; Patricia H. Hale - Building Administrator; Randell E. Harrison - Building Administrator; Sharon Baker Knight - Building Administrator; Marti H. Stuckey - District Administrator; Judy K. P. Kurtz - Teacher; Veda McClain - Higher Education Representative; Nancy Gilligan - Teacher; Sandra T. Shepherd - Parent; Linda M. Handley - Educational Recovery Leader; Cynthia H. Lawson - Educational Recovery Leader.

Academic Performance

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

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

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

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

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

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

Efficiency

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

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

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

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

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, school mission, belief and vision statements, School Report Card data, school Web pages, student work and The Missing Piece of the Proficiency Puzzle

Interviews with assistant superintendent(s), central office staff, counselor, curriculum resource specialist, district leadership, parents, school council members, students, superintendent and teachers

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

Performance Rating 2

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

District leadership has designed K- 12 curriculum maps. Curriculum documents aligned with core content and program of studies for K-8 have also been developed. There are some aligned documents for 9-12 courses, but they are not as comprehensive as the K-8 documents. Most teachers include core content and program of studies in their lesson plan and have posted learning goals in their classrooms to share with their students.

- 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 facilitates grade and subject specific collaborative planning meetings for reading, math, science and social studies teachers across the district. Their agendas are similar but can vary within content areas if needs are identified at previous meetings. All meetings usually include revisiting the district curriculum, developing learning goals, planning instructional strategies in technology and vocabulary and focusing on open

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

response assessments. These meetings also provide an opportunity for teachers to establish working relationships with their colleagues. The instructional coaches from all schools have the opportunity to meet weekly. The middle and high school instructional coaches occasionally meet separately to discuss curriculum, instruction and assessment issues.

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

In 2009-10 instructional teams worked on aligning the curriculum to Kentucky standards. Sporadic conversations occurred at that time identifying curricular gaps and overlaps between grade levels. Instructional teams are now focused on developing a plan to align the new standards in reading and mathematics. Instructional coaches across the district meet regularly to discuss curriculum, instruction, and assessment issues. District leadership plans to create a district curriculum committee in June, 2011 representing pre-K, elementary, middle, high school and post secondary schools. The committee will meet three times per year to discuss and address key curriculum gap issues pertaining to mathematics and language arts and make key transition points (pre-K to elementary, 5 to middle, 8 to 9, 12 to post secondary) a priority. The district also plans to adopt the SpringBoard curriculum for grades 6-12 in 2011-12 as a strategy to increase rigor and college readiness. Advanced 5th grade students will use this curriculum.

- 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).

Instructional coaches across the district meet regularly to discuss curriculum, instruction and assessment issues. The middle and high school coaches occasionally work together as a team to address curriculum, instructional and assessment initiatives. The district leadership is planning to create a district curriculum committee next year with representation from pre K, elementary, middle, high school and post secondary. It will meet three times per year to discuss and address key transition points (pre-K to elementary, 5 to middle, 8 to 9, 12 to post secondary).

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

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

career options.

The elementary district curriculum provides opportunities for students to learn and practice decision-making and problem-solving skills. The application of the curriculum through the use of strategies such as cooperative learning and team decisions allow for the development of social skills. The curriculum in each school is monitored through monthly district focus visits. Students at the middle school begin work on their Individual Learning Plan during a technology class, review the plans twice during practical living classes and then the plan is passed to the regular team teacher. The high school is in the process of up-dating students' Individual Learning Plans. A meeting for the high school parents was held to explain the purpose of the Individual Learning Plan and how to access their child's plan on line. District leadership and Holmes High School leadership have initiated a planning process to restructure the high school into "houses" and career clusters. Dual credit opportunities are available for students through a partnership between Chapman Technical School and Gateway Community and Technical College. Dual credit classes allow students to acquire college credit and/or work toward technical certification.

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

The board has adopted a written curriculum policy (08.11) which directs the Superintendent to develop and distribute to the schools a course of study. In December 2010, district leadership facilitated a council to council meeting to ensure school councils have all required by-laws and policies in place. A curriculum policy is one of the required policies. District leadership provided each school council with a policy checklist and guidelines for policy development. District leadership reviews all policies but rarely monitors the implementation or the impact of these policies on student achievement. The curriculum is monitored through monthly district focus visits. This process provides for a working partnership between the principal and district leadership to assess a school's progress in increasing student achievement. The rubric that is used to evaluate a school's progress includes examining lesson plans to ensure that core content and Program of Studies are included, that there are clear learning goals, and that the instructional strategies are congruent with the learning goals. Feedback is provided to the

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

schools, usually within 24 hours, that contains specific information regarding their progress and ways to improve. District leadership strongly encourages the schools to follow the district developed curriculum maps and to align all lesson plans with the Kentucky curriculum documents. The elementary and middle school curriculums are fully developed and high school curriculum maps are in place. The elementary collaborative planning meetings provide opportunities for teachers to suggest revisions that would improve the curriculum. The middle and high school coaches meet regularly with teams and subject area teacher groups to discuss instructional issues.

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

District leadership, through the development of K-8 curriculum maps aligned with Kentucky curriculum documents, ensure student access to a common academic core for all elementary and middle school students. The existing high school aligned curriculum documents reference Kentucky standards documents, but the curriculum maps do not. Most teachers align their lesson plans with core content and Program of Studies. All high school students have access to a common academic core, but the rigor of the curriculum varies from classroom to classroom.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

District leadership should facilitate ongoing vertical discussions among schools to eliminate unnecessary gaps and overlaps in the curriculum and address curriculum transition points in and among schools.

District leadership should continue to support and monitor the high school curriculum alignment with Kentucky standards to provide consistency and rigor in clear learning goals and in instructional and assessment practices.

Resources:

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

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

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

Kentucky Commissioner's Parent Advisory Council. (June 2007). *Missing Piece of the Proficiency Puzzle*. <http://www.education.ky.gov/NR/rdonlyres/45597738-F31B-4333-9BB9-34255F02BC6D/0/PACtheMissingPiecev2.pdf>

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, eWalk data, Extended School Services program overview and data, faculty meeting agenda, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, professional development records, professional resource materials, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, staff development agenda, student work, teacher portfolios, The Missing Piece of the Proficiency Puzzle, Collaborative Planning Team Meeting Agenda and District Report Card

Interviews with assistant principal, central office staff, curriculum resource specialist, district leadership, parents, principal, school leadership, students, superintendent and teachers

Observations of classrooms, common areas, computer lab, media center and High School Data Night

Performance Rating 3

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

The district assessment coordinator and district special education director provide Administrative Code training on procedures for the ethical administration of the state assessment program to building assessment coordinators and faculty at each school in the district. This training includes procedures for making necessary accommodations for exceptional students and is conducted in the fall and spring of each school year. Training for administering the alternate portfolio is provided by the district special education directors in collaboration with the Northern Kentucky Educational Cooperative. The board has adopted an Assessment policy (08.222).

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

District leadership has content specific collaborative planning team meetings that involve representative teachers from each elementary school and the middle school. The agenda for many of these meetings includes developing common assessments or reviewing teacher created assessments. The team's focus is on the rigor of the assessment and its alignment to Kentucky's Core Content for Assessment, version 4.1. However, with the implementation of Measures of Academic Progress (MAP) assessment as a formative measure of student growth, the focus has often changed to training on how to analyze MAP data and on the Classroom Assessment for Student Learning (CASL), which the district plans to adopt next year. At the elementary school level, classroom assessments are frequent and most were aligned with Kentucky standards, but they lack the rigor needed to move students to higher levels of achievement. This process has not been developed to the same degree at the secondary level. The district does not ensure that all school councils have a policy addressing classroom assessment.

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

District leadership provides some opportunities for teachers on the collaborative planning teams (e.g., elementary and middle school reading, math, science, social studies) to work together to develop common assessments, but the district does not monitor to ensure that all teachers are provided time and guidance in developing classroom assessments that are authentic, rigorous and aligned with Kentucky Core Content for Assessment, version 4.1 or Kentucky Core Academic Standards. A few teachers in the high school are collaborating to develop classroom assessments that are authentic, aligned with Kentucky standards and challenge students to achieve at higher levels.

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

District leadership conducts focus visits which are intentionally designed to look at all aspects of teaching and learning, with emphasis on rigorous

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

formative assessments that are teacher designed, authentic and aligned with Kentucky Core Content for Assessment, version 4.1. Clear learning goals are visible in most classrooms and standards-based bulletin boards, including the open response prompt and rubric, are used in all elementary and some middle and high school classrooms to show proficient and distinguished student work. District leadership monitors to ensure that schools are using these bulletin boards but does not ensure that all students can articulate what it is they should know and be able to do to achieve proficiency.

2.1d Test scores are used to identify curriculum gaps.

Results of multiple assessments [e.g., Kentucky Core Content Test, No Child Left Behind report, Measures of Academic Progress (MAP) assessments] are disaggregated by the district and the data provided to the schools. Dashboard data rooms are used by school leadership and teachers to analyze these data to track student progress, to identify and inform student interventions, and sometimes to identify gaps in instruction, but curriculum gaps are not usually addressed. The board and most school councils review the results of these assessments. Parents are not included in training provided for school personnel on analyzing data.

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

The district has implemented Measures of Academic Progress (MAP) testing this year. All schools are required to have a data dashboard room designed to track data from these assessments as well as other forms of student assessment [e.g., Dynamic Indicators of Basic Early Literacy Skills (DIBELS), No Child Left Behind report, Kentucky Core Content Test, common assessments] in order to provide interventions and enrichments and to inform classroom instruction. While the information is used extensively to provide interventions, changes in classroom instruction were not always evident. The degree of use of the data dashboards is not consistent across all schools or instructional levels.

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

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

District leadership monitors to ensure that standards-based bulletin boards with displays of proficient and distinguished student work are evident in most classrooms. Performance descriptors are evident in these displays but are not observable in all classrooms and in all student work.

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

District leadership provided professional development on analyzing student work (i.e., What is Proficiency?), for members of the instructional leadership teams with the expectation that instructional leadership teams in each school will train the teachers in this process. Some school instructional coaches and principals work with teachers in analyzing student work; however, there is no common protocol being used to ensure consistency throughout the district. District leadership articulates the expectation that school leadership will monitor to ensure that all teachers analyze student work and use the analyses to make changes in instruction and address curricular needs. Teachers sometimes use the results of these analyses to inform instruction, but more often the results are used to obtain information on student progress.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District leadership should ensure that teachers are trained to develop both formative and summative assessments that are rigorous, relevant to both the standards addressed and the clear learning goals of the unit or lesson. Rubrics should be developed and shared with students before classroom assessments and assignments. Formative assessments should be frequent, tied to instruction and used to inform instruction.

District leadership should ensure that training in the implementation of new assessment programs such as Measures of Academic Progress (MAP) is in-depth, ongoing and inclusive of provisions to train new teachers. Teachers should be trained not only in the administration of the assessments but in how to analyze the results and use this information to make changes in instruction. District leadership should ensure that teachers have a thorough understanding of programs and are implementing all programs effectively before introducing a new initiative.

District leadership should develop a protocol for analyzing student work for use across the district. Teachers should be trained to use this protocol to analyze student work and other assessments in order to identify student strengths and needs. Results of these analyses should be used to inform instruction. District leadership should regularly monitor to evaluate the impact of instruction on student achievement.

Resources:

Allen, D. & McDonald, J. (1992). The Tuning Protocol: A Process for Reflection on Teacher and Student Work. Coalition of Essential Schools. www.itag.education.tas.gov.au

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

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

Kentucky Commissioner's Parent Advisory Council. (June 2007). Missing Piece of the Proficiency Puzzle. <http://www.education.ky.gov/NR/rdonlyres/45597738-F31B-4333-9BB9-34255F02BC6D/0/PACtheMissingPiecev2.pdf>

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, curriculum maps, eWalk data, protocols for analyzing student work, records of teacher certification/experience and rubrics

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

Observations of classrooms, common areas and hallways

Performance Rating 2

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

District leadership monitors instructional practices through monthly focus visits using a district generated rubric. The focus visits conclude with a written report which contains commendations and identification of next steps that are discussed with building principals. District leadership also requires school leadership to complete ten classroom walkthroughs weekly and provide feedback to teachers. Even though school and district walkthroughs occur on a consistent basis and instruction has improved markedly across the district since the last scholastic audit, this practice has not yet ensured that effective and varied instructional strategies are used in all classrooms.

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

District leadership provides support to school leadership through the assignment of instructional coaches—one at the high school level, three at the middle school level and four at the elementary level—and provides a variety of resources (e.g., Everyday Math, Connected Math, Reading Mastery, Read 180, Read to Achieve) for teachers. District leadership provides opportunities for teachers to work together to align instructional strategies with learning goals (at the elementary level through monthly collaborative planning sessions and at the middle and high school level during common planning time daily). Although the district ensures that schools have resources, time and support to align the instructional strategies with learning and assessment goals, these strategies are often more

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

congruent with expectations of adopted programs.

- 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.

School leadership is required to monitor the use of instructional strategies through classroom walkthroughs and share this information with district leadership prior to district focus visits. District leadership completes monthly focus visits in part to monitor the use of instructional strategies and supervision skills of school leadership. District leadership requires all schools to implement data dashboards to identify the needs of specific students. Some schools use these data to determine necessary interventions to meet identified student needs but modification of daily classroom instruction is not as common as determining necessary interventions is throughout the district.

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

District leadership has made an effort to recruit a diverse and high quality teaching staff through the STRIVE Partnership with Northern Kentucky University, Miami of Ohio, University of Cincinnati and Xavier University. Covington Independent Public Schools in conjunction with Newport and Cincinnati Public Schools have joined with these university partners to recruit staff to urban districts. District leadership sends some staff members to job fairs and to predominantly minority universities to attempt to recruit minority staff members. The district is planning a Future Educator Scholars program which will be initiated at the high school next year, and the program will be included as part of the career path initiative. This initiative will allow high school students to mentor in the elementary schools in the One-To-One Reading program in the hope that these students will become educators. District leadership has not ensured that all teachers are appropriately certified. There are four teachers who are not highly qualified working in the district. District leadership provides a new teacher program that consists of three days of summer training on new district initiatives. Mentors are assigned to each new teacher to provide monthly follow up on the training. During the first six to eight days of school, instructional coaches work with new staff members to assist in classroom management and instructional

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

strategies. District leadership provides professional development activities (e.g., Learning Centered Schools with Mike Rutherford, technology integration training, Southern Regional Education Board webinars) for all teachers throughout the district. District leadership is providing an opportunity for some teachers to attend the Ron Clark Academy to learn how to motivate and challenge students to high levels of learning. Teaching Tough Kids training occurs on four Saturdays and is facilitated by the superintendent to give struggling teachers strategies on how to teach students of poverty and classroom management strategies.

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

District leadership has ensured that school councils have adopted a policy on technology. District leadership uses the focus visit rubric to define expectations for the effective use of technology for classroom instructional purposes and monitors technology use during the focus visits. A day of teacher training on the use of technology was provided at the beginning of the school year, and teacher use of technology is monitored weekly by school leadership during walkthroughs and lesson plan reviews. District leadership purchased new instructional technology resources this year and ensured equitable distribution across and within grade level classrooms throughout the district. District leadership has begun an initiative that requires instructional coaches to conduct walkthroughs to determine which types of instructional technology resources are used most frequently.

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

District leadership provides schools with ample funding and resources and distributes them according to a formula. Section 7 funds are distributed according to school need. Schools needing additional funds must present a plan of how these funds will be used to increase student achievement before funds are disbursed. Many new programs have been initiated, but not all teachers have been trained to effectively implement these programs. This lack of training and the lack of monitoring and evaluation of impact on student learning, contributes to a lack of instructional focus.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

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

District leadership provides some support for collaborative analysis of student work, predominantly at the elementary level. Training in procedures to analyze student work takes place in the monthly collaborative planning sessions at the elementary level. These procedures are expected to be shared and implemented at the school level, but this does not occur consistently across the district. Few collaborative analyses of student work take place at the high school level, although core teachers have a common planning time daily with their colleagues which could facilitate this practice.

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

District leadership provided some guidance to school councils regarding homework policies and practices as they held a council to council meeting in fall 2010. School councils from all schools in the district were present. Each council used a checklist to determine if they had policies in all required areas and if revision to any policy was needed. District leadership encouraged schools to use best practice and adopt a homework policy. They provided sample policies to guide the work of the councils in developing policies that require homework to be equitable, developmentally appropriate and a meaningful extension of classroom learning. Some schools have adopted a homework policy. District leadership does not monitor implementation of council policies.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

District leadership should provide training in protocols for the collaborative analysis of student work and monitor to ensure that this is implemented district-wide. Collaborative analysis of student work should be used to inform instruction and change teacher practices to increase student achievement.

District leadership should develop an intentional plan to guide the work of instructional coaches. District leadership should identify a clear instructional focus for the district, should communicate clear expectations for the work of coaches and should lead Friday meetings with coaches to ensure that this consistent instructional focus is being implemented in all schools. District leadership should monitor the work of the coaches for its impact on student achievement. District leadership and coaches should communicate on a weekly basis to ensure that progress of district initiatives is being advanced.

District leadership should provide training for all staff members to increase their knowledge of and access to research-based instructional strategies with an emphasis on culturally responsive and student centered teaching and learning strategies. District and school leadership should ensure that these strategies are effectively implemented to meet the needs of a diverse student population. District leadership should ensure that school leadership review lesson plans and perform walkthroughs to monitor and give specific feedback to individual teachers to promote effective delivery of classroom instruction.

The superintendent should lead a collaborative initiative to develop and implement a comprehensive recruiting process designed to ensure that the students of Covington Independent schools are served by a high quality, diverse teaching staff that more closely represents the composition of the community. This process should capitalize on the strong community involvement that they enjoy to create a task force comprised of educators, board members, community and business leaders, clergy, and parents, with strong minority participation. This task force should identify the staffing needs of the district, identify resources available and research recruiting venues, incentives and methods. The task force should identify and recruit a committee to coordinate and implement district recruiting efforts. The recruiting team should include minority representatives, both educators and community members. The task force should also develop a package of incentives to assist the recruiting team with its efforts (e.g., signing bonuses, housing assistance, moving expenses, tax breaks, shopping discounts, education advancement assistance). The task force should collaborate with district leadership to identify clear recruiting goals, monitor recruiting efforts, evaluate progress toward goals and make necessary revisions to

future recruiting efforts.

Resources:

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

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

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

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, civic group programs/agenda, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, district technology plan, documentation of parent contacts, employee handbooks, enrollment data, eWalk data, examples of school to home communications, facility inspection reports, facility work orders, faculty meeting agenda, Individual Learning Plans, job descriptions, lesson plans/units of study, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, newspapers, organizational charts, parent and community member workshop schedule, professional development records, protocols for analyzing student work, record of home visits, report cards/progress reports, roster of teaching assignments, rubrics, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school procedures manual, school profile, School Report Card data, school Web pages, school/district safety plan, staff development agenda, staff extra-duty schedule, state statute and regulation, student discipline reports, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios, The Missing Piece of the Proficiency Puzzle and trophy cases

Interviews with assistant principal, classified staff, community members, counselor, curriculum resource specialist, district leadership, parents, school resource officer, students, superintendent, teachers and volunteers

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

Performance Rating 3

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

District leadership involves some teaching and non-teaching staff in district

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **3**

decisions regarding teaching and learning [e.g., Strategic Planning Team, Instructional Team, district comprehensive improvement planning, School Based Decision Making (SBDM), District Leadership Team (DLT) and Principals' meetings].

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

Communication of information to all stakeholders is a goal for district and school leadership. District leadership has a communication plan. There are many consistent outlets that disseminate information to the public and the communication is most often of high quality. Most district personnel, lead by the superintendent, have effective communication skills and promote the district effectively. Communication is most often one way (e.g., website, One Call, staff newsletters, community groups, newspapers), and opportunities for interaction are varied. There is no single venue that serves as a clearinghouse for accessing information regarding district and school resources and activities. The superintendent meets with representatives from various role groups (parent council members, students, staff, community members), is very visible and interactive with all role groups and often solicits input. Because most of the communication methods are traditional, some parents are not aware of the many opportunities and district and school resources that would allow them to become fully and actively vested in the education of their children.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **2**

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

District leadership have adopted and implemented policies and practices to provide all students a safe, orderly and equitable learning environment. The Safety and Crisis Management Plan is to be used in conjunction with district handbooks and with John and Karleen Berra's, CRISIS MANAGEMENT PLAN FOR SCHOOLS. All stakeholders are aware of the safety plan, but not all are aware of or have been trained in their roles and responsibilities. Drills are scheduled for safe practices of foreseeable conditions (e.g., fire, tornado, lock down). District leadership provides schools with safety and security resources (e.g., buzzer systems, surveillance cameras, electronic entry, safety director, school resource officers). The Employee Safety Perception Survey Results identified several problems (e.g., not enough safety meetings, lack of safety inspections, no review of safety program for students on the bus, broken cameras, and broken locks to classrooms). Survey results indicate that some stakeholders do not feel safe inside their schools due to dangerous student behaviors and perceived lack of administrative response. Student Code of Conduct, page 47 (KRS 158.440), addresses bullying including steps to stop bullying; however, students, teachers and parents at all grade levels indicated that bullying is a major concern and occurs on a constant and continual basis. Since the 2009 audit, district leadership has implemented procedures that have significantly reduced office referrals and suspensions. Mandatory professional development in Conversations Help Activity Movement and Participation (CHAMPs) was provided for all K-8 teachers, but the program is not being implemented in all classrooms. Activity Conversation Help Integrity Effort Valor Efficiency (ACHIEVE) is expected to be used as a classroom management program at the high school level but is being implemented by only some of the teachers. Ineffective classroom management practices persist in some classrooms. Hallway behaviors have been addressed by district leadership, and faculty agendas reflect that hallway procedures have been discussed. However, large numbers of students are in the halls during class time, and the inordinate amount of time spent in hallways during transitions between classes causes a valuable loss of instructional time in some schools. District leadership conducts monthly focus visits in part to evaluate the learning climate, but feedback to the school does not always lead to sufficient change to impact instruction and increase student achievement. The board has adopted

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

Grievances (03.16) and Harassment/Discrimination (03.162) policies. Procedures for grievances and appeals for staff and students are outlined in the Certified and Classified Employee Handbooks and the Student Code of Conduct Handbook. Certified and classified handbooks were last revised in 2008, are in the process of being revised again and are not readily available to all stakeholders this school year. District leadership facilitates onsite visits and the administration of the multiple surveys (e.g., GALLUP survey, Northern Kentucky Health Department, Southern Association of Colleges and Schools survey, Safety Perception survey, focus visits) to determine stakeholder perception of various aspects of school culture.

- 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 is committed to high student achievement and continuous improvement at all levels. The superintendent sets forth a clear vision that all district staff will hold high expectations for all students. Initiatives including wraparounds, support teams, provision of instructional coaches, mentoring, development of district and school vision and mission statements and Destination: Graduation statements support this vision. The superintendent and district leadership model practices, support school administration teams and actively participate in daily school events to assist principals in maintaining high expectations for all students. District leadership creates a process for stakeholders to share successes in improving learning for all students and to sustain an environment of teamwork and mutual support with school leadership via several methods (e.g., Community Partners in Prevention, local newspapers, Monday Message, schools' newsletters, team meetings, School Based Decision Making councils, bulletin boards, displays, One Call system, email, texts, phone calls, postcards and home visits). District leadership works with school leadership to develop some initiatives to publicize successes of schools and students (e.g., district calendar, superintendent awards, presentations of board meetings).

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

District leadership has a process to ensure that school council academic,

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

discipline and classroom management policies are in place. The implementation of these policies is not consistently monitored. The expectation that teachers hold high academic and behavioral expectations for all students is clearly communicated by district leadership. There has been a marked improvement in the culture and climate of all schools since the last audit. Staff members, students and parents articulate a positive sense of the future and comment on how different it feels to be in the schools now. However, not all teachers, school administrative teams and resource personnel exhibit high expectations for all students. In some classrooms, student behavior causes disruptions, resulting in a lapse of instruction and frequent disengagement from learning. Some middle school and high school personnel are not practicing shared responsibilities for common areas between the schools. In the last two years, there has been a dramatic reduction of discipline and suspension incidents at the high school. However, inconsistent enforcement of disciplinary procedures and ineffective classroom management practices persist in some classrooms and common areas in some schools. Classroom management practices [Conversations Help Activity Movement and Participation (CHAMPs) and Activity Conversation Help Integrity Effort Valor Efficiency (ACHIEVE)] are not consistently used in all classrooms.

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

District leadership clearly communicates the expectation that teachers accept their professional role in student success and failure. District leadership has employed instructional coaches, who lead teachers in the process of analyzing connections (data dashboard) between teachers' instructional practices and student failure. Connections are being made and necessary instructional modifications are being noted but are not implemented for every student. Some administrative staff, teachers and parents have the perception that classroom instruction is the key factor when students are successful. However, rather than accepting responsibility for student failure, they identify socioeconomic and home circumstances as the main factors for student failure.

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

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

District leadership maintains a checklist to track council adoption of required and best practice policies. They do not monitor the implementation of council policies. School council has the responsibility to write and revise all policies and district leadership provides support if requested. District and school leadership sometimes collaborate to ensure that the unique needs of the students are met through the scheduling process as determined by the use of data and evaluations.

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

The board has adopted Grading policy (08.221) that requires progress reports be sent home each 12 weeks for elementary and each 9 weeks for middle and high school students. Some teachers communicate in other ways to inform parents and families and to encourage progress (e.g., making phone calls, sending notes, emailing, making home visits). Parents receive regular communication about individual student academic progress as required by district policy. Content of the progress reports varies from teacher to teacher, resulting in some families not receiving adequate feedback. Family access to or use of Infinite Campus is sometimes limited. Progress reports do not usually reference Individual Learning Plans.

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

Most teachers and staff care about students but the degree to which the care is expressed varies widely within the district. District leadership does not conduct frequent surveys of role groups regarding the perception of district and school staff performance and the demonstrated level of care for students. Students report that most district and school leadership and teachers care about students and work to encourage their progress but there is a culture of low expectations in some areas. Conversation Help Activity Movement Participation (CHAMPs) and Activity Conversation Help Integrity Effort Valor Efficiency (ACHIEVE) behavior management programs are used in all schools; however, implementation is inconsistent and misbehavior persists in many classrooms and common areas. Bullying is of great concern to students, community members, faculty, staff and families and occurs on a

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

regular basis at all school levels, in neighborhoods and on buses. District leadership has collaborated with the community to implement effective programs to mentor students, and there is a program at the high school that is intended to ensure that each child has an adult advocate.

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

Student achievement is valued and publicly celebrated (e.g., clippings, superintendent awards, board meetings, assemblies). Success is celebrated by district leadership with notices, announcements and regular recognition at board meetings. While there are many displays of high quality student work within the schools, there is no organized systematic effort to display student work in public places in the community. However, many individuals and groups are involved in helping to improve student achievement through community agencies and mentoring programs (e.g., Covington Partners in Prevention, Northern Kentucky Chamber of Commerce and United Way).

- 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.

There are numerous district programs that specifically address barriers to learning (e.g., mentoring, service learning, fitness, alcohol prevention). District leaders work to provide programs and support for students and teachers and work to build and nurture a variety of school and community relationships. There is presently no comprehensive system in place to monitor all initiatives and programs for their impact on individual student achievement. There is no comprehensive, intentional and ongoing professional development to build the understanding and capacity in the district, school and community in the implementation of culturally responsive teaching and learning strategies. District, school and community leadership attempt to provide support for the physical, cultural, socioeconomic and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity. District and school leadership have initiated and implemented programs within Extended School Services, Youth Services Center and the Chapman Career & Technical Center for the specific purpose of reducing barriers to learning. District and school leadership provide

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

support to minimize the impact of identified physical, socioeconomic or cultural factors on student academic achievement.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

District and school leadership should create a culture of high academic expectations for all students and ensure that all staff members recognize and accept their individual role in and responsibility for student success and failure. District leadership should intentionally engage all stakeholders in discussions about the characteristics of high performing schools and include these role groups in regular decisions regarding teaching and learning. Proficient student work in all content areas should be displayed and promoted. A focus on meeting parents and community members in their homes and neighborhoods and on training for all stakeholders on culturally responsive teaching and learning (e.g., Courageous Conversations about Race) should become an urgent priority.

District and school leadership should further develop Conversation Help Activity Movement Participation (CHAMPs) and Activity Conversation Help Integrity Effort Valor Efficiency (ACHIEVE) behavior management programs to respond to the concerns of all role groups within the district regarding bullying and discipline issues. District leadership should ensure the bullying policy is followed and the steps to stop bullying are redefined and more comprehensive to establish a safe and orderly environment for all students. Training in classroom management systems should be ongoing, and all adults should be held accountable for effective implementation of adopted procedures. Expectations and supervision of student behavior in common areas should be everyone's practice all of the time.

District and school leadership in collaboration with their community partners should expand the present advocacy efforts to a comprehensive, district wide advocacy program to ensure that each student in the district has an identified adult advocate. This initiative should include a program to recruit and train family members and a cadre of volunteer advocates with the skills necessary to competently serve the needs of all students.

Resources:

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

Decker, L.E. & Decker, V.A. (2001). Engaging Families & Communities: Pathways to Educational Success. Fairfax, VA: National Community Education Association. ISBN: 0-939388-19-4

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

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

Kyle, D., McIntyre, E., Miller, K., Moore, G. (2002). Reaching Out: A K-8 Resource for Connecting Families and Schools. Thousand Oaks, CA: Corwin Press. ISBN-10: 0761945075

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

Kentucky Commissioner's Parent Advisory Council. (June 2007). Missing Piece of the Proficiency Puzzle. <http://www.education.ky.gov/NR/rdonlyres/45597738-F31B-4333-9BB9-34255F02BC6D/0/PACtheMissingPiecev2.pdf>

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, categorical program financial reports, civic group programs/agenda, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, district personnel evaluation system and documentation of implementation, documentation of parent contacts, documentation of referrals to health and social services, examples of school to home communications, Extended School Services assessment data, Extended School Services entrance and exit reports, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Individual Education Plan/504 Plan, Individual Learning Plans, list of co-curricular offerings, newspapers, parent and community member workshop schedule, policies and procedures on access to student records, record of home visits, samples of written correspondence to staff/stakeholders, school council policies and bylaws, school guidance plan, school newsletter and student handbook

Interviews with assistant principal, central office staff, classified staff, community members, counselor, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, principal, school leadership, superintendent, teachers and volunteers

Observations of classrooms and common 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.

Leaders of many service groups in the Covington area collaborate to provide assistance to the Covington Independent school system and to promote learning opportunities for students. District leadership works aggressively to recruit community stakeholders to provide resources that will enhance the learning of all students. Covington Partners in Education brings together stakeholders who create, promote and service educational programs for all students. This organization brings together a diverse group of leaders (e.g., government leaders from Building Covington's Future, Center for Great Neighborhoods, Eastside Neighborhood Association, Northern Kentucky Education Council). The Parent Advisory Council is designed to promote effective communication between teachers, students and their families to

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 3

facilitate an understanding of the goals and objectives of the learning process; however, communication between families and the schools is limited in many instances. Family Engagement Initiative, funded by United Way, is structured to get parents involved in the education of their children. Schools are asked to identify six families who are difficult to reach and the Initiative works with these families and with the school in eliminating barriers to learning. In addition, the youth services centers work with the Every Child Succeeds in Kentucky association to connect parents and teachers to enhance learning opportunities for the children. These programs have been somewhat successful in recruiting active family participation in elementary schools, but participation drops considerably at the secondary level. Community and district collaborative efforts have resulted in a wide variety of effective initiatives to provide support to students and families in distress. However, efforts to increase parent involvement in the education of their children have consistently failed to have significant impact in most schools, particularly at the secondary level. Parent-teacher associations in some elementary schools have very little, if any, participation. One school has not had such an organization in existence for many years. Recent reports indicate that many secondary students have parents who have never attended a school event. To prevent potential drop out and help students achieve success in education, a mentoring system in the district has matched 250 students to mentors who work with assigned students through graduation. A partnership between the Covington Independent Public Schools and the Gateway Community and Technical College offers dual credit courses at Holmes High School that allows students to graduate from high school with enough college hours for an associate degree. These programs and many other programs involving community stakeholders are coordinated through the office of the Director of Student Services.

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 ensures that all students have access to the services provided for students at each school (e.g., youth services center, Extended School Services, Title I, guidance/counseling programs). Under the direction of the Executive Director of Student Support Services, support team meetings are regularly conducted to ensure that barriers to learning are being

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 3

addressed and corrected at all schools in the district. The board has adopted a Nondiscrimination/Equal Employment and Educational Opportunity policy (03.113) that requires all students have equal access to the entire curriculum, and that schools provide curriculum that allows smooth transition to graduation. Since the last scholastic audit, district leadership has implemented new technology resources available at each school (e.g., smart boards, clickers). Title I funds have been effectively used to provide instructional coaches, Extended School Services and support services. An aggressive grant writing program has been successful in procuring several important grants (e.g., 21st Century grants, Social Innovation Fund, Teaching American History grant, Mentoring Children of Prisoners grant) that provide additional funds to support instruction in the schools. District leadership has not always ensured that the impact of these resources on the academic core has been assessed.

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 collaborate with the community to ensure that each school has a variety of programs for students who need more time and support to master the core content. This includes school programs such as Extended School Services (ESS), the Student Support Team and the mentoring program, and community assistance such as the Advocacy program which ensures all children have an adult advocate who is responsible for their educational progress. The youth services centers, in collaboration with school counselors, are actively engaged in providing a variety of assistance (e.g., sustenance, uniforms, health referrals) to eliminate barriers to learning and to keep students in school. Title I has funded instructional coaches to serve all schools. They use the dashboard tracking system to support teachers as they work to keep students in school and increase their learning potential.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

District leadership provides a variety of materials and resources that enhance student learning. Professional development in the use of equipment is provided for staff, and staff and students engage in the use of technological resources during lessons. Through grant activity (e.g., Let It Shine), some of the schools are able to offer extensive after school programs that support student learning. The district provides a full-time coordinator for community and family engagement. Much of the work that is done focuses on engaging community members and monitoring the ongoing needs of students. The Family Resource Center coordinators in collaboration with the school psychologists, counselors and behavioral interventionists provide ongoing support for students and families that help to reduce barriers to learning. This effort includes providing basic needs (e.g., power packs, medical vouchers, clothing, bus passes, alarm clocks) for children and families, making home visits and communicating with parents through multiple means (e.g., newsletters, notes, email, One Call, internet). Although there have been discussions about programs to further engage parents in the process of reducing barriers to learning, there has been little manifestation of change. The district leadership has communicated guidelines for making referrals for student support services and the implementation of the provision of those services is monitored. Detailed records are maintained for each child for whom potential barriers have been identified and follow-up meetings are held with staff to review and revise action plans. Staff members also conduct wrap-around meetings in which all stakeholders in a student's life convene to address a particular need or challenge that the student faces. These meetings solicit input from family, community, and school personnel in efforts to meet the needs of the student. District leadership works with community stakeholders in planning mentorship opportunities and academic support for students. These services are provided through partnerships with Children, Inc, Covington Partners in Prevention, Thomas More College, the United Way, Gateway Community and Technical College, STRIVE Partnership, Toyota, Eastside Neighborhood Association and others. District leadership provide sponsorships for community programs (e.g., Martin Luther King, Jr. celebrations, Black History Month events, Bowles Center for Outreach) that address diversity, but that commitment to diversity has not manifested itself in the hiring practices of people of color, nor is it evident in many classrooms

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

and common areas in some of the schools. Although a large percentage of the students are poor students and students of color, people of color are not represented in a comparable proportion in the staff and administrations at some of the schools, and limited appreciation of other cultures is represented in materials on bulletin boards and walls.

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

Student records are maintained through the district's record keeping system and are monitored by school staff. District leadership provides specific guidelines for storing and maintaining student records and uses Infinite Campus as a tool for reporting student information to parents. Infinite Campus provides teachers with a means to communicate efficiently and effectively to parents their child's progress while maintaining up-to-date records. Although Infinite Campus is available to parents, staff report that many of the parents may not have access to computers or to the Internet. The district focus is on instructional quality as it relates to student achievement and the district leadership understands that each child should have a current individual learning plan, but some parents are not aware of the plans. District leadership indicates that individual learning plans have not been implemented in all secondary classrooms and that there has been some difficulty in bringing the staff into compliance in completing the plans. Therefore, there has been limited coordination of developing students' schedules as they relate to the student's individual learning plans and career goals.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary of commendations in: **Learning Environment**

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

The board and district leadership should be commended for their sustained work with community leaders and programs in the advancement of education for all students. The extensive network of community partners deeply involved in educational development and advancement will provide a lasting legacy to the education of children in Covington Independent Public Schools.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary of recommendations in: **Learning Environment**

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

District leadership should increase its efforts to involve families in the education of their children, particularly at the secondary level. Elementary parents have identifiable, although somewhat limited, participation. As the child progresses to the secondary level, parent involvement decreases significantly. District leadership and their extensive network of community partners should lead in the development and implementation of a comprehensive plan and campaign to actively engage families in the education of their children. This campaign should include additional solicitations of support from church, mosque, temple and synagogue leaders as well as physicians, other health care professionals and extra-curricular coaches and sponsors. Parents should be encouraged to make a formal commitment to become involved in their child's education. District leadership should establish a centralized system to clearly communicate opportunities for parent involvement at each school and at the district level.

Resources:

Christenson, S.L. & Sheridan, S.M. (2001). *Schools and Families: Creating Essential Connections for Learning*. New York, NY: The Guilford Press.

Decker, L.E. & Decker, V.A. (2001). *Engaging Families & Communities: Pathways to Educational Success*. Fairfax, VA: National Community Education Association.

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L. (2002). *School, Family, and Community partnerships: Your Handbook for Action* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.

National PTA. (2004). *National Standards for Parent/Community Involvement Programs*. Chicago, IL: Author.

Prichard Committee for Academic Excellence, Lexington, KY - www.prichardcommittee.org

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

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>

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, district personnel evaluation system and documentation of implementation, employee handbooks, individual professional growth plans, lesson plans/units of study, organizational charts, professional development records, school Web pages and staff development agenda

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

Observations of classrooms

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 supports instructional and leadership growth by requiring all staff to develop an individual growth plan and by creating the Instructional Leadership Team (comprised of teachers and administrators from each school). The individual growth plan is developed by the teacher from data collected from focus visits, walkthroughs, test data, evaluations and collaborations with the building administrators to identify the area of growth. District leadership reviews each individual growth plan at each school and establishes a time line for observations to be conducted by the building administration. The Instructional Leadership Team's purpose is to build leadership through engaging teachers in instructional change (e.g., Mike Rutherford Leadership training). In addition, district leadership has created the Certified and Classified Evaluation Handbooks (2007) which clearly defines the evaluation process and procedures for the Professional Development Committee to use in determining the training needs of the district.

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

District leadership collaborates with school leadership to plan staff development activities included in the comprehensive district and school

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating **3**

improvement plans. School and district leadership monitor a variety of data (e.g., focus visits, walkthroughs, professional development records, training agendas and minutes, mentoring logs, book log studies) to determine the connection between staff development priorities and student learning.

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

District leadership ensures that most professional development is job-embedded and ongoing. Collaborative planning meetings are conducted regularly to discuss curriculum, instruction, and assessment issues. Early release days are provided once a month to address curriculum, teaching and learning and to develop common assessments. Instructional coaches are assigned to provide job-embedded support of district initiatives. District and school leadership provide professional development opportunities to support continuous improvement efforts of the district (e.g., Harvard National Institute for Urban School Leaders, Creating the Learning Centered School, Safe and Civil Schools, Response to Intervention, Turn Around Model, Common Core Standards). Not all professional development is job-embedded or ongoing.

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 the professional development activities and student needs is identified by analyzing multiple sources of data (e.g., the Kentucky Interim Performance Report, No Child Left Behind reports, Measures of Academic Progress, focus visits, teacher surveys). District leadership provides meaningful feedback to the school leadership regarding the connection between assessment results and student achievement goals in the comprehensive school improvement plan. Any professional development plans that are not directed to student achievement are returned to the school for reconsideration and district leadership assistance is offered.

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

The Covington Independent Board of Education has adopted Evaluation policies (03.18, 03.28) for all personnel. In addition the district provides

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 3

handbooks for certified and classified evaluations that clearly state the process. As part of the Kentucky Department of Education pilot, the district evaluation committee is creating new rubric-based certified evaluation instruments to assess teacher and administrator effectiveness throughout the year.

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

The board adopted a Professional Development policy (03.19) to ensure equitable allocation of professional development funds. School council professional development funds are allocated by formula. District leadership supplements professional development from various funding sources (e.g., state, federal, grants). District and school leadership report additional funding is available when requested by schools for impact on student learning.

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

The board has adopted an Evaluation Plan policy (03.18), and district leadership has developed procedures which describe the process for and frequency of completing and reviewing individual growth plan. In the Certified Evaluation Handbook, there is a written plan requiring the evaluator and evaluatee to collaborate in the development of an individual growth plan. The plan should reflect the results of the summative evaluation process and align to the school or district improvement plans. District and school leadership conduct focus visits, walkthroughs and observations to check for proficiency. District leadership regularly monitors individual growth plans for progress toward goals.

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

The district leadership provides a certified evaluation handbook that outlines procedures that meet the Kentucky Department of Education requirements and state statutes. The district leadership meets with school leadership to review the evaluation process and provides a calendar for completion of activities in the process. The district leadership visits monthly to monitor and

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating **3**

provide feedback on evaluation progress. Assistance is provided by district leadership upon request, and the superintendent conducts regular coaching with principals to build capacity.

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 formative evaluations and growth plans of teachers to ensure that principals are meeting timelines and providing appropriate timely guidance to those staff members who need assistance and positive feedback for those meeting goals.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

The district professional development committee and school leadership collaborate with school professional development committees to build competence in the instructional staff through professional development. Professional development to build parent understanding of instructional and parent issues is not systematically provided. District leadership implemented job-embedded collaborative planning, the placement of instructional coaches at all schools, and early release days for elementary schools. Professional trainings [e.g., Measures of Academic Progress (MAP), Direct Instruction, Mike Rutherford] have been conducted initially, but ongoing professional development is lacking.

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

Professional development plans are the result of needs assessments, strategic planning, comprehensive planning and activities identified by various stakeholders to meet district goals for No Child Left Behind and college/career readiness to increase student performance and growth for all staff. The district leadership professional growth plans are to increase skill level for working in an urban district, improve communication and fluency skills, and enhance instructional leadership. District leadership ensures that school councils develop policy to guide the growth and development of instructional staff. The creation of the District Professional Development plan comes from teacher and classified surveys, staff evaluation, individual growth plans and analysis of assessment data.

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

The comprehensive district improvement plan identifies specific leadership needs and determines activities to address these needs (e.g., Harvard National Institute for Urban School Leaders, Rutherford's Learning Centered Schools coaching models, Turn Around Model, "Data-Wise" process,

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

Evaluation Re-design/ Teacher Growth model). The Effective Instructional Leadership Act (EILA) is not cited as a resource for addressing these needs.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary of recommendations in: **Learning Environment**

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

District leadership should ensure that ongoing and job embedded professional development and coaching is focused on initiatives that are presently in place and that teachers are competently implementing these initiatives before investigating and introducing new programs.

Resources:

Danielson, C. & McGreal, T. (2000). *Teacher Evaluation to Enhance Professional Practice*. Alexandria, VA: Association for Supervision & Curriculum Development.

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

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

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district personnel evaluation system and documentation of implementation, eWalk data, facility inspection reports, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), needs assessment data, newspaper clippings/press releases, organizational charts, professional development records, rubrics, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, school/district safety plan, student work and trophy cases

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

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

Performance Rating **3**

7.1a Leadership has developed and sustained a shared vision.

In the fall of 2009, the superintendent and board began developing a five year strategic plan, facilitated by Jeff Edmondson, Executive Director for STRIVE, a partnership of area organizations. This planning process led to the development of the current mission, vision and belief statements. Information and input was gathered from a variety of stakeholders (e.g., student and parent focus groups, teacher and staff focus groups and community and business leaders). The mission statement is posted and published in a variety of venues (e.g., schools, board office, letterhead, Strategic Plan 2010-2015, Monday Morning Message), shared in numerous public venues (e.g., neighborhood associations, city council) and accepted by the board, district staff and most schools as the compass for making student-centered decisions (e.g., bi-monthly board meetings, personnel decisions, restructuring the high

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

(school).

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

All administrators have individual growth plans developed collaboratively with the superintendent or their immediate supervisor. These growth plans are designed to address leadership and management skills necessary to support teaching and learning and student achievement. Plan activities are focused on individual needs identified through the evaluation process or by personal reflection and on needs identified in school and district plans (e.g., effective monitoring of instructional practice, maintaining clear focus on priority needs). The growth plans are revisited at mid-year to track progress and at the conclusion of the yearly evaluation cycle. Some principals report other references to the plan during the school year. Principal mentors also support this process.

- 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 and school leadership disaggregate and analyze results from a variety of data [e.g., Kentucky Core Content Test, No Child Left Behind report, American College Test (ACT), PLAN, EXPLORE, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Measures of Academic Progress (MAP), common assessments]. These data are reflected in the district and school improvement plans and in the district's five year Strategic Plan. Disaggregated data are used to compare student subgroup achievement (e.g., African American, students with disabilities, free and reduced lunch), identify achievement gaps and set district and school goals, in addition to some classroom and individual student goals. Decisions at the district level are data-driven (e.g., Freshman Academy, Ron Clark classrooms, gap rooms, data dashboards, restructuring alternative services, community learning centers) and focus on addressing the identified needs of their diverse population.

- 7.1e Leadership ensures all instructional staff have access to curriculum related

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

District leadership provides Kentucky curriculum documents, district curriculum maps and curriculum resources to all district and school staff electronically via the Covington Independent Public Schools website. District curriculum maps are aligned to Kentucky's Program of Studies and Core Content for Assessment, version 4.1; K – 2 are aligned to the Kentucky common core standards. The Covington Instructional Academy provides training, mentoring and support to new teachers. Instructional coaches and Instructional Leadership Team teacher leaders are available to assist teachers in the use of curriculum documents. Regular monitoring of lesson plans and frequent walkthroughs by district and school leadership (e.g., focus visits, principal roundtables, just-in-time professional development for new teachers) are designed to ensure that teachers understand and are using the curriculum documents. There is significant variance among schools in the degree and quality of use of the documents in instructional practice, particularly at the secondary level.

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

The superintendent has articulated a clear vision and set of expectations to create continuous improvement in the district and has taken strong and effective action to bring them to fruition. She holds all principals and staff members accountable for student achievement. She regularly visits schools and classrooms, providing support and feedback to appropriate staff members. She meets regularly with principals to provide professional development on effective observation and evaluation skills, including coaching and feedback and development of meaningful professional growth plans. She is sending principals through the Harvard principal development training program and has a long term arrangement with Rutherford Learning Group to provide training to principals on instructional supervision and coaching. The superintendent effectively uses the district evaluation process and professional growth plans as tools to build leadership capacity in her administrative team, both at the district and school levels. She has demonstrated a willingness to take timely action to address instructional, leadership or managerial deficiencies in the performance of district staff

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

members, developing assistance or corrective action plans as appropriate to the situation. She has been willing to act decisively when there has been an inability or unwillingness to improve. She has replaced every principal but one in the district since she began her tenure. She has led in the restructuring of staff in several district schools and has acted mid-year on several occasions to replace staff members when she deemed it appropriate. While much remains to be done, she has led the district to dramatic improvement in academic performance, learning environment and efficiency since she has taken office.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

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

The board receives regular reports from school leadership regarding progress on meeting the goals on their comprehensive school improvement plans and on meeting their state and federal accountability goals. This includes reports from the adult education program and from the alternative schools. The board also receives a report each month from the superintendent or her executive directors regarding the analysis of assessment data [e.g., Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Measures of Academic Progress (MAP)]. This is a regular agenda item. There is some communication between district and school leadership before decisions impacting schools are made, but there is not a formal process in place to ensure that this communication systematically occurs. There is some visitation of schools from some board members, but it is not part of any intentional process.

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

District leadership states the expectation that instructional time will be protected from unnecessary interruptions and shares this expectation with school leadership (e.g., classes going on field trips may leave only after Direct Instruction concludes, bell to bell instruction, minimal announcements). In December 2010, district leadership provided school councils with sample policies, including a best practices policy addressing the protection of instructional time. Just recently, all school councils completed the policy revision process and currently have all legally required and some best practices policies in place. However, district leadership does not monitor to formally gather data regarding policy implementation.

- 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 resources sufficient to support student achievement to schools according to a formula tied to student population. There is no provision in the formula to target additional resources to schools

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

struggling to meet state and federal goals. School leadership can make requests for additional resources beyond the allocations to address unique school or student needs. District leadership aggressively seeks out programs and grants intended to address the learning of students. The goals for impact of some of these resources are not clearly specified, making it difficult to determine whether or not they should be pursued in light of other initiatives. District leadership informally monitors the impact of some resources on student achievement or continuous school improvement, but there is no ongoing, formal, systematic process to determine whether resources are working as intended or whether they should be discontinued or modified. There is widespread concern that too many programs or initiatives have been implemented in the district, causing a lack of focus and of continuity. The superintendent facilitates communication between school and district leadership to align the efforts of the district to those of the schools to ensure that they are mutually supportive.

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

The board has adopted numerous policies addressing a variety of aspects of school safety, and district leadership has implemented procedures to provide students with a safe learning environment. These procedures are outlined in Emergency Reference Guide flip charts but are not visible in all classrooms. District leadership has also established crisis management plans for all district facilities. All schools have been equipped with buzzer systems. The district provides three resource officers in addition to security assistants at the middle and high schools to assist the administration in maintaining a safe and orderly learning environment. However, some hallways and stairwells at the middle and high schools lack adequate supervision during class change. Safe school audits are conducted at all schools on a rotating basis. Emergency drills are conducted on a regular basis, and school leadership provides district leadership with documentation verifying drills are conducted as required. Safety walkthroughs are conducted at all facilities on a regular basis, with repairs and maintenance usually occurring in a timely manner. However, some areas of the high school facility are in need of paint and general cleaning. The locks on several classroom doors and several security cameras are broken. All schools are implementing a behavior management

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

system [Conversation Help Activity Movement Participation (CHAMPs), Activity Conversation Help Integrity Effort Valor Efficiency (ACHIEVE)], but implementation and effectiveness varies from school to school and classroom to classroom.

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

In December 2010, district leadership facilitated a Council to Council meeting for the purpose of assisting school councils in reviewing and revising their council by-laws and policies. District leadership provided each school council with a policy checklist along with guidelines for policy development. Samples of by-laws, legally required policies and best practices policies were provided. District leadership reviews all policies to ensure legally required policies are in place and offers feedback if requested or if some correction is noted, but 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.

The superintendent has assigned a district liaison to work with each school council with the expectation that the liaison reviews the council agenda and minutes and be in attendance at the meeting whenever possible. While most agendas and minutes are reviewed, the actual presence of the assigned liaison varies from school to school. Although district leadership does provide support when requested, there is no clear or consistent plan to ensure that school councils remain tightly focused on improving student achievement.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary of commendations in: **Efficiency**

Standard 7 **Leadership**

The superintendent effectively coaches and models skills and dispositions for principals and other staff members to assist them in acquiring and enhancing the necessary knowledge and skills to build instructional capacity in district schools.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The superintendent should lead the district in a comprehensive audit of all district programs, with wide participation by school and district staff, to determine the contribution each program is making to increased student achievement and continuous school improvement. The first step should be a collaborative study of all district programs in the areas of academic performance, culture and efficiency to identify the specific purpose of each and how all programs interact to create a systematic approach to school improvement. This process should result in a clear understanding of which strategies drive school improvement efforts, which programs support those strategies and which may be superfluous. The identification of clear goals for each program will enable district leadership to effectively monitor resources for their impact on student achievement and to determine the best way to better focus district and school improvement efforts. District leadership should communicate the findings of this program audit to all district staff and stakeholders.

The superintendent should make a concerted effort to ensure that appropriate members of her staff are equipped with the necessary knowledge and skills to assume responsibility for the implementation and monitoring of district initiatives. She should refocus her effort and time on setting clear expectations, building capacity in district and school staff to carry out these assigned duties effectively and on monitoring their work. Staff members should have a clear understanding of the expectations the superintendent has for them as they implement each initiative, and they should be held accountable for meeting her expectations.

Resources:

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

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

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

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

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

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, master school schedule, needs assessment data, organizational charts, school budget and allocations and state statute and regulation

Interviews with assistant principal, central office staff, community members, curriculum resource specialist, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, local board of education members, principal, school council members, school leadership, superintendent and teachers

Performance Rating 2

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

District leadership informally monitors the use of school resources for impact on the learning needs of all students and instructional needs of staff. District leadership provides some input in the organization of the school and the structure of programs, but mainly this is considered the responsibility of the school councils and school leadership. District leadership allocates resources according to federal and state guidelines. The board has adopted the Program Evaluation policy (08.5) that states “the superintendent shall develop and implement a plan for the evaluation of educational programs”. However, district leadership has not implemented a formal process for monitoring the impact of these resources on student achievement and classroom practices as required by the board policy. District leadership uses informal discussions (e.g., monthly principal meetings, meetings with instructional coaches) with school leadership to monitor the use of school resources. Resource allocations and expenditures are monitored as required by state and federal guidelines.

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

The superintendent states the expectation that school leadership will ensure that sufficient core courses are available to all students. There is some collaboration between district and school leadership on the development of

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

the master schedule. District leadership requires school leadership to submit the master schedule. Staffing allocations to schools meet or exceed state requirements.

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

The board has adopted the School Staffing (SBDM) policy (02.4331) that states “allocation at a minimum shall budget funds sufficient for the council to meet the statutory class size caps based on projected student enrollment to the nearest one-tenth positions minus all state enrollment deductions”. School councils receive staffing allocations based on projected student enrollment. District leadership has conversations with school leadership on assigning teachers to meet the unique learning needs of the students. District leadership provides additional staff (e.g., instructional coaches, intervention specialists) above the projected allocations. Schools may request additional staff to address specific needs above and beyond the allocated staff. There is no formal protocol to guide this process. District staffing policies meet or exceed the minimum state requirements for student/teacher ratios.

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

The superintendent states the expectation that school leadership will monitor classroom management practices, school organizational structure and the master schedule to maximize the use of instructional class time but provides no formal process to ensure that this occurs. The board has not adopted a policy and district leadership has not implemented procedures to protect instructional time. District leadership has ensured that professional development activities are provided to improve classroom management [e.g., Conversation Help Activity Movement Participation (CHAMPs) and Activity Conversation Help Integrity Effort Valor Efficiency (ACHIEVE)]. District leadership conducts monthly focus visits in each school in part to monitor the implementation of resources and the efficient use of instructional time, but there is no formal process to measure the impact of the resources on student learning. District leadership provides feedback from their visits to the principal, who is expected to share the feedback with staff members.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

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

District leadership encourages school leadership to provide common planning time in their school schedule. District leadership has initiated some opportunities for grade level content teachers (e.g., collaborative planning) to discuss instructional strategies and content integration. District leadership does not monitor to ensure that this initiative is having its intended impact on student achievement.

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

The superintendent encourages school leadership to design school schedules that maximize instructional time to promote high student achievement. She has conversations with and provides input to school leadership on the development of the master schedule. District leadership states the expectation that school leadership will lead the school councils in adopting policies that protect instructional time but does not monitor to ensure that this occurs or that the schedules are intentionally aligned to school and district missions.

- 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 funds to school councils based on projected enrollment figures. All funding allocations meet state and federal guidelines. District leadership does not have a clearly defined formal process to guide the provision of additional resources to struggling schools. Budget oversight is provided by the district financial officer to ensure that all district and school expenditures are made according to code and program guidelines. Budget development assistance is offered to all school councils upon request.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

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

The board has adopted the School Budget and Purchasing (SBDM) policy (02.4242) that states “the board shall appropriate to each school an amount equal to or greater than that specified by the formula prescribed in 702 KAR 3:246. The board shall allocate Section 7 funds according to the options in 702 KAR 3:246. Section 7 funds shall be based on the needs assessment conducted by the school, the council shall forward to the board a list of those priorities no later than January 15 each year”. School leadership can submit requests for additional Section 7 funds to the superintendent. District leadership uses a formula to allocate discretionary funds but often allocates resources beyond the initial amount in order to meet specific needs of the schools. No formal procedure exists for monitoring the use of discretionary funds or for measuring the impact on classroom instruction and student achievement beyond those outlined in program guidelines.

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

The board has adopted the District Planning policy (01.111) that states “the plan shall include short and long term goals and objectives, strategies and activities along with supporting budgetary information and a method of and schedule for evaluating the plan that includes implementation and impact checks on completion of plan activities and achievement of plans goals and objectives”. The board has also adopted the Budget Planning and Adoption policy (04.1) that states “the superintendent shall establish procedures to include a needs assessment process to identify, confirm, reassess and/or prioritize recommendations regarding District goals for future financial emphasis. In setting budget priorities, the Board shall consider the results of the current needs assessment, recommendations resulting from that process, and current District/school improvement and/or long range plans”. However, the board does not have a formal process in place to require district leadership to explain or to justify the relationship between the proposed budget and the impact it should have on improving student performance.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

District leadership consults with board members when preparing the draft budget. The board members expect district leadership to ensure that fiscal resources connect to the comprehensive district and school improvement plans.

- 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.

Categorical funds are monitored by district leadership according to state and federal guidelines. District and school leadership integrate some funds (e.g., Title I, Title II, Extended School Services) to address the goals identified in the comprehensive district and school improvement plans and to meet the unique learning needs of the students. School councils have minimal input into the allocation of categorical funding but do collaborate with district leadership to determine expenditures of these funds at the school level. District leadership does not have a formal plan in place to monitor and evaluate the impact of these resources on student achievement.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

District and school leadership should identify the intended results from the allocation of categorical funds and should collect and analyze data to ensure that the funds are having the expected impact on student achievement.

District leadership should develop a systematic and comprehensive process to monitor and evaluate the use of time, fiscal and human resources for their impact upon instructional practices and student achievement as required by Program Evaluation policy (08.5). There should be clearly identified expectations for all resources.

Resources:

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

Kentucky School Board Association - www.ksba.org

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

Plecki, M.L. & Monk, D.H. (2003). *School Finance & Teacher Quality: Exploring the Connections*. Larchmont, NY: Eye on Education.

Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J. & Kleiner, A. (2000). *Schools That Learn*. New York, NY: Doubleday Dell Publishing Group, Inc.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, comprehensive district improvement plan, comprehensive school improvement plan, Kentucky Performance Report disaggregated data and Kentucky's Core Content for Assessment

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

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.

Beginning in the fall of 2009, district leadership collaborated with an outside consultant and the various stakeholder groups to develop the mission, vision and belief statements in the comprehensive district improvement plan for 2010. Goal statements were developed by multiple stakeholders as part of the district Strategic Plan Overview 2010-2015 planning process. The mission, vision, belief and goal statements were written in conjunction with both the comprehensive district improvement plan and the Strategic Plan 2010-2015. These statements are presented to the general public through publications. (e.g., district website, strategic plan, pamphlets, board of education meeting). The mission and vision statements are also found on posters throughout the district. Some of the major strategies of the improvement plan are included in the strategic plan that has been distributed to all staff members and various community and parent groups. Public comment is encouraged by using the website with any comments about the statements directed to the superintendent.

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

The comprehensive district improvement planning process includes data from multiple sources. (e.g., No Child Left Behind report, Kentucky Interim Performance Report, focus visits, discipline data, comprehensive school improvement plans). The goals and objectives, priorities and action steps are based on some classroom assessments and student work that are analyzed as part of the process. Data dashboards are created in each school and are

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

used in part to assist in the collection of data for the school and district improvement plans.

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

The comprehensive district improvement planning process includes data from multiple sources. (e.g., No Child Left Behind report, Kentucky Interim Performance Report, focus visits, discipline data, comprehensive school improvement plans). The goals and objectives, priorities and action steps are based on some classroom assessments and student work that are analyzed as part of the process. Data dashboards are created in each school and are used in part to assist in the collection of data for the school and district improvement plans.

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

Educational research is reviewed by district leadership (e.g., Ruby Payne, Alfred Tatum book study, Harvard Leadership Institute) to determine which strategies will have the greatest effect on student achievement. District leadership consults with recognized experts, such as Mike Rutherford, Learning Centered Schools, as described in Strategic Plan and the district improvement plan. District leadership uses local, state and national standards to determine the goals and objectives of the plan (e.g., Turn Around Model, common core standards, standards based bulletin boards).

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

Each school disaggregates cognitive data [e.g., No Child Left Behind report, Kentucky Interim Performance Report, Measures of Academic Progress (MAP)] and non-cognitive data (e.g., enrollment, discipline data, suspension rate, attendance data) to identify students in targeted populations who are not reaching proficiency. Some of these data (e.g., No Child Left Behind report, students with disabilities, students receiving free and reduced lunch) determine the goals and actions steps in the comprehensive district improvement plan.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

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

District and school leadership collaborate to collect and analyze a variety of data to determine strengths and limitations of the school and district instructional and organizational effectiveness [e.g., data dashboards, Measures of Academic Progress (MAP), common assessments, attendance and discipline data, information from focus visits and walkthroughs].

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

9.3c The desired results for student learning are defined.

Some of the goals and objectives in the comprehensive district improvement plan are not defined in measurable terms. The benchmarks identify a date but not the target to be measured and do not reflect an analysis of each component.

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

District leadership develops goals that are generally stated in clear and concise but not always measurable terms with some focus on increasing the capacity of the district and schools to improve student achievement. School leadership is assisted by district leadership in developing some of the goals to build internal capacity to ensure sustained and consistent implementation of new initiatives by all schools. Holmes High School is identified specifically in the comprehensive district improvement plan with activities that will lead to a redesign of the high school.

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

Some of the action steps in the comprehensive district improvement plan are aligned, with some focus on closing achievement gaps between targeted populations of students (e.g., students on free and reduced lunch, special needs, African American). There is some connection but not a close alignment between district and school plans. There is close alignment between the comprehensive district improvement plan and the Strategic Plan. Most goals, objectives and activities are research based and have some focus on elimination of achievement gaps. The activities include some strategies to address achievement gaps [e.g., data dashboard, Prepared Respectful Intelligent Determined Educated-young black men (PRIDE) Program, community learning center].

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

The comprehensive district improvement plan identifies persons responsible

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 9 Comprehensive and Effective Planning

Performance Rating 2

for each activity and specifies two year timelines. Some timelines are designed to have immediate impact. Each action component identifies a component manager and the persons responsible for the implementation of each activity. Resources are not identified to support the comprehensive district improvement plan.

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

District leadership uses monthly focus visits as the primary evaluation of the comprehensive district improvement plan; however, these are not always adequate to evaluate the effect on student achievement. Principals report to the board on a rotating basis their progress toward attaining the goals of the school improvement plan. The board requires an annual review of the district improvement plan.

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

The action components of the comprehensive district improvement plan are aligned with the district mission and beliefs statements, but the alignment is not always intentional. Some strategies in the action components have been demonstrated to yield predictable results for student learning.

- 9.6a The plan is implemented as developed.

District leadership provides resources (e.g., diagnostic assessments, technology, professional development, Turn Around Model) and support (e.g., community learning centers, focus visits, customer service training) during the implementation of both district and school comprehensive improvement plans. District staff members and school leadership are aware of the plans but are not always involved in the implementation of the improvement plans.

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

District leadership uses some data analyses to evaluate the effectiveness of

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

the plan. Data from walkthroughs and feedback from focus visits are collaboratively analyzed and are the primary evaluation tools to determine the impact of the comprehensive district improvement plan on student achievement.

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

The comprehensive district improvement plan includes monitoring classroom practices (e.g., interactive content notebooks, word walls, congruency of instructional activities to learning goals, standards-based bulletin boards, lesson plans), in an attempt to determine how these strategies will impact achievement and close gaps. The connection of this analysis to the comprehensive district improvement plan is unclear. District leadership reports monthly to the board on the progress made toward meeting the goals of the strategic plan and the comprehensive district improvement plan.

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

Annual modifications and review of the comprehensive district improvement plan are the foundations for new initiatives and continuation of established components. Progress in achieving the goals of the strategic plan and the district comprehensive improvement plan is reported to the board.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

District leadership should develop a comprehensive district Improvement plan that is intentionally and closely aligned to the district's long range strategic plan. The comprehensive district improvement plan should be used to accomplish the short term goals of the long range strategic plan.

District leadership should ensure that the comprehensive district improvement plan identifies resources needed to implement the action steps in the improvement plan. District leadership should then be able to evaluate the effectiveness of the resource allocations on student achievement.

The comprehensive district improvement plan should contain incremental measurable benchmarks, and progress toward meeting them should be regularly reported to the board. Benchmarks should be based on classroom data that have been predictive of increased student achievement.

District leadership should regularly complete implementation and impact checks to evaluate the impact of the activities of each component on student learning. Short and long term timelines should be established in each component to continually monitor the impact of the comprehensive district improvement plan on student achievement.

Resources:

Comprehensive School and District Improvement Planning. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/>

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

Prioritizing Changes. SISI Toolkit Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/Prioritizing%20Changes.doc

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

Summary of Next Steps:

District leadership should increase its efforts to involve families in the education of their children, particularly at the secondary level. Elementary parents have identifiable, although somewhat limited, participation. As the child progresses to the secondary level, parent involvement decreases significantly. District leadership and their extensive network of community partners should lead in the development and implementation of a comprehensive plan and campaign to actively engage families in the education of their children. This campaign should include additional solicitations of support from church, mosque, temple and synagogue leaders as well as physicians, other health care professionals and extra-curricular coaches and sponsors. Parents should be encouraged to make a formal commitment to become involved in their child's education. District leadership should establish a centralized system to clearly communicate opportunities for parent involvement at each school and at the district level.

District and school leadership should create a culture of high academic expectations for all students and ensure that all staff members recognize and accept their individual role and responsibility for student success and failure. District leadership should intentionally engage all stakeholders in discussions about the characteristics of high performing schools and include these role groups in regular decisions regarding teaching and learning. Proficient student work in all content areas should be displayed and promoted. A focus on meeting parents and community members in their homes and neighborhoods and training for all stakeholders on culturally responsive teaching and learning (e.g., Courageous Conversations about Race) should become an urgent priority.

District leadership should provide training for all staff members to increase their knowledge of and access to research-based instructional strategies with an emphasis on culturally responsive and student centered teaching and learning strategies. District and school leadership should ensure that these strategies are effectively implemented to meet the needs of a diverse student population. District leadership should develop an intentional plan to guide the work of instructional coaches in support of this initiative.

The superintendent should lead the district in a comprehensive audit of all district programs, with wide participation by school and district staff, to determine the contribution each program is making to increased student achievement and continuous school improvement. The first step should be a collaborative study of all district programs to identify the specific purpose of each and how all programs interact to determine which strategies drive school improvement efforts, which programs support those strategies and which may be superfluous. The identification of clear goals for each program will enable district leadership to effectively monitor resources for their impact on student achievement and to determine the best way to better focus district and school improvement efforts. District leadership should communicate the findings of the program audits to all district staff and stakeholders.

The superintendent should lead a collaborative initiative to develop and implement a comprehensive recruiting process designed to ensure that the students of Covington Independent schools are served by a high quality, diverse teaching staff that more closely represents the composition of the community. This process should capitalize on the strong community involvement that they enjoy to create a task force comprised of educators, board members, community and business leaders, clergy, and parents, with strong minority participation. The task force should collaborate with district leadership to identify clear recruiting goals, monitor recruiting efforts, evaluate progress toward goals and make necessary revisions to future recruiting efforts.

District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

In Conclusion:

The members of the Covington Independent District Leadership Assessment Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

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

District Authority:

District leadership has the capacity and capability to implement the district improvement plan for the 2011-12 school year given the following conditions: (1) District leadership will revise the corrective action plan based on the results of the leadership assessment report and will submit the plan to KDE for approval; (2) District leadership will implement the KDE approved corrective action plan with the assistance of a district coach provided by KDE; (3) District leadership will reserve 0.9% of the district Title I, Part A allocation for conducting improvement activities related to the district corrective action plan and (4) District leadership will monitor the progress of meeting annual goals.

Commissioner, Kentucky Department of Education:

_____ Date: _____

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

The district must submit an application to receive 1003 (a) funds.

The application will outline the district's corrective action plan and annual goals for improving student achievement in the schools in the district 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.

The district must monitor the 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 Covington Independent School District. I understand the district must meet the requirements listed above.

Superintendent, Covington Independent Schools

_____ Date: _____

District Leadership Assessment Summary Report

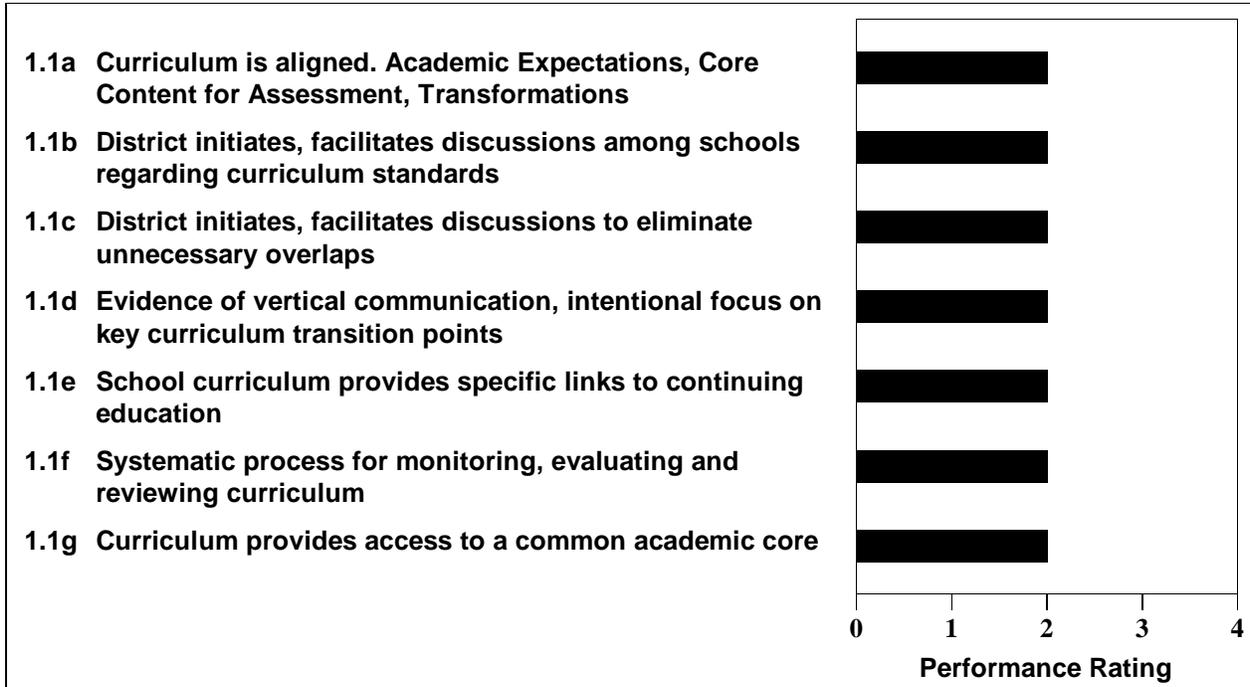
Covington Independent

School District

2/6/2011 - 2/11/2011

1.1 Curriculum

Academic Performance



District Leadership Assessment Summary Report

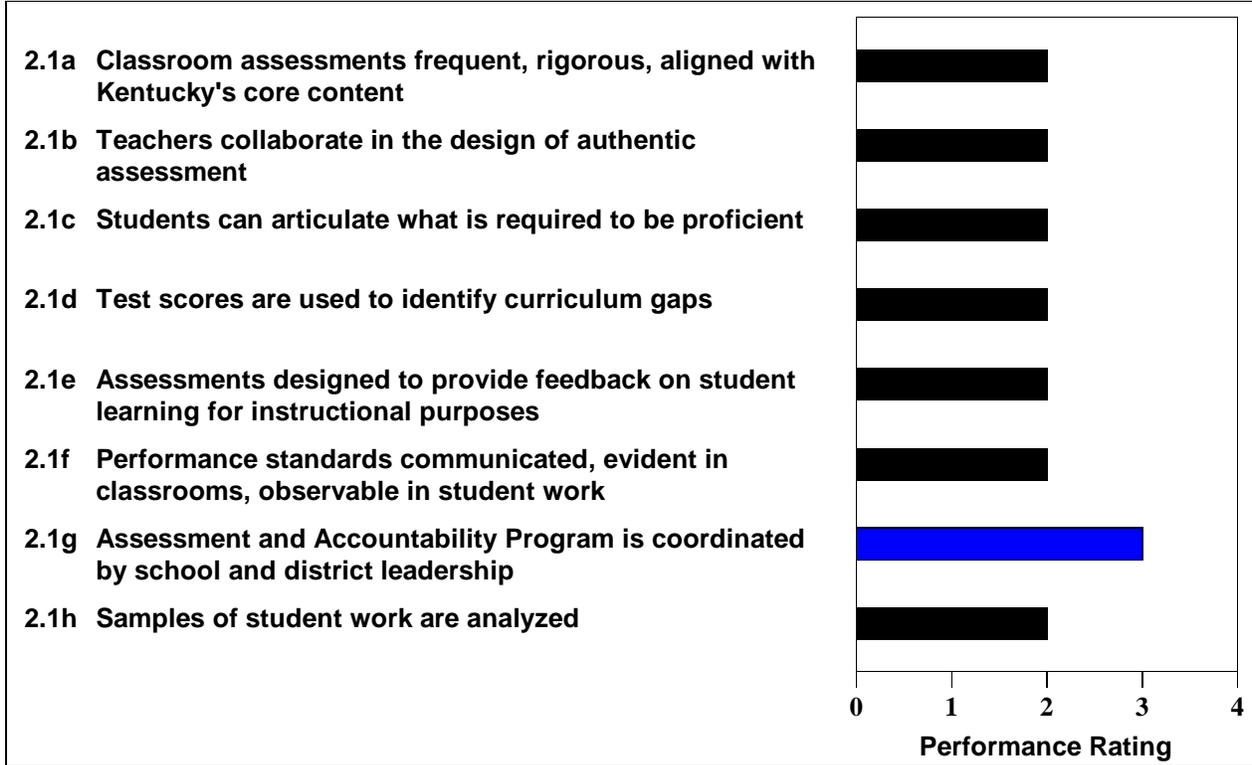
Covington Independent

School District

2/6/2011 - 2/11/2011

2.1 Classroom Evaluation/Assessment

Academic Performance



District Leadership Assessment Summary Report

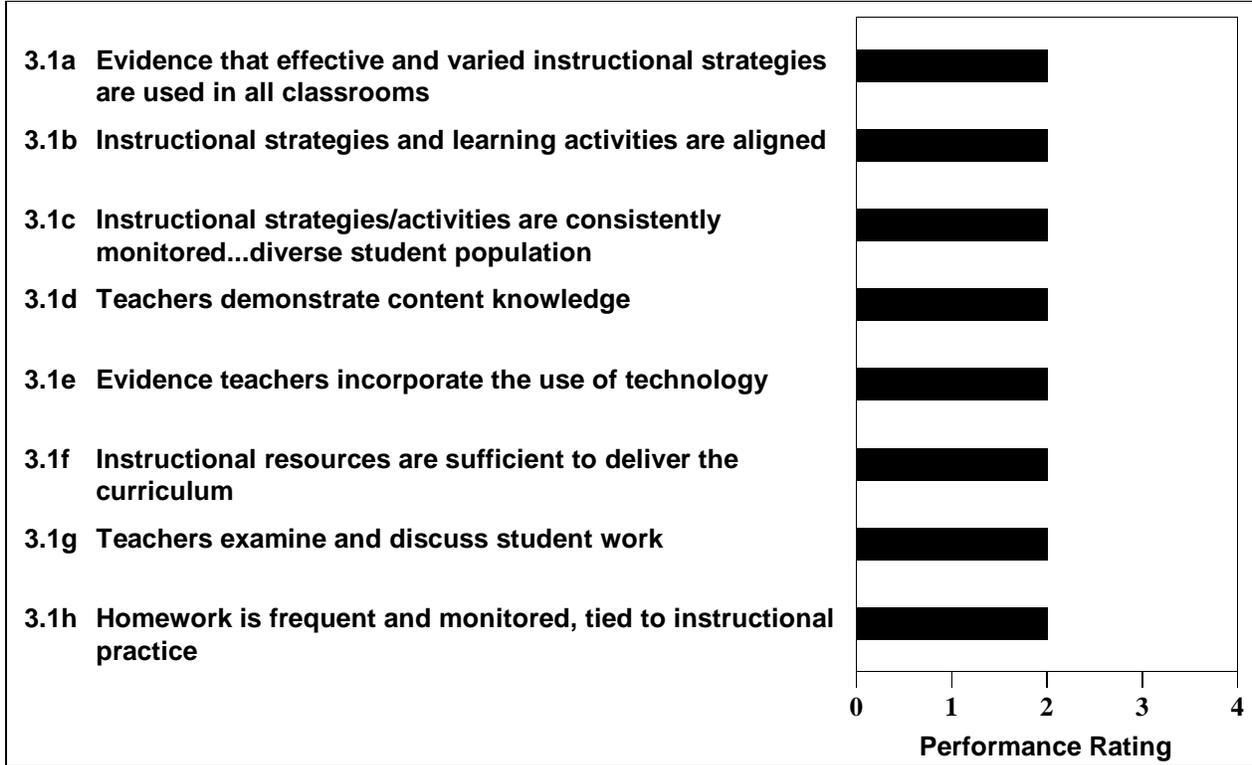
Covington Independent

School District

2/6/2011 - 2/11/2011

3.1 Instruction

Academic Performance



District Leadership Assessment Summary Report

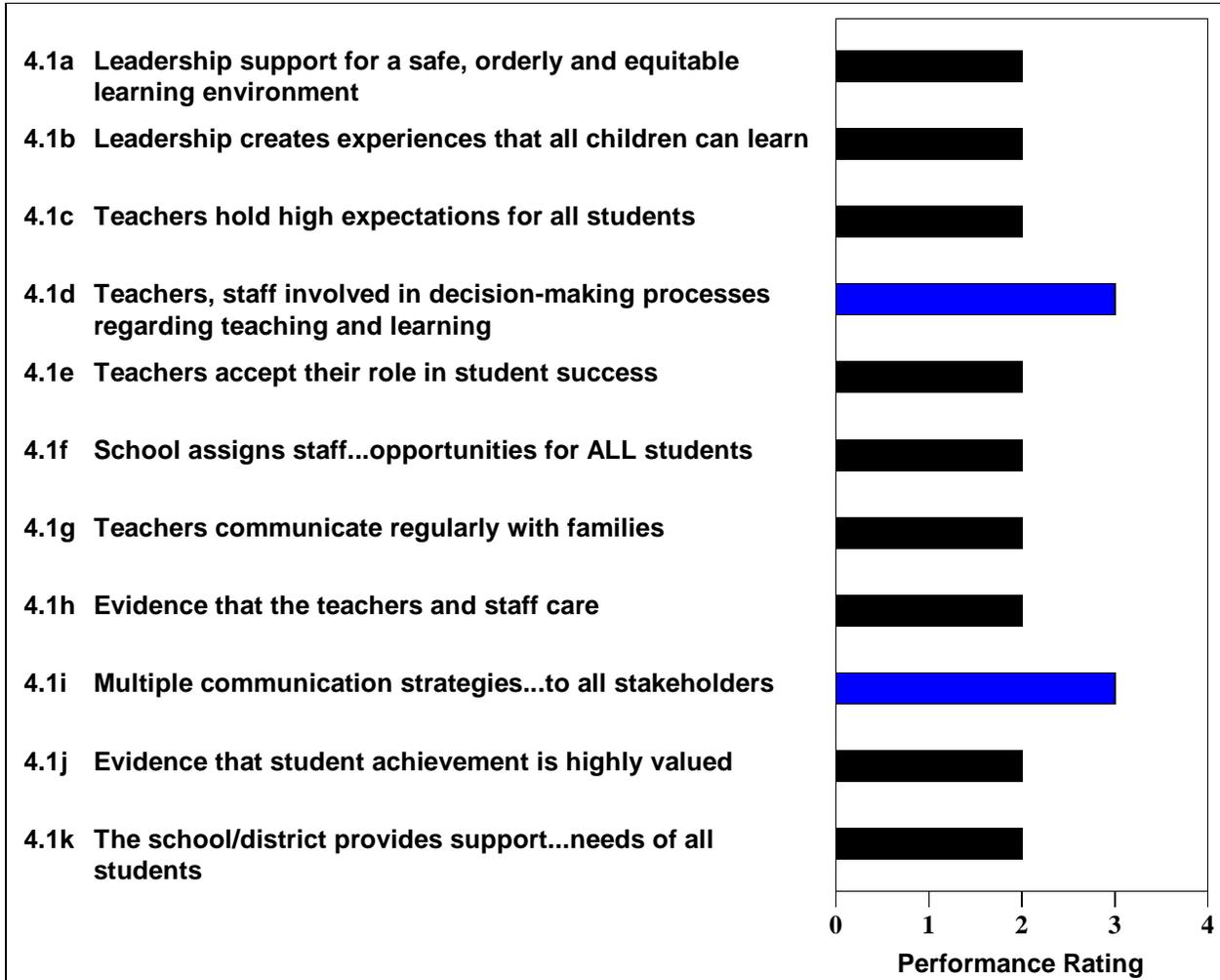
Covington Independent

School District

2/6/2011 - 2/11/2011

4.1 School Culture

Learning Environment



District Leadership Assessment Summary Report

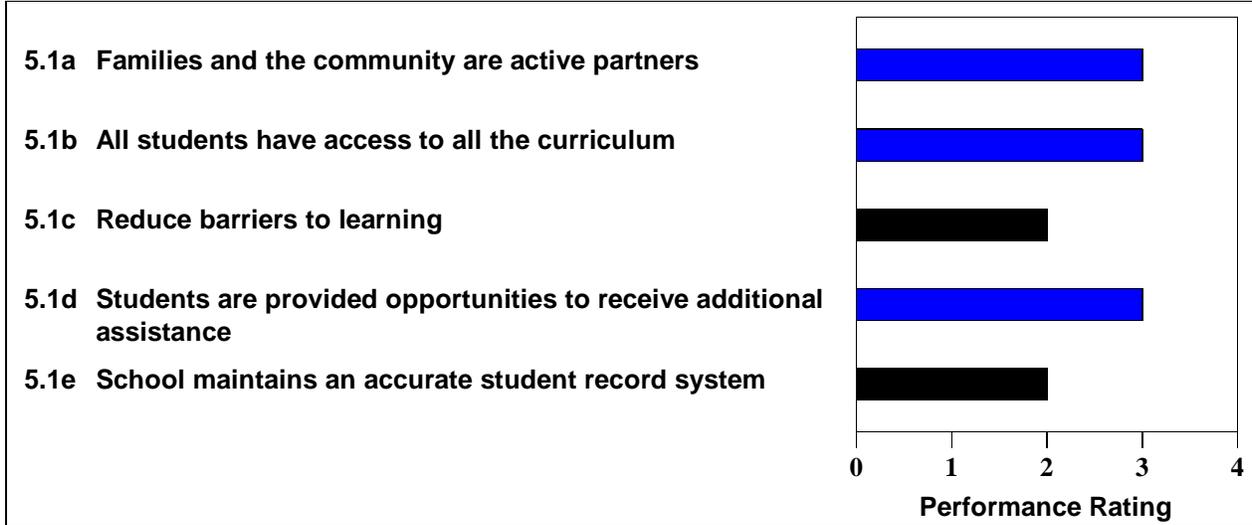
Covington Independent

School District

2/6/2011 - 2/11/2011

5.1 Student, Family and Community Support

Learning Environment



District Leadership Assessment Summary Report

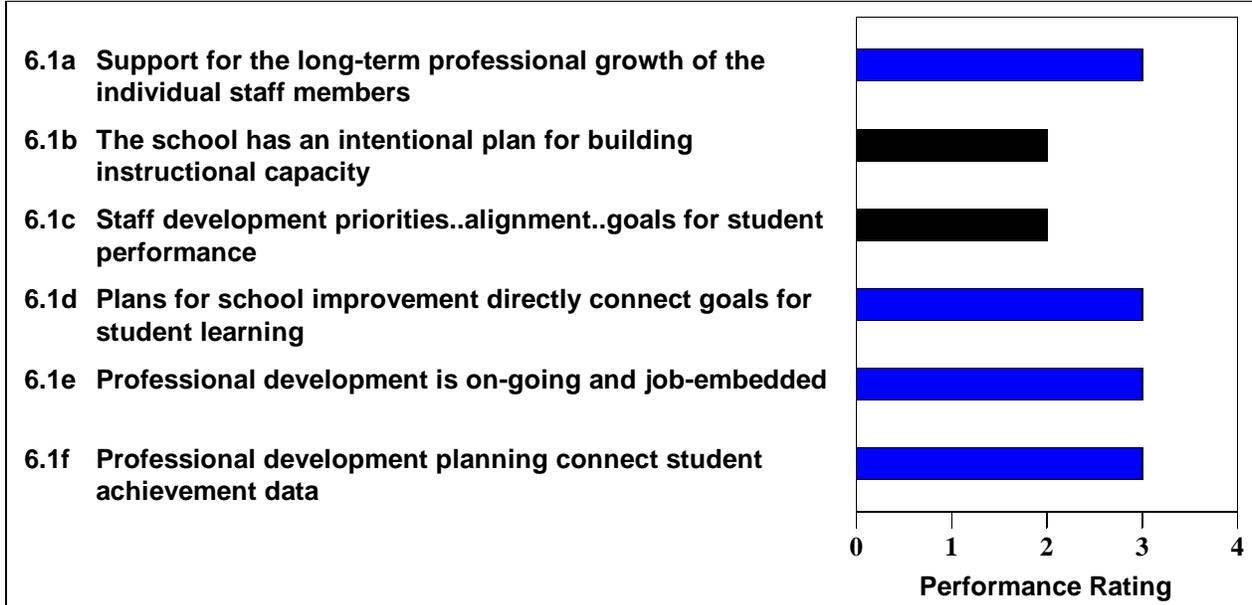
Covington Independent

School District

2/6/2011 - 2/11/2011

6.1 Professional Development

Learning Environment



District Leadership Assessment Summary Report

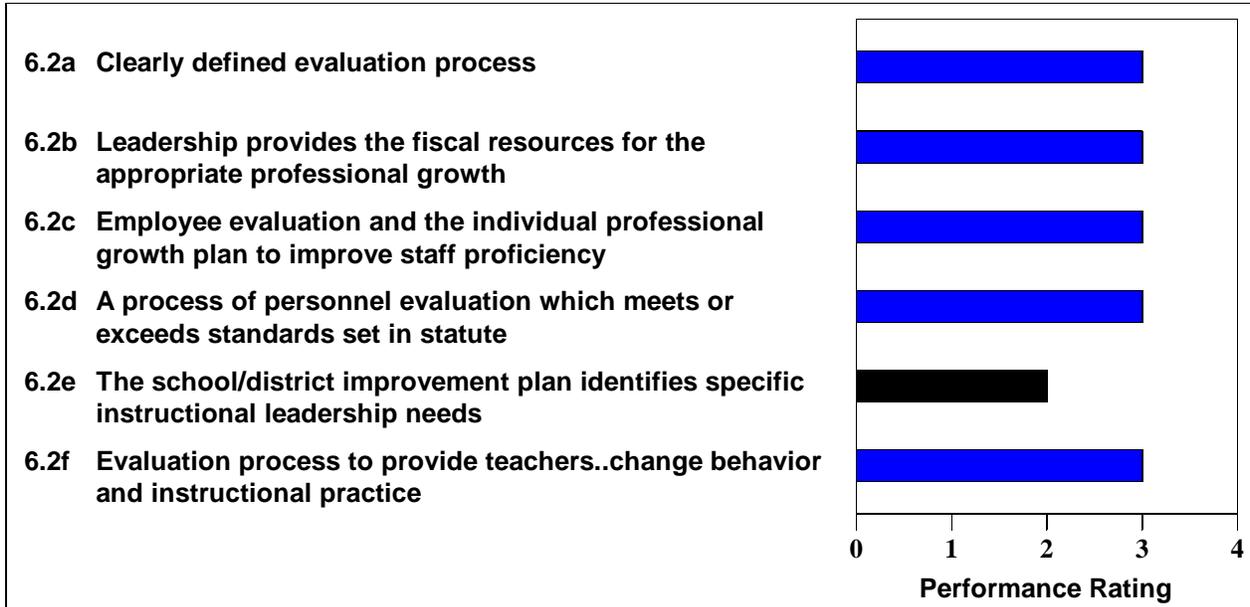
Covington Independent

School District

2/6/2011 - 2/11/2011

6.2 Professional Growth and Evaluation

Learning Environment



District Leadership Assessment Summary Report

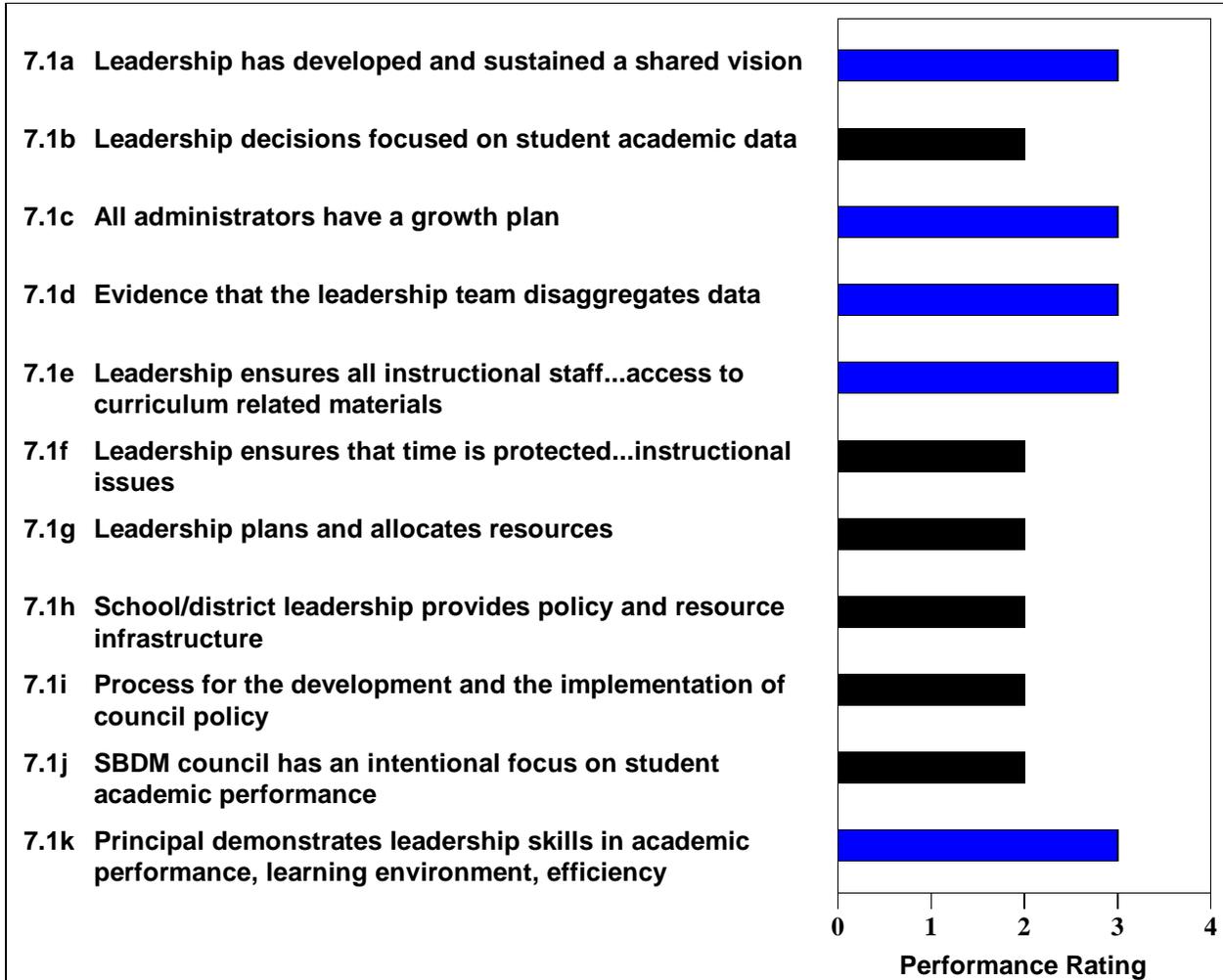
Covington Independent

School District

2/6/2011 - 2/11/2011

7.1 Leadership

Efficiency



District Leadership Assessment Summary Report

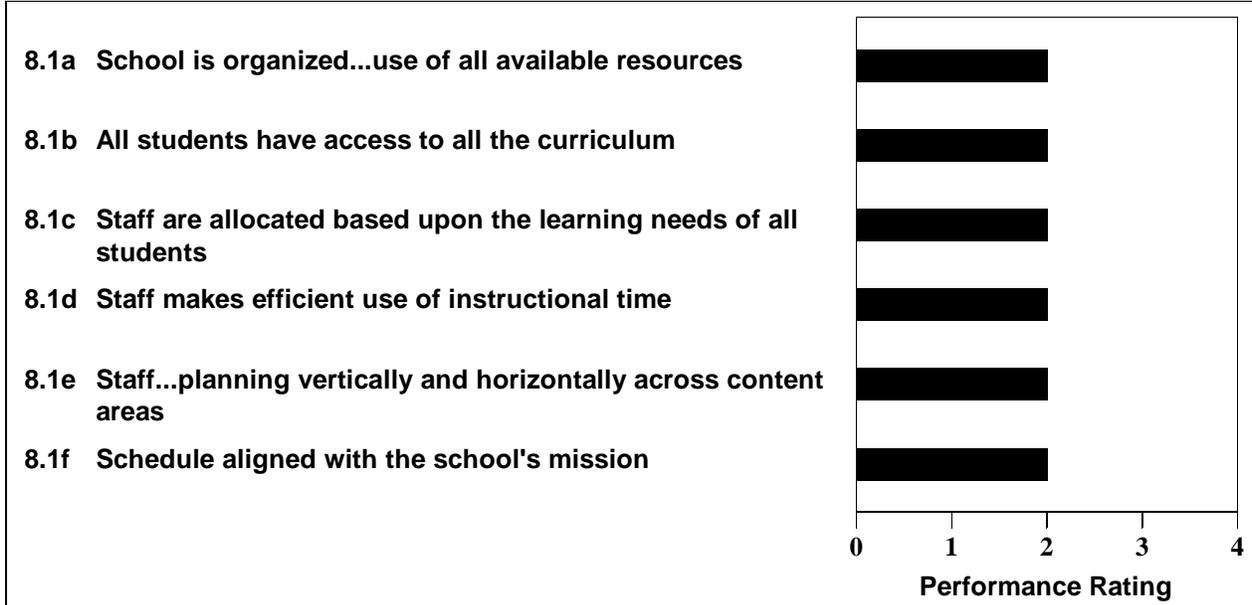
Covington Independent

School District

2/6/2011 - 2/11/2011

8.1 Organization of the School

Efficiency



District Leadership Assessment Summary Report

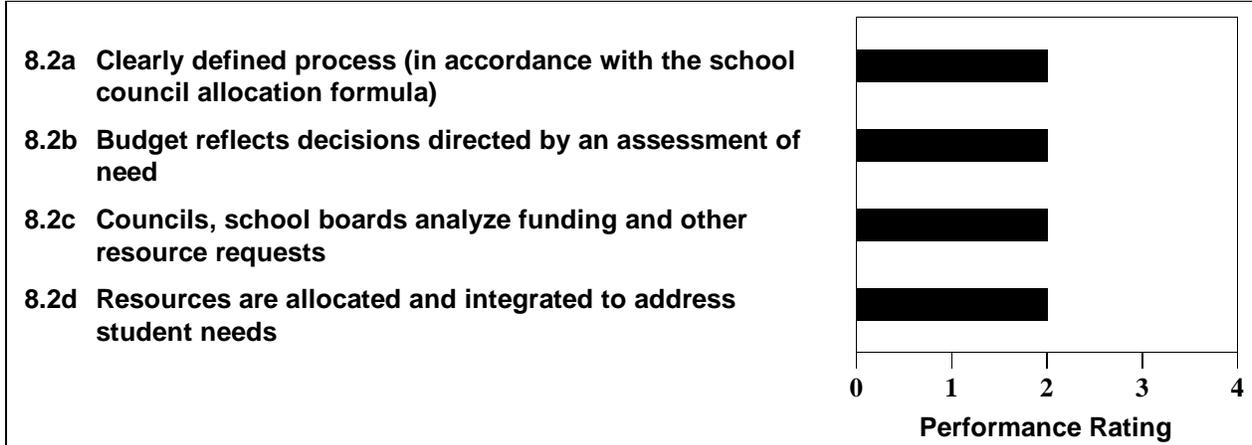
Covington Independent

School District

2/6/2011 - 2/11/2011

8.2 Resource Allocation and Integration

Efficiency



District Leadership Assessment Summary Report

Covington Independent

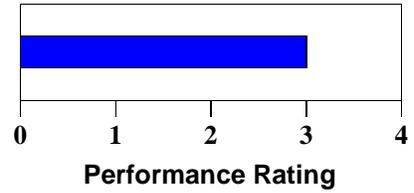
School District

2/6/2011 - 2/11/2011

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

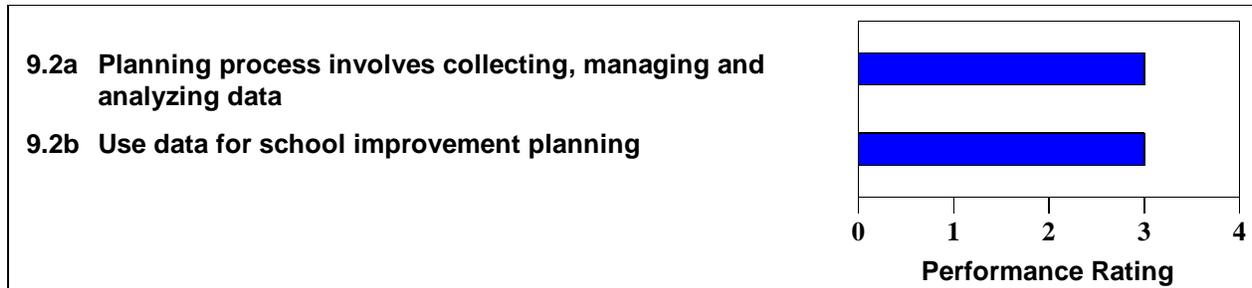
Covington Independent

School District

2/6/2011 - 2/11/2011

9.2 Development of the Profile

Efficiency



District Leadership Assessment Summary Report

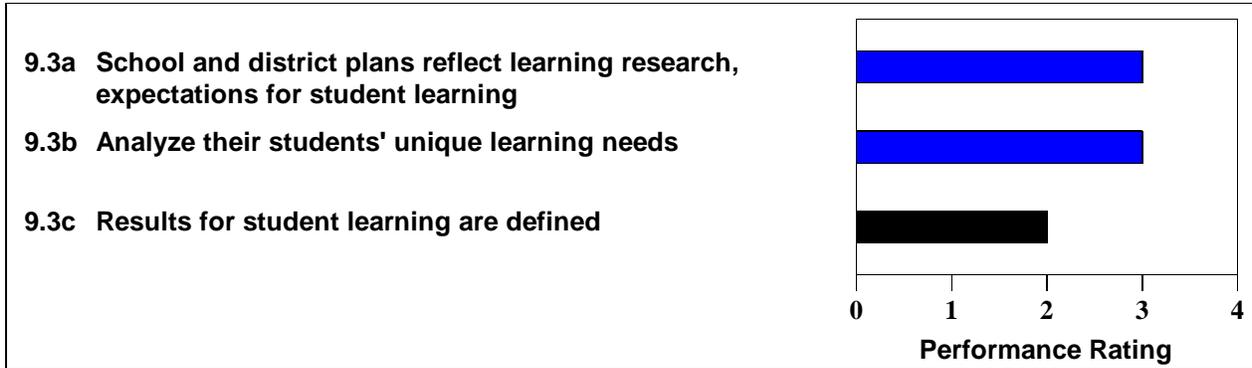
Covington Independent

School District

2/6/2011 - 2/11/2011

9.3 Defining Desired Results for Student Learning

Efficiency



District Leadership Assessment Summary Report

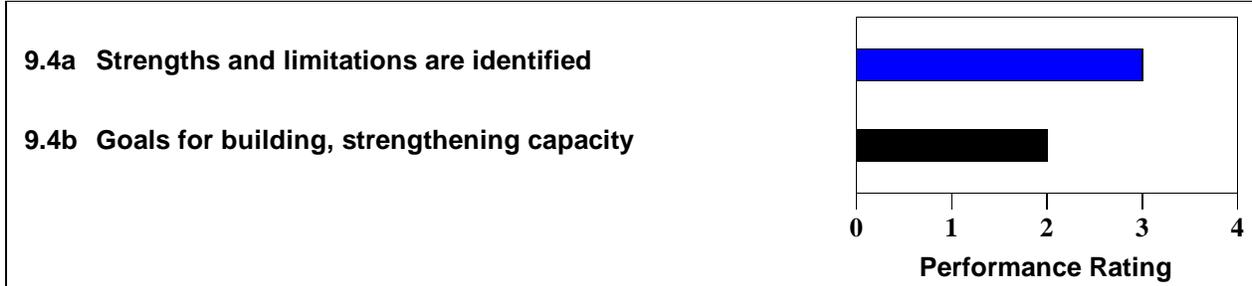
Covington Independent

School District

2/6/2011 - 2/11/2011

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



District Leadership Assessment Summary Report

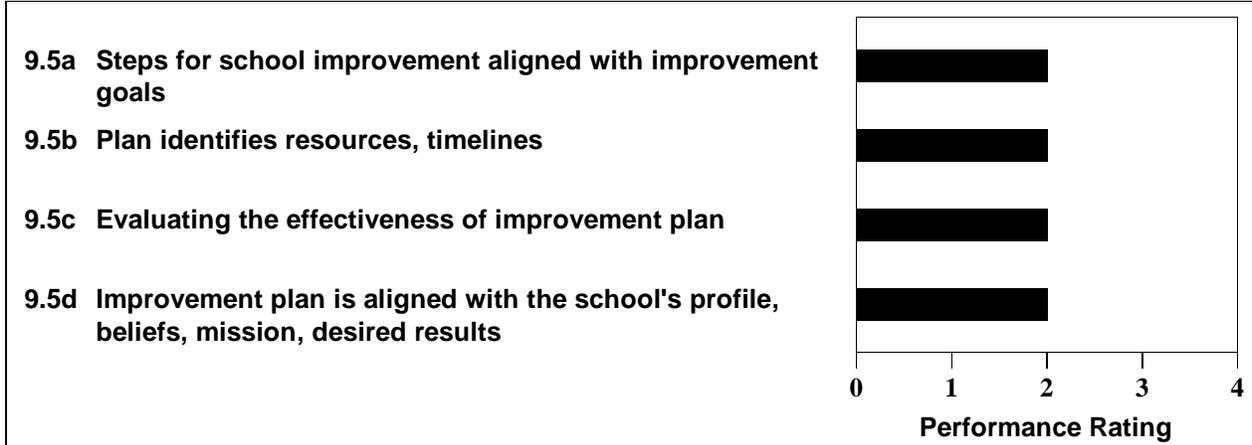
Covington Independent

School District

2/6/2011 - 2/11/2011

9.5 Development of the Improvement Plan

Efficiency



District Leadership Assessment Summary Report

Covington Independent

School District

2/6/2011 - 2/11/2011

9.6 Implementation and Documentation

Efficiency

