

# Fleming County District Leadership Assessment Report



**02/05/2012 - 02/10/2012**



# District Leadership Assessment Executive Summary

## Fleming County School District

2/5/2012 - 2/10/2012

Tony Roth, Superintendent

### Introduction

The Kentucky Department of Education conducted a district leadership assessment of Fleming County School District during the period of 2/5/2012 - 2/10/2012. 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 clarity in the understanding of roles and responsibilities among central office staff.
Next Steps	The superintendent should lead in developing and implementing clear roles and expectations for all leadership personnel that will support student achievement. These roles and expectations should establish clear lines of responsibility, the authority to fulfill them and accountability for implementation. These roles, authority and accountability should be communicated to all district and school staff through a transparent system of communication. The superintendent should ensure that these expectations are non-negotiable.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The school district and community do not have a shared understanding of the characteristics of high performing schools.

Next Steps	The board, district and school leadership should create a culture of mutual respect and constructive dialogue. They should involve district and school staffs, community members, students and families in honest discussions regarding what a high performing educational culture looks like and what it will take to develop those characteristics to transform the district and schools. All stakeholders should participate in the process and focus on students, not adults. The process should require the board and superintendent to intentionally recruit representatives from all stakeholder groups to collaborate in developing authentic partnerships at all levels to create a culture of academic rigor and high expectation for teaching and learning for all students. District leadership should provide all stakeholders learning opportunities in multiple areas.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>The high school is not focused on high academic achievement for all students.</b>
Next Steps	District leadership, including the board of education, should accept the responsibility and work collaboratively with the high school council and principal to ensure an intentional focus on student achievement is developed and sustained. The superintendent should create a sense of urgency for the high school to become a high performing school. He should engage in conversations about high school achievement and communicate this expectation of high performance to all district and school leadership, staff, parents, students and community stakeholders. A needs assessment should be conducted to determine a focus for district leadership to support the efforts of the high school to build leadership and teacher efficacy to increase student growth and achievement. The superintendent should ensure monitoring and evaluation of planning, personnel, and programs at all levels. This should focus on how resources measurably impact student achievement. He should ensure that he and his staff monitor classroom instruction and provide feedback, support and follow up to lead principals and teachers in teaching to proficiency. District leadership should provide and reinforce direction to the school council for their role in improving student performance. The comprehensive district improvement plan should be the map for the board and the superintendent to move the high school toward achieving proficiency for all students and should be based on identified priority needs.

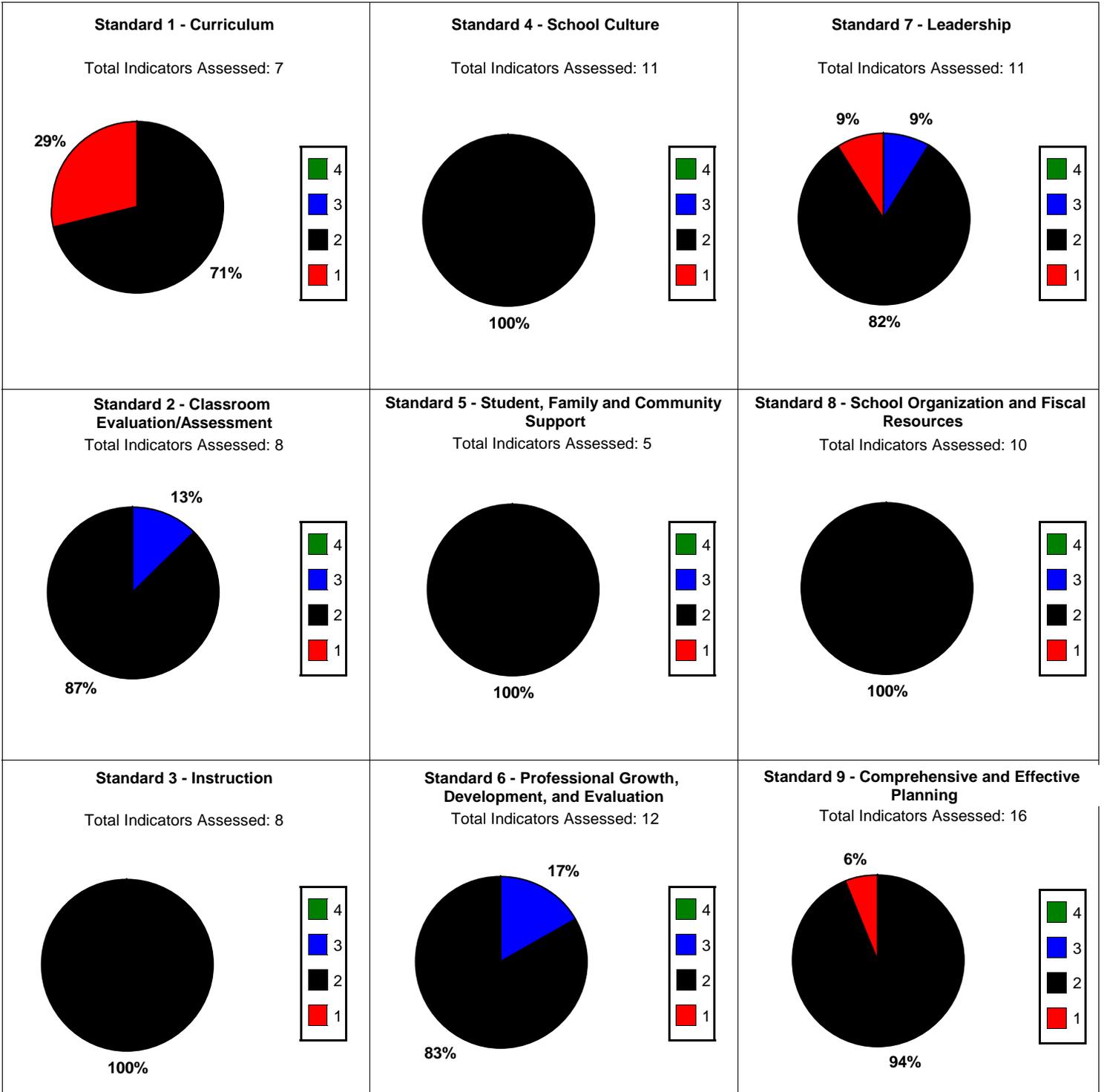
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>Instructional practice in the high school is not of sufficient rigor to create high academic achievement.</b>
Next Steps	District leadership should establish clear expectations for rigorous, relevant and engaging instructional practices for all schools and should assist the high school in designing a tool for monitoring these practices and their impact on student growth and achievement. They should ensure that instructional resources are being used effectively and equitably to meet the needs of diverse learners.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>5. Deficiency</b>	<b>The classroom assessments at the high school are not consistently rigorous authentic or aligned with current academic standards.</b>
Next Steps	The superintendent and leadership team should monitor to ensure classroom assessments are rigorous, authentic and aligned with current standards. They should provide training in developing effective and varied classroom assessments and systematically monitor to ensure these assessments are frequent and used to inform instruction.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>6. Deficiency</b>	<b>Teachers at the high school do not routinely collaborate in a common protocol to analyze student work for the purpose of informing instruction.</b>
Next Steps	District leadership should provide teachers training in the skills needed to analyze student work and should provide training in a protocol for analyzing the results of varied assessments. District leadership should monitor to ensure teachers have opportunities to collaborate in analysis of student work and that results of these analyses are used to guide instruction and make curriculum decisions.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	



**Fleming County**  
**KDE 2012 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 - Fleming County**

<p><b>Standard - 1 - Academic Performance</b></p> <p><b>Curriculum</b></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c <b>District initiates, facilitates discussions to eliminate unnecessary overlaps</b></p> <p>1.1d <b>Evidence of vertical communication, intentional focus on key curriculum transition points</b></p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p><b>Standard - 4 - Learning Environment</b></p> <p><b>School Culture</b></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><b>Standard - 7 - Efficiency</b></p> <p><b>Leadership</b></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f <b>Leadership ensures that time is protected...instructional issues</b></p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h <b>School/district leadership provides policy and resource infrastructure</b></p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><b>Standard - 2 - Academic Performance</b></p> <p><b>Classroom Evaluation/Assessment</b></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>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 <b>Assessment and Accountability Program is coordinated by school and district leadership</b></p> <p>2.1h Samples of student work are analyzed</p>	<p><b>Standard - 5 - Learning Environment</b></p> <p><b>Student, Family and Community Support</b></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><b>Organization of the School</b></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><b>Resource Allocation and Integration</b></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><b>Standard - 3 - Academic Performance</b></p> <p><b>Instruction</b></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><b>Professional Development</b></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b <b>The school has an intentional plan for building instructional capacity</b></p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><b>Professional Growth and Evaluation</b></p> <p>6.2a <b>Clearly defined evaluation process</b></p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b></p> <p><b>Defining the School Vision, Mission, Beliefs</b></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><b>Development of the Profile</b></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><b>Defining Desired Results for Student Learning</b></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><b>Development of the Improvement Plan</b></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><b>Implementation and Documentation</b></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d <b>Evidence of attempts to sustain the commitment to continuous improvement</b></p>
<div style="border: 1px solid black; padding: 10px;"> <p align="center"><b>Legend</b></p> <p>Grey - No Assessment Made</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>		

## **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

## Fleming County

### School District

2/5/2012 - 2/10/2012

### Introduction

The Kentucky Department of Education conducted district leadership assessment of Fleming County School District during the period of 2/5/2012 - 2/10/2012.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as classroom observations [35], formal interviews and informal discussions with teachers (11), students (26), parents (45), central office certified staff members (12), central office support staff members (14), finance officer, community members [15], classified school staff [4], school council member, guidance counselors [2], high school principal, 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: Randell E. Harrison - Building Administrator; Jean Roberts - Teacher; John A. Roberts - Higher Education Representative; Patricia H. Hale - Building Administrator; Barbara W. McGinty - Building Administrator; Carol M. Edelen - Parent; Sandra Shepherd - Parent; Floyd Hines - District Administrator; Marti Stuckey - Teacher; William Philbeck - 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

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

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

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

Review of bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, professional development records, school mission, belief and vision statements, school Web pages and state statute and regulation

Interviews with assistant superintendent(s), central office staff, classified staff, curriculum resource specialist, parents, superintendent and teachers

Observations of cafeteria, classrooms, common areas and media center

#### **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 is assisting school leadership in incorporating new standards (e.g., Kentucky Core Academic Standards, End Of Course standards) by providing summer professional development and links to the district Web page, such as access to Kentucky Core Academic Standards, grade level content work and pacing guides. District leadership provides some opportunities for content teachers to attend QualityCore professional development. Although district leadership provided opportunities for teachers to begin aligning curriculum on staff professional days, they have not ensured that this work is continuing at the high school as planned.

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

The district leadership initiates and facilitates the District Network Leadership Team which is composed of math and English teachers, the nine integration teachers, some principals and some district staff. One of their responsibilities is to serve as the district curriculum team. It is the responsibility of the team members to share information with their school staffs. The professional development survey distributed by the District Network Leadership Team determined the June 2011 professional development activities. Topics for this professional development included deconstructing standards, embedding college and career readiness anchor standards, creating student friendly learning targets, identifying gaps, creating pacing guides and determining future professional development needs.

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**Performance Rating    2**

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

District leadership articulates some intentional curriculum connections (e.g., advanced placement courses, dual credit for vocational and technical courses with Maysville Community and Technical College, honors classes) to post-secondary education and career options. District leadership does not have a systematic, formal process in place to review the high school curriculum to ensure that regular links are being made to education and career path options, although many links occur. District leadership ensures the Career and Technical Education department integrates opportunities for students to apply skills, knowledge, processes and life skills, through the Career Technical Student organizations, high school bank, and classes. The Director of the Career and Technical Education Department allots to each technical strand monies to be spent only on the student technical organizations. The Individual Learning Plan process begins in the sixth grade with counselors going into the classrooms, middle school students participate in Career Options to continue development of the plan and all freshmen are required to take the Career Options course to update their plan. Some parents reported their child's completed Individual Learning Plan came home as a hard copy to be signed, but there is not a systematic process to ensure parents are able to continuously collaborate in the development of their child's plan.

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

The board has adopted a Curriculum policy (08.1), but there is no systematic process for monitoring, evaluating and reviewing curriculum or addressing curriculum issues. District liaisons assist in addressing curriculum issues when requested but do not ensure that school council curriculum policies are adopted or procedures are developed. The District Network Leadership Team facilitates informal discussions of some curricular issues. District leadership encourages school leadership to review and revise the curriculum, but district monitoring of curriculum issues is not systematic or continuous and is very limited in scope.

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

District leadership ensures the high school offers all students an opportunity to enroll in an academic curriculum for meeting graduation requirements.

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating 2**

District leadership rarely monitors to ensure all students are receiving rigorous, academic instruction in classrooms with high expectations.

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**Performance Rating**    **1**

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

Although some informal discussions regarding curriculum gaps and overlaps occur during District Network Leadership Team meetings, there is not an intentional, systematic, ongoing process to address this curricular issue

- 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).

Within the Network Leadership Team meetings, district leadership has facilitated limited vertical communication between schools to address key curriculum transition points, but this process is not intentional, systematic or ongoing.

**District Leadership Assessment Summary Report**

**Fleming County**

**School District**

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Academic Performance**

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

District leadership should consult with school leadership to develop a process to support ongoing discussions between and among grades and schools (e.g., elementary to middle, middle to high school) to address key curriculum transition points and to eliminate curriculum gaps or overlaps.

#### 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

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

Program of Studies. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). <http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+ Studies/default.htm>

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

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

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

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, district technology plan, eWalk data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, organizational charts, professional development records, 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 handbook, student work and teacher portfolios

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

Observations of classrooms, computer lab and media center

### **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 the building assessment coordinators attend the regional Administrative Code training on procedures for the ethical administration of the state assessment program. The district assessment coordinator ensures that all certified teachers, staff and volunteers involved in the assessment process are provided this training. At the high school, the guidance counselors provide the training. This training includes procedures for making necessary accommodations for exceptional students and is conducted in the fall and spring of each school year, as well as training for other assessments such as American College Testing and Plan. Training for administering the alternate portfolio is provided by the district. Documentation of attendance is maintained for all training. The board adopted an Assessment policy (08.222) that addresses the administration of the state assessment and accountability system.

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

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

The board has adopted an Assessment policy (08.222) which states “. . . District and school leadership shall ensure the following: Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter . . .,” but there is no procedure in place for district personnel to work directly with schools to ensure that classroom assessments are aligned with current state standards. The high school does not have an assessment policy, but briefly addresses assessment in the Instructional Practices policy (#3). The superintendent, district liaison to the high school, regularly conducts informal classroom visits but communicates the expectation that school leadership is responsible for monitoring to ensure that classroom assessments are rigorous, frequent and aligned to state standards. District leadership has provided some training on developing rigorous, standards based assessments [e.g., Classroom Assessment for Student Learning (CASL), SB 1 PD Academy, Unbridled Learning]. However, they do not systematically monitor to ensure that this professional development is being implemented and that classroom assessments are authentic, frequent and require students to think critically. Instructional coaches at the high school sometimes work with teachers in developing classroom assessments, but this is on a teacher request basis.

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

The superintendent conveys the expectation that school leadership will work with teachers during professional learning communities (i.e., department meetings) to collaboratively develop authentic assessments that are rigorous and tied to Kentucky standards. No procedure has been developed for monitoring to ensure that these sessions are held on a regular basis and are effective.

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

The superintendent, liaison to the high school, makes visits to the high school but does not regularly monitor to determine that students understand what is expected in each class and what is required for their work to be proficient.

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Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

2.1d    Test scores are used to identify curriculum gaps.

District leadership provides the school principal with disaggregated data from various assessments (e.g., Kentucky Core Content Test, No Child Left Behind report, Measure of Academic Progress report) to identify achievement gaps, but this data and data from analysis of other kinds of assessments are not used to identify gaps and weaknesses in the curriculum. The council is informed of the results of this data analysis and time is set aside on the first early release day for teachers to review the data; however, district leadership does not monitor to ensure that the information is used at the school level to address assessment gaps or gaps in the curriculum. District leadership conveys the expectation that school leadership will regularly analyze multiple kinds of assessments to identify gaps in achievement and gaps in curriculum but does not monitor to ensure that classroom assessments are included in the analysis or that these analyses are used to inform instruction. Gaps in the curriculum are not usually addressed.

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

District leadership does not have a process for regularly monitoring to ensure that teachers are designing and using multiple assessments that will provide feedback on student learning and be used to impact instruction. Measures of Academic Progress (MAP) testing was implemented at the high school this year, but not all components of the program are in place at this time. Results of this assessment are often used to identify students who need additional instruction to master content. Some teachers at the high school use a variety of formative assessments (e.g., exit slips, pre-tests, quizzes); however, the district does not convey to teachers the expectation that they are to regularly analyze the results of these assessments and use the analyses to determine the effectiveness of the assessment and to differentiate instruction.

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

District leadership does not monitor to ensure that Student Level Performance Descriptors are clearly communicated, evident in classrooms and observable in student work. At Fleming County high school, Student Level Performance Descriptors were not visible in most classrooms and common areas. Few examples of proficient work with rubrics were displayed

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Summary Findings in: **Academic Performance**

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

### **Performance Rating    2**

in classrooms. Target statements were posted in most classrooms, but not all lesson plans communicated expected levels of performance. Rigor, critical thinking and high levels of performance were not always observed in student work.

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

The board has adopted an Assessment policy (08.222) which states “District and School leadership shall ensure the following: . . . Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.” District leadership conveys the expectation that school leadership will monitor to ensure teachers collaborate to analyze student work and use the analyses to make changes in instruction and address curricular needs. However, there is no formal process in place to ensure that this is occurring. District leadership has not provided a protocol for all teachers to use in analyzing student work nor has training in the skills and knowledge necessary for teachers to analyze student work been provided to all. Some school instructional coaches work with teachers in analyzing student work; however, there is no common protocol being used to ensure consistency throughout the district. Some teachers at the high school analyze student assessments, but often the results of this analysis are used for reteaching content or to obtain information about student progress rather than to inform instruction.

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**Fleming County**

**School District**

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

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

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Academic Performance**

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

The superintendent and his leadership team should monitor to ensure that classroom assessments are rigorous, authentic and aligned with current standards.

District leadership should provide training in the development of effective and varied classroom assessments and should systematically monitor to ensure that these assessments are frequent and used to inform instruction.

District leadership should provide teachers with training in the skills and knowledge needed to analyze student work and should provide training in the use of a protocol for analyzing the results of varied assessments. District leadership should monitor to ensure that teachers are given opportunities to collaborate in the analysis of student work and that the results of these analyses are used to guide instruction and make curriculum decisions.

District leadership should monitor to ensure that Student Level Performance Descriptors are clearly communicated, evident in classrooms and observable in student work and teacher lesson plans and units. District leadership should monitor to ensure that students know what is expected academically in all classes and understand what is required to be proficient.

The superintendent should monitor to ensure that the board adopted Assessment policy (08.222) is implemented as written. He should ensure that the principal leads the school council in the development and adoption of a clearly defined assessment policy and procedures. The superintendent should ensure that the principal and teachers are held accountable for implementation of these procedures in all classrooms

Resources:

O'Shea, M. R. (2005). From Standards to Success. 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.

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

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

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

Review of classroom assessments, classroom assignments, comprehensive district improvement plan, course syllabi, curriculum documents, curriculum maps, district budget and allocations, district technology plan, eWalk data, Kentucky's Core Content for Assessment, lesson plans/units of study, organizational charts, perception survey results, professional development records, records of teacher certification/experience, samples of classroom assessments, school council policies and bylaws, staff development agenda, student handbook, student work, textbook/instructional resources purchasing plans and Board of Education Policies

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

Observations of classrooms, common areas, hallways and media center

### **Performance Rating    2**

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

District leadership has not established and sustained a monitoring plan to ensure varied, rigorous, relevant and high quality instructional strategies are occurring in the classroom. Informal classroom visits by district staff occur if requested by teachers, but meaningful, specific, face to face feedback regarding instruction is not usually shared with teachers. Data from school leadership walkthroughs are shared by email

- 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 assists school leadership with resources and opportunities (e.g., professional development offerings, early release days, book study materials) to align instructional strategies with student learning goals and assessment expectations. District leadership has not developed a clearly defined method of monitoring the impact of these resources on student growth and achievement.

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

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

### **Performance Rating 2**

District leadership has not established and sustained a formal process to identify instructional strategies used in the classroom to ensure rigor, relevance, active student engagement and various learning styles and multiple intelligences of students are addressed. District monitoring is informal and has no defined process for addressing these specific areas of concern. The superintendent has delegated to school leadership the responsibility of monitoring instructional practices in the classroom.

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

District leadership recruits certified personnel by posting vacancies on the district Web site, state Web site (i.e., Kentucky Educator Placement Service), personal contacts and attendance at job fairs. Some teachers in the district hold emergency certification. The district offers a one day new teacher orientation prior to each school year with monthly follow up trainings offered by each individual school. Some teachers attend content specific professional development opportunities, while most attend only district provided professional development. The district has not established a method of monitoring the effectiveness of the professional trainings on classroom instruction.

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

District leadership has not monitored to ensure that all school councils have established a technology policy. District and school leadership have not established a systematic method of monitoring the effectiveness of technology in the classroom or how it is used by teachers for classroom instruction. District has established an equitable process for allocating technology resources and funds to the schools and provides technology professional development through district and school staff. Technology (i.e., Infinite Campus Student Portal) is used by school leadership and classroom teachers as a mode of communication by allowing parents access to student grades and announcements.

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

The board has established an Instructional Resources policy (08.232) that

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating 2**

states, "Within budgetary limits, schools or schools councils shall establish an equitable method of allocating funds to purchase instructional materials." District leadership follows a process for equitably allocating resources to schools. District leadership has not established a formal method for schools to request additional funds when needed. District leadership does not have a systematic process to evaluate or monitor the effective use of resources at the high school.

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

District leadership has provided opportunities and resources (e.g., early release days, instructional coaches, professional development) to support school staff in the analysis of student work. District leadership has not identified or supported school leadership in identifying a protocol for analyzing student work or using the resulting data to inform instructional practices.

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

The board has adopted a Homework policy (08.211) that requires local school councils to establish policies defining the amounts and types of homework by grade level. The high school council has not established a homework policy. The high school Instructional Practice policy (#3) refers to homework being "...assigned and checked" as appropriate. District leadership does not hold school leadership accountable for monitoring homework to ensure it is developmentally appropriate, equitable and a meaningful extension of classroom learning.

**District Leadership Assessment Summary Report**

**Fleming County**

**School District**

2/5/2012 - 2/10/2012

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Academic Performance**

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

District leadership should establish clear expectations for rigorous, relevant and engaging instructional practices for all schools and should assist the high school in designing a tool for monitoring these practices and their impact on student growth and achievement.

District leadership should assist the high school in the development of a school homework policy that requires homework to be meaningful, connected to instruction and an extension of learning beyond the classroom. The policy should establish clear expectations for the design, purpose and amount of homework and require timely and appropriate feedback to students.

District leadership should ensure that instructional resources are being used effectively and equitably to meet the needs of diverse learners.

#### Resources:

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>

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

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

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

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, civic group programs/agenda, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, curriculum documents, documentation of parent contacts, employee handbooks, 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, safe schools data reports, samples of classroom assessments, samples of student work products, schedule for co-curricular offerings, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school Web pages, school/district safety plan, state statute and regulation, student/parent/staff handbooks, student/teacher ratio, teacher portfolios and trophy cases

Interviews with assistant superintendent(s), central office staff, classified staff, community members, district leadership, local board of education members, parents, students, superintendent, teachers and volunteers

Observations of cafeteria, classrooms, common areas and outdoor areas

#### **Performance Rating    2**

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

The board has adopted Safety policy (05.4) and district leadership has a safety plan in place. District leadership has provided a safety plan that contains specific contact information and is distributed to faculty and staff. Fleming County high school has posted detailed emergency and evacuation procedures on walls in classrooms, and the building is safe and orderly. School leadership does not consistently seek input from students or parents on enforcement of discipline procedures, and some teachers, parents and students report that the actions are not always equitable. The high school has access doors that open into the main office to ensure that all visitors to the campus are greeted, monitored and addressed before entering classroom or common areas. High school students are well mannered, respectful and compliant in their hallway and classroom behavior, but there is no school wide behavior management program. The district Safety policy (05.4) requires a committee with representation from each school and from the community. This committee meets annually to review and revise the plan. The board has adopted Grievances policies (03.16, 03.26, 09.4281) to address certified, classified and student grievances. District leadership has developed forms to

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

implement these policies, but the process is not widely known by all stakeholders. District leadership does not formally or regularly evaluate the learning environment, does not use culture and climate opinion surveys to assess the health of the culture and rarely surveys stakeholders for feedback.

- 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 states that they believe all students can learn at high levels but has not created a culture in the school community that is positively focused on high academic expectations for all students. The district rarely provides general information to the community about academic expectations. District and school leadership have not been successful in fostering an environment of district wide teamwork in support of student academic achievement, particularly at the high school. Core academic achievement is not emphasized as much as is achievement in career technical classes. Every year the board holds a meeting at each school and recognizes achievements and accomplishments of students and faculty during those meetings. There is a very high level of community support for the schools, particularly in sports and co-curricular activities. Many stakeholders do not believe that all students can learn at high levels, and some parents and students do not believe that students are well prepared for academic pursuits past high school.

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

The superintendent provides a school council liaison for each school and has a certified council trainer within the district central office. The board has adopted the School Council Policies (SBDM) policy (02.4241) that states, "Before final adoption of a council policy, it shall be reviewed by the Superintendent who may request that the proposed policy be reviewed by the Board Attorney". This does not always occur, and there is no formal procedure in place to ensure that all required or best practice policies are in place in each school. Some school councils, as a best practice effort, send minutes to the council trainer for reference only. District leadership has not implemented strategies to promote or strengthen high academic expectations at the high school. District leadership rarely collaborates with school leadership to consistently review or monitor the implementation of classroom

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

### **Performance Rating    2**

management strategies to ensure their equitable application for all students. District and school leadership, parents and students have not worked as partners to address the perceived lack of consistency in policy implementation.

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

District leadership does not regularly involve all classified and certified staff in meaningful decision making regarding teaching and learning (e.g., committee work, group discussions, meetings). There is no formal procedure to select committee members for district committees, and methods to include non-teaching staff have not been established. The board has adopted a District Planning policy (01.111) that states, "A District planning committee... shall be appointed by the Superintendent and approved by the Board to develop, monitor, and annually update a District Improvement Plan (DIP) as stated herein. The committee shall include teachers, Principals, council members, Central Office administrators, Board member(s), classified staff, parents, community representatives, and high school students", but this policy is not always implemented as written. District leadership occasionally requests input for committee work (e.g., safety, calendar, comprehensive district improvement planning).

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

District leadership articulates the expectation that all district staff recognize their responsibility in the failure as well as the success of students but has not successfully facilitated the development of a culturally responsive teaching and learning atmosphere. District and school leadership have not put in place effective monitoring procedures to ensure accountability, and there is not a district wide, systematic process for teachers to share successful strategies to improve student learning. Some staff do not make the connection from student performance to their own instructional practices and often place responsibility elsewhere (e.g., socio-economic, dysfunctional families, disability, attendance). There are few professional development opportunities to assist staff in identifying their role in students' lack of success. District and school leadership do not effectively monitor staff interactions with families to ensure that the relationships are not limited to conversations regarding discipline or poor performance.

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

The Fleming County high school council receives a staff allocation from the board based on a formula that exceeds the state minimum student teacher ratio. School leadership submits council policies, including staff assignment policies, to district leadership but receives little or no feedback about the policies. The superintendent communicates informally with the high school principal about matching the unique learning needs of students with the instructional strengths of the teachers but does not ensure that this occurs.

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

The board has adopted a Grading policy (08.221). It requires that reports for seventh through twelfth grades be issued every nine weeks. The high school student handbook, however, states that mid-term grades will be mailed midway through the Trimester and that report cards will be mailed home at the end of each twelve week Trimester. District policy does not require written explanations regarding student performance but does include records of behavior. Board policy (08.221) also states parent/teacher conferences shall be scheduled for all schools. Additional conferences may be held when requested by the parent or teacher. The district Web site offers a link to Infinite Campus Student Portal where parents are able to email teachers directly and are encouraged to monitor their child's academic progress, attendance, and discipline records using their student's ID and password. The school Web site offers parent access to the Individual Learning Plan.

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

District leadership does not routinely conduct surveys or review data to determine if teachers and staff care about students and inspire their best efforts. The Youth Services Center conducts annual surveys as the basis for needs assessment and program planning. Teaching, Empowering, Leading and Learning (TELL) Kentucky 2011 survey results indicate that 39% of teachers agree with the statement "Parent/guardians support teachers, contributing to their success with students"; that 61% of teachers agree with the statement "Community members support teachers, contributing to their

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

success with students ”; and that 67% of teachers agree with the statement “Community we serve is supportive of the school.” District leadership does not effectively use the TELL Kentucky survey results to support sound educational policies and practices in meeting the needs of all students. The superintendent and his leadership team communicate the need to improve culture throughout the district. While efforts are made to improve culture (e.g., Central Office Culture Luncheons, district leadership attendance at school events, school visits), these efforts seldom equate to the importance of rigor and higher levels of student achievement and to inspire students to do their best work. The superintendent communicates that his strategy to get teachers to embrace high expectations for students is to lead by example (e.g., attendance at boot camp, academic competition, athletic events, festival events). District leadership does not have a systematic plan in place to support a community of trained parents and advocates to work together to ensure all student are meeting their academic goals and learning needs.

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

District leadership uses many venues to disseminate information about the district to all stakeholders. The district Web site includes weekly messages from the superintendent, phone apps to download, twitter, and links to other multiple forms of information (e.g., comprehensive district improvement plan; student portal; health forms; elementary, middle and high schools; staff listings). Guidance counselors have a web site and publish a newsletter, The Guidance Counseling Office news. However, many of the district’s families lack the ability to access high speed internet connections. Local newspapers (i.e., Fleming Gazette and Fleming Shopper) report school information, recognitions, happenings and celebrations. WFLE 96.1 local radio, and WLEX and WKYT television stations report information regarding Fleming County Schools. The local access channel operated out of the telemedia center at the high school includes programming that showcases students’ abilities and achievements (e.g., academic meets, athletic events). A one call phone service, Bright Arrow, sends messages and updates to parents.

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

District leadership has not established a systematic plan to celebrate the achievements of students but does acknowledge and recognize some student

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

### **Performance Rating    2**

successes. Board meeting locations are rotated throughout the six schools during the school year; and, at this time, students from the host school are featured and recognized for outstanding accomplishments. Trophies and banners representing sports and academic recognition are updated annually and displayed in multipurpose rooms and common areas. Students have opportunities to display and sell their artwork at the local Banana Tree Studio festival. A few student art work pieces are also displayed in the district central office, and completed welding projects (e.g., landmarks on garbage receptacles) are exhibited throughout the city. Generally, the district does not sponsor public exhibitions of student work from all content areas.

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

District and school leadership implement some programs and services (e.g., nurse, school resource officer, security guard) that target resources for the specific purpose of reducing the impact of physical, cultural and socio-economic factors on learning. The Youth Services Center (YSC) collaborates with multiple community partners (e.g., health department, Department for Community Based Services, Ministerial Association, County Extension office, Chamber of Commerce) and provides information and services [e.g., nutrition education program, Health Access Nurturing Development Services (H.A.N.D.S) program, Kids First Dental Care, heating assistance, clothing assistance] to students and families. YSC contact information, its purpose or description of services, is not included on the district or school Web site. Extended School Services includes bus transportation and is targeted to eligible students. District leadership initiated a five week American College Testing preparation workshop (i.e., Boot Camp) and solicited community support (e.g., meals, ice cream, pizza) for students that attended. District leadership submitted application for and received approval to be a national American College Testing site. District leadership has not established a sustained formal process to identify instructional strategies (e.g., differentiated learning, multiple intelligences) used in classrooms to ensure various learning styles are addressed to provide individualized instruction for underachieving and unmotivated students. There is no district or school plan or procedure in place that identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

**District Leadership Assessment Summary Report**

**Fleming County**

**School District**

*2/5/2012 - 2/10/2012*

Summary Findings in: **Learning Environment**

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

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Learning Environment**

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

The board, along with district and school leadership, should create a culture of mutual respect and constructive dialogue. They should involve district and school staffs, community members, students and families in honest discussions regarding what a high performing educational culture looks like and what it will take to develop those characteristics to transform the district and schools. All stakeholders should participate in the process and should focus on students, not adults. The process should require that the board and superintendent intentionally recruit representatives from all stakeholder groups (e.g., certified and classified staff members, families, students, business leaders, community members) to collaborate in developing authentic partnerships at all levels to create a culture of academic rigor and high expectation for teaching and learning for all students. District leadership should provide all stakeholders learning opportunities in multiple areas (e.g., Kentucky Core Academic Standards, assessment and accountability, decision-making process, academic achievement planning, helping children succeed).

District leadership should develop a comprehensive two-way communication plan that is less dependent on access to the internet. This plan should include multiple forms of communication and procedures for providing and disseminating information to all stakeholder groups. The communication should be continual and provide families with information that encourages frequent and meaningful interactions among the entire school community and should include a clear pathway for parents and community members on how to initiate communication at the school.

District leadership should adopt policies and a systematic process to ensure all students have a parent or adult to advocate for every student's learning needs.

#### Resources:

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

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

SISI Toolkit Standard 4. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%204/Standard%204%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%204/Standard%204%20By%20Standards.htm)

Prichard Committee: Commonwealth Institute for Parent Leadership; ReadyKentucky Beyond the Bake Sale. Ann Henderson, Karen Mapp, Vivian R. Johnson, Don Davies. Harvard Family Research Project. [www.hfrp.org](http://www.hfrp.org)  
The Missing Piece of the Proficiency Puzzle. Commissioners Parent Advisory Council, Kentucky Department of Education

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

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

Review of brochures, pamphlets, civic group programs/agenda, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, district budget and allocations, documentation of parent contacts, eWalk data, examples of school to home communications, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Implementation and Impact Checks, Individual Learning Plans, newspapers, organizational charts, policies and procedures on access to student records, record of home visits, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school communications plan, school council policies and bylaws, school mission, belief and vision statements, school newsletter, school Web pages, state statute and regulation, student handbook, student/parent/staff handbooks and Title 1 program plan

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

Observations of common areas

#### **Performance Rating    2**

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

The superintendent is involved in several community organizations (e.g., civic clubs, church, chamber of commerce) and gives presentations to promote school programs in the district. The superintendent meets monthly with the Professionals Assisting Student Success (PASS) group to discuss issues and concerns that the community and schools encounter with the youth of Fleming County. The superintendent assigns central office staff as liaisons to collaborate with school leadership in implementing programs that will impact interaction between teachers, students and their families. There has not been a concerted effort, however, to involve all stakeholders on committees that are working to analyze issues facing the district and to devise solutions. There have been discussions with community leaders regarding drop out and truancy, but effective solutions have not always been reached. District

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

### **Performance Rating    2**

leadership occasionally provides information to parents or other adult advocates about academic expectations but do not offer training opportunities to support parent participation in the education of their children (e.g., Kentucky Core Academic Standards, assessment and accountability). District leadership has not adopted policy and does not have a systematic process to ensure all students have a parent or adult to advocate for students learning needs.

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

The board has adopted a Curriculum policy (08.1) which addresses access for all students to common core but does not address programs and services. However, district and school leadership ensure that all students have access to all programs and services available at each school [e.g., Family Resource/Youth Services Centers, Extended School Services (ESS), counselors]. Each of these programs has a central office liaison who monitors the implementation of the program. ESS has been extended to include transportation after school so that more students can participate in this service. The high school has two guidance counselors available for student services. These services include working with the master schedule to ensure that students have equal access to the common academic core. In addition, Comprehend, Inc. provides mental health services to the high school as needed. However, parents describe their accessibility of the guidance counselors and principals as limited. Technology programs have been improved by providing all schools with additional equipment (e.g., SMARTboards, Airliners, I pads, document cameras).

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

The board has adopted a Relationships with Community Organizations (10.3) policy which states the district is "...to work cooperatively with other community organizations in matters that promote the well-being of the schools and the community as a whole." The PASS (i.e., Professionals Assisting Student Success) organization "...allows all stakeholders to discuss issues and problems that different community and schools officials encounter with our youth in Fleming County." Members of this organization (e.g., Rotary Club, physicians, attorneys) provide tutoring services to support student

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

### **Performance Rating    2**

learning. The board has adopted a Student Welfare and Wellness policy (09.2), and district leadership implements procedures to refer students for health and social services. District leadership states that teachers have received minimal training in understanding the impact of cultural and socio-economic differences in learning. Some training has been provided for staff to identify students with learning and behavioral needs, but identification and remediation is not consistent throughout the district. The high school council does not have a policy to identify students who experience learning problems.

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

District leadership has established an Inter-Agency Council which consists of school and community agencies (e.g., Youth Services Center, civic clubs). The Professionals Assisting Student Success (PASS) organization meets monthly with district leadership. These organizations have an ongoing dialogue to discuss delivery of services to support student achievement. Members of PASS (e.g., Rotary club, physicians) are available to provide after school mentoring. The board has adopted an Extended School/Supplemental Educational Services policy (08.133) which provides "...for diagnosing and addressing student academic deficiencies." Extended School Services is available at all schools. This service is offered after school and staffed by faculty. There is a day time waiver for this service at some schools, and it is staffed by part-time retired faculty. There are no entry-exit forms for this service, and high school students enter this program by self-referral. The district provides services (e.g., Extended School Services, credit recovery, summer school) to assist students in mastering core content. In cooperation with Maysville Community and Technical College, students can enroll in dual credit courses. Negotiations are underway for Morehead State University to provide this service to students.

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

The board has adopted a Student Records policy (09.14), and district leadership implements procedures for maintaining student records. The records at the high school are in a secure, locked room supervised by an assistant in the counselor's office. Through the Infinite Campus program, records of student academic and education development are managed as required by state policy. The high school has a career options class required

# District Leadership Assessment Summary Report

## Fleming County

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2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating 2**

of all ninth grade students to explore career choices and complete Individual Learning Plans. However, there is limited parent involvement in the completion of these plans.

**District Leadership Assessment Summary Report**

**Fleming County**

**School District**

*2/5/2012 - 2/10/2012*

Summary Findings in: **Learning Environment**

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

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Learning Environment**

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

The board and district leadership should develop and implement policy and procedures that will identify students with learning problems. They should solicit assistance from state agencies so that the policy complies with state regulations.

District leadership should ensure that the Parent Portal section of Infinite Campus is activated so all parents and guardians can have direct access to the educational information of their children.

The board and district leadership should adopt a policy and a systematic process to ensure all students have a parent or adult to advocate for their learning needs.

#### Resources:

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

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

Henderson, A. T. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

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, eWalk data, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, lesson plans/units of study, needs assessment data, professional development records, school budget and allocations, school calendar with motivational and celebratory events, school mission, belief and vision statements, school Web pages, staff development agenda, Student Performance Level Descriptors, student/parent/staff handbooks, Board of Education Policies and TELL Kentucky survey

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

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

#### **Performance Rating    3**

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

Most professional development planning occurs at the district level. District leadership ensures that the District Network Leadership Team develops and implements a plan at each school to build competence in the instructional staff through an intentional, multi-year plan of job-embedded professional development. The team meets once a month to plan activities that will be conducted in each school before the team's next meeting. Over the next three years, the team plans to work with the instructional staffs of each school on Unbridled Learning.

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

The board has adopted an Evaluation policy (03.18) that clearly defines the evaluation process for certified staff members. School and district leadership implement procedures that meet state requirements for the evaluation of all personnel. The high school principal conducted the annual certified personnel evaluation policy orientation of the Fleming County Schools Certified Evaluation Procedures in August 2011.

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

- 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

District leadership supports instructional and leadership growth of individual staff members at both the district and school level. Members of the District Network Leadership Team (e.g., principals, teachers, math and science instructional coaches, Gates Foundation Integration Grant coach and teachers) meet monthly with district leadership to discuss teacher learning needs (e.g., unit design, standards based grading/reporting, constructed response) and to plan both ongoing and job embedded professional development activities (e.g., the three year district wide professional development initiative on implementing Senate Bill 1, Unbridled Learning follow-up). Team members are expected to return to their schools and share information with school staff. The superintendent assigns district liaisons to each school to provide support when requested by certified staff members. High school administrators conduct regular walkthrough observations and provide feedback via email, but there is no formal process in place to monitor to ensure that positive changes in teacher effectiveness occur over time. District leadership communicates the belief that professional development is an important process for bringing about change in practices that lead to increased student performance. District leadership has supported this by providing opportunities (i. e., early release days in September and October) for certified staff members to focus on professional development. Both district and school leadership provide new teachers extra support with a one day orientation training and monthly after school sessions on topics requested by new teachers. Some district classified staff members participate in training (e.g., MUNIS, blood borne pathogen) that upgrades their skills in their work area.

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

Some of the professional development activities (e.g., certified personnel evaluation update training, Addressing Student Needs under Section 504, Using Constructed Response) of the superintendent and district staff are aligned with the goals for student performance in the comprehensive district improvement plan. Some individual growth plans address targeted items (e.g., building leadership, promoting student attendance) in the district plan. District leadership ensures that the professional development process for

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

#### **Performance Rating 2**

school administrators and certified school staffs is aligned with the goals for student performance in the comprehensive district plan but not with the comprehensive school improvement plans or with individual growth plans.

- 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 has prioritized some professional development activities (e.g., analysis of student work, development of formative and summative assessments) in the academic achievement component of the comprehensive district improvement plan but does not have a formal process to ensure professional development training strategies are fully implemented. The superintendent has assigned district liaisons to each school but has not established clear roles and responsibilities for them to monitor and assess impact on instruction and student growth and achievement.

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

District leadership ensures some professional development activities are job-embedded and ongoing. District leadership and staff have some opportunities with intentional focus on continuous training (e.g., certified personnel evaluation update, Kentucky Instructional Support Leadership Network) that builds leadership capacity. Most professional development activities in which district leadership and staff participate are annual events that fail to foster continuous professional learning.

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

District leadership reviews professional development activities identified in the comprehensive district and school improvement plans but do not monitor to ensure they are linked to the learning needs of students, including groups with demonstrated achievement gaps (e.g., students with disabilities, percent of free and reduced lunch). District leadership reviews data (e.g., Kentucky Interim Progress Report, No Child Left Behind report) but do not ensure data from these reports are used to plan professional development activities that address student needs. District leadership provides limited assistance to revise comprehensive school improvement plans to ensure professional development activities link directly to student growth and achievement.

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

#### **Performance Rating    2**

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

The board has adopted a Professional Development policy (03.19) to ensure equitable allocation of professional development funds. District leadership allocates professional development funds to school councils by formula and supplements professional development from various funding sources (e.g., Title IIA, Carl Perkins). Additional funding is available when requested by schools; however, district leadership does not have a formal process to review expenditures for professional development and to assess whether professional development activities have a significant impact on student growth and achievement.

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

District leadership ensures that all certified employees have an individual growth plan. Certified employees develop their plan at the end of the school year and present it to their evaluator for approval. The evaluatee has until August 30 to make changes before a final copy is submitted to district leadership by September 30. District leadership reviews the individual growth plans before placing them in individual personnel files. Individual growth plans are not collaboratively developed, regularly reviewed nor updated. District leadership does not monitor the implementation of individual growth plans to ensure they are being carried out as agreed. The board has adopted a classified Evaluation policy (03.28) concerning the evaluation of classified personnel, but the policy is not always implemented as written (e.g., some individuals are not evaluated).

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

The board has adopted a certified Evaluation policy (03.18) that was approved June 10, 2009, by the board and July 1, 2009, by the Kentucky Department of Education. District leadership provides technical assistance to all administrators in the development of personnel evaluation skills in the implementation of the district personnel evaluation policy. District and school administrators receive new or update training in the district certified personnel evaluation process at the administrators' retreat. The district certified personnel evaluation process is fully implemented by administrators. Certified

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

### **Performance Rating    2**

personnel are evaluated according to the policy. All administrators, including the superintendent, and non-tenured teachers are evaluated annually. All tenured teachers are evaluated a minimum of once every three years. Summative evaluations must be completed by April 1. The implemented district certified evaluation process includes observation and feedback, but district and school leadership do not monitor to ensure the impact on teaching effectiveness and student growth and achievement.

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

The comprehensive district improvement plan includes some instructional leadership activities for both district and school leadership; however, the needs are not specific and there are no strategies to address them. District and school leadership select professional development activities that fulfill requirements of the Effective Institute Leadership Act (e.g., Principal Training Module, Turning around Struggling Schools). The superintendent encourages both district and school leadership to participate in out-of-district professional development (e.g., Kentucky Instructional Support Leadership Network, Kentucky Association of School Administrators Summer Leadership Institute).

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 to ensure that all evaluators complete formative and summative evaluations and to ensure that the school principal places on a corrective action plan those certified staff members who are unable or unwilling to change instructional and behavioral practices. District leadership monitors to ensure that school leadership provides timely evaluation feedback to these teachers. The principal meets once a month with the teacher on a corrective action plan to determine progress and next steps. District leadership does not monitor to ensure that principals monitor teacher progress on the implementation of individual growth plan goals during the school year.

**District Leadership Assessment Summary Report**

**Fleming County**

**School District**

2/5/2012 - 2/10/2012

Summary Findings in: **Learning Environment**

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

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Learning Environment**

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

District leadership should ensure there is a direct connection between the goals in the comprehensive district and school improvement plans, the certified personnel evaluations and the individual growth plans for all district and school leadership and staff.

The superintendent should ensure that the principal in the persistently low achieving school should effectively use the certified personnel evaluation process to improve the proficiency of his staff and to increase accountability for student achievement. The superintendent should ensure that individual growth plans are collaboratively developed and targeted to school and individual needs. He should ensure that all school evaluators are trained and supported in coaching and feedback techniques to support improved instruction. The certified evaluation plan committee should consider modifying the evaluation process to require the first round of formative evaluations of appropriate staff occurs during the first semester.

#### Resources:

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

Diaz-Maggoli, G. (2004). *Teacher Centered Professional Development*. Alexandria, VA: Association for Supervision & Curriculum Development.

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

Killion, J. (2007). *Assessing Impact: Evaluating Staff Development*. Thousand Oaks, CA: Corwin Press, Inc.

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

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

Review of brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, certified personnel evaluation plan and process, class rosters, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, eWalk data, facility inspection reports, faculty meeting agenda, fire marshal reports, health department inspection reports, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, newspaper clippings/press releases, newspapers, organizational charts, perception survey results, professional development records, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school budget and allocations, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school financial reports, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school visitors register, school Web pages, school/district safety plan, state statute and regulation, student handbook, student work, student/parent/staff handbooks and trophy cases

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

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

### **Performance Rating    3**

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 a Safety policy (05.4) and a Security policy (05.5). District leadership implements procedures that ensure the high school has the necessary resources to ensure a safe, healthy and orderly learning environment for students and staff. District leadership collaboratively

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Performance Rating**    **3**

develops and disseminates a safety manual with high school leadership.  
Review of safety issues, including evacuation drills and emergency situations,  
is provided before the opening of school. District leadership routinely monitors  
the implementation of the safety plan.

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Performance Rating    2**

7.1a Leadership has developed and sustained a shared vision.

The Fleming County school district developed its current mission statement in school year 2002-2003, beginning with surveys and questionnaires of faculty, staff, parents and community. The surveys and questionnaires included questions that addressed stakeholder beliefs and vision. The process included two meetings of the District Improvement Planning Committee, which included representatives of all stakeholders. The District Improvement Planning Committee has revisited the mission statement each spring 2006-2009. The mission statement is displayed in schools, district Web site and the district office. The slogan, "Fleming County Schools, where kids are first and learning never ends," is reflected on district documents and publications. The district has not developed vision and belief statements.

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

The board has adopted an Accountability (SBDM) policy (02.44) that requires annual school council reports of academic progress and a biennial review of each school's activities and schedule to reduce achievement gaps. District leadership presents the board with the Kentucky Interim Performance Report, Educational Planning and Assessment System data and No Child Left Behind report, upon receipt of these reports from the Kentucky Department of Education. District leadership and high school leadership present some ongoing progress reports on academic growth throughout the school year. District leadership does not always collaborate with school leadership to secure input before making decisions that support student growth and achievement.

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

The individual growth plan of each administrator is based on the Interstate Leadership Licensure Consortium standards. The superintendent selected one area from instruction for each administrator. One or more areas from the standards were chosen by the administrator as a growth area to build administrator capacity to support teaching and learning or leadership skill. The superintendent or evaluator and the administrator have some collaboration on selection of descriptors within each standard, in development of the growth plan and in connection of the growth plan to the comprehensive

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

### **Performance Rating    2**

district improvement plan. The superintendent and administrators meet one time during the year to review and revise individual growth plan goals.

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

District leadership engages in regular review and analysis of disaggregated data and some data are used by district leadership to inform the high school and district improvement plans. District leadership conducts some review of disaggregated data to determine academic achievement of sub-populations, and this data is shared with school leadership and staffs. The district improvement plan coordinator meets with the high school and administrative team each year to review progress. Plan initiatives are reviewed at each district administrative team meeting. There is not a consistent and intentional use of data analysis to inform decision-making for improving student achievement.

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

District leadership provides district and the high school staff access to current Kentucky curriculum documents in hard copy and through the district Web site, which has links to the Kentucky Department of Education Web site. District leadership provides limited training and assistance to school leadership and teachers in using the curriculum resources. District leadership does not systematically monitor to determine if the high school leadership and teachers develop capacity in the understanding and use of curriculum documents and resources.

- 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 considers some needs of the high school in the allocation of resources by providing supplemental staffing for course offerings and support staff (e.g., math coach, science coach, technology integration specialist). Projected enrollment and staffing formulas intended to create

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

### **Performance Rating    2**

equality among schools drive the allocation process. The district school staffing allocation formula has not been revised to reflect existing and anticipated funding cuts. District leadership assures compliance with policies and regulations of state and federal funds allocations but does not systematically monitor the effectiveness and impact of resources on student growth and achievement. District leadership has not clearly defined or appropriately assigned organizational roles, expectations and accountability for duties to support continuous school improvement.

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

The board has adopted School Council Policies (02.4241) requiring school councils to submit all new or revised policies to the board for review. A member of the district administrative team serves as the high school council liaison and provides some guidance to the council in the form of information and resources. District leadership does not monitor to ensure that the councils adopts all required policies nor do they monitor the implementation and impact of school council policies on school operations and instruction.

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

The superintendent has assigned himself and two members of the administrative team to act as high school liaisons and to serve as a resource and a source of communications between the district and the school. District leadership seldom attends high school council activities and meetings, although they are expected to do so, as appropriate. District leadership does not ensure the high school council is intentionally focused on instructional matters that affect student achievement.

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

The superintendent communicates the expectation that principals ensure that all students achieve at high levels. However, the superintendent has not united district leadership and high school leadership with a shared vision of learning at rigorous levels. The superintendent has not ensured the principal at the high school maintains an intentional focus on academics and improving the instructional capacity of teachers. He has not maximized the personnel

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

### **Performance Rating    2**

evaluation process to hold district personnel and the high school principal accountable for improving the instructional capacity of teachers. The superintendent communicates with principals and provides some support and access to resources necessary to be successful. While administrators are usually provided with support to address individual growth needs, individual growth plans are not always developed around these needs. Assessment of the effectiveness of instructional leadership is primarily informal. Processes to systematically monitor the effectiveness of principals in the ongoing leadership of daily classroom instruction are not fully developed, clearly communicated or systematically implemented. Communication between and among school and district administrators is generally open but disjointed and unfocused, leading to misunderstandings.

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Performance Rating**    **1**

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

District leadership is not involved with the high school leadership in minimizing disruptions of instructional time, designating this as a school council and school leadership responsibility.

**District Leadership Assessment Summary Report**

**Fleming County**

**School District**

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Efficiency**

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

District leadership, including the board of education, should accept the responsibility and work collaboratively with the high school council and principal to ensure an intentional focus on student achievement is developed and sustained. The superintendent should create a sense of urgency for the high school to become a high performing school. He should engage in conversations about high school achievement and communicate this expectation of high performance to all district and school leadership, staff, parents, students and community stakeholders. A needs assessment should be conducted to determine a focus for district leadership to support the efforts of the high school to build leadership and teacher efficacy to increase student growth and achievement. The superintendent should ensure monitoring and evaluation of planning, personnel, and programs at all levels. This should focus on how resources measurably impact student achievement. He should ensure that he and his staff monitor classroom instruction and provide feedback, support and follow up to lead principals and teachers in teaching to proficiency. District leadership should reinforce and provide direction to the school council for their role in improving student performance. The comprehensive district improvement plan should be the map for the board and the superintendent to move the high school toward achieving proficiency for all students and should be based on identified priority needs.

The superintendent should lead the district team in the development and implementation of a clear set of roles and expectations for all leadership personnel that will directly support student achievement. These roles and expectations should establish clear lines of responsibility, the necessary authority to fulfill them and the accountability for implementation. These roles, authority and accountability should be communicated to all district and school staff through a transparent system of communication. The superintendent should ensure that these expectations are non-negotiable.

#### Resources:

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.

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

SISI Toolkit Standard 7. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%207/Standard%207%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%207/Standard%207%20By%20Standards.htm)

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

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

Review of categorical program financial reports, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district budget and allocations, employee handbooks, Implementation and Impact Checks, master school schedule, organizational charts, school budget and allocations, school council policies and bylaws, school financial reports, state statute and regulation, student/parent/staff handbooks, student/teacher ratio and Board of Education Policies

Interviews with assistant superintendent(s), central office staff, classified staff, community members, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, local board of education members, parents, principal, school leadership, superintendent and teachers

Observations of common areas, hallways and outdoor areas

#### **Performance Rating    2**

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

The board has adopted a Program Evaluation policy (08.5) that states “The Superintendent shall develop and implement a plan for the evaluation of educational programs focused primarily on measurable student achievement data.” The policy defines a process to review the district programs that address the following aspects: “...programs to be evaluated, a master schedule indicating when each program will be reviewed, meetings during the current school year at which a program will be discussed, data to be presented and the format, key questions that will be asked, stakeholders to be invited and information to be shared with the community and its format.” However, the superintendent has not implemented a formal process to monitor the success or impact of these programs on student growth and achievement as required by board policy. The superintendent holds monthly principal meetings and sometimes discusses school use of the allocated resources. District leadership monitors allocated resources and expenditures as required by state and federal guidelines and regulations. District leadership provides limited input to school leadership in organizing the programs and structure of the school.

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

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

### **Performance Rating    2**

The superintendent conveys the expectation that school leadership is responsible for ensuring the master schedule includes sufficient core courses that are available to all students, but he does not monitor to ensure that this occurs. District leadership does not collaborate with high school leadership in developing the master schedule. The superintendent requires school leadership to submit the master schedule to central office. Staffing allocations given to the high school meet or exceed the state minimum student/teacher ratios.

- 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." District leadership provides some additional staff (e.g., math coach, science coach, technology integration specialist) above the projected staffing allocations. The superintendent has informal conversations with the principal but leaves with school leadership the responsibility of allocating and assigning teachers to meet the unique learning needs of all students. District and school leadership do not collaborate to ensure that the staff assignments are organized to maximize their impact on student growth and achievement. School councils receive staffing allocations based on projected student enrollment. School leadership can request additional staff and resources; however, there is no formal written process for schools to follow in making the request. District staffing policies meet or exceed the minimum state requirements for student/teacher ratios. District leadership and school leadership do not monitor and analyze the impact of these allocations on student growth and achievement.

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

The superintendent conveys the expectation that the principal is responsible for monitoring classrooms and protecting instructional time. District leadership does not regularly perform walkthroughs in the high school to measure that best instructional practices are being used and instructional time is being protected. The board has not adopted a policy to protect instructional time. District leadership has not developed a systematic process to monitor the

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

#### **Performance Rating 2**

resources and their impact on student growth and achievement.

- 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).

The superintendent encourages school leadership to provide common planning time in the school master schedule but does not monitor whether or not it occurs. District leadership has provided a few opportunities and resources for vertical planning and transition (e.g., early release days, QualityCore training).

- 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 conveys the expectation that school leadership will design the school master schedule to maximize instructional time to promote high student growth and achievement. District leadership does not monitor to ensure that this occurs. District leadership does not collaborate with the principal in developing the master schedule.

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

The board has adopted a Budget Planning and Adoption policy (04.1) that allocates funds to the schools. In determining the budget, the board considers "results of the current needs assessment, recommendations resulting from that process, and current District/school improvement and/or long range plans and revenue projections for the coming year." District leadership allocates funds to school councils based on projected enrollment figures rather than on student instructional needs. District leadership does not have a clearly defined formal process to guide the allocation of additional resources to the persistently low achieving school. All funding allocations meet state and federal guidelines and regulations. If requested, district leadership provides some assistance to the school councils in the use of resources and budgeting.

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

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 a 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 1 each year.” District leadership has an informal process for school leadership to submit requests for additional funds and resources, but the board does not follow the priorities identified from a needs assessment by schools in allocating Section 7 funds as required by board policy and state regulations. These requests are then submitted to the board. Allocation of categorical funds is based on a formula rather than on the unique learning needs of the students. District leadership has not developed a formal process to monitor the use of allocated funds for their impact on student growth and achievement.

- 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 a District Planning policy (01.111) that states the “primary purpose of the District Improvement Plan shall be to examine student achievement information, including school and District performance on state and federally mandated testing/accountability instruments and to use that information to develop District strategies and services to improve student performance and to address deficiencies.” The board has adopted a Budget Planning and Adoption policy (04.1) that allocates funds to the schools. In determining the budget, the board sometimes considers “results of the current needs assessment, recommendations resulting from that process, and current District/school improvement and/or long range plans and revenue projections for the coming year.” However, district leadership does not always ensure that the budget is aligned with the identified priorities in the district improvement plan. The board also 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 growth

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

#### **Performance Rating    2**

and achievement. The superintendent and finance officer develop the draft budget and submit it to the board for approval. District leadership provides budget and financial reports to the board at each monthly meeting.

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

District leadership monitors categorical funds according to district, state and federal regulations and guidelines. However, district leadership has not developed a formal plan to monitor and evaluate the impact of these resources on student growth and achievement. The comprehensive district improvement plan integrates some funds (e.g., Title I, Title II, Safe School) to address the goals, strategies and activities in the district and school improvement plans.

**District Leadership Assessment Summary Report**

**Fleming County**

**School District**

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Efficiency**

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

The superintendent should develop and implement systematic monitoring procedures for all district programs as outlined in the board Program Evaluation policy (08.5). These procedures should enable district leadership to determine the impact of the programs on student growth and achievement. The board and superintendent should hold district and school leadership accountable for monitoring and evaluating all programs.

The superintendent and the board should ensure that the allocation of Section 7 funds is conducted according to the School Budget and Purchasing (SBDM) policy (02.4242) and state statute (KRS 160.345) and regulation (702 KAR 3:246).

#### Resources:

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

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

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

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

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

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

Review of comprehensive district improvement plan, comprehensive school improvement plan, Implementation and Impact Checks, needs assessment data, school mission, belief and vision statements, School Report Card data and school Web pages

Interviews with assistant superintendent(s), central office staff, district leadership and superintendent

### **Performance Rating    2**

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

District leadership developed a mission statement in collaboration with stakeholders during the 2002-2003 school year using surveys and questionnaires of faculty, staff, parents and community. The committee reviewed the mission statement annually during each spring of 2006-2009. No revisions were made to the statement. Vision, belief and goal statements have not been developed as a means to enhance student growth and achievement. However, the district has developed a slogan, "Fleming County Schools, where kids are first and learning never ends," to guide decision making. The mission statement was published in the local newspaper seeking public review. The board has adopted a District Planning policy (01.111).

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

District leadership collaborated with school leadership to collect, manage and analyze data to develop the components of the comprehensive district improvement plan (e.g., No Child Left Behind report, Kentucky Interim Progress Report, Measures of Academic Progress, Fleming County Student Intervention System, Educational Planning and Assessment System, previous improvement plans) on which the goals and objectives, priorities and strategies of the district improvement plan are based. They do not collaborate to analyze classroom assessments and student work. The district improvement plan is aligned with school improvement plans.

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

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

#### **Performance Rating 2**

Student achievement data (e.g., No Child Left Behind report, Kentucky Interim Progress Report, data collected as part of compliance with programs) is used for comprehensive district and school improvement planning. Priority needs are identified by using the Kentucky Interim Progress Report with some emphasis upon the gap analysis report. Reading and math needs are established by both the No Child Left Behind report and the Kentucky Interim Progress Report. Other components rely on surveys conducted by the district leadership (e.g., Teaching, Empowering, Leading, and Learning Kentucky survey). Some goals, objectives and strategies are also based on this information.

- 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.

District leadership and the district improvement planning committee used a limited review of research (e.g., Classroom Assessment for Student Learning, Unbridled Learning) in the development of the comprehensive district improvement plan. District, state and national standards are considered in determining the needs, causes, goals and objectives of the plan (e.g., Kentucky Standards for School Improvement, No Child Left Behind report, Kentucky Interim Progress Report).

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

Some unique learning needs of students are identified in the academic and achievement gap information of the No Child Left Behind report (e.g., students with disabilities, percent of free and reduced lunch). Some goals and objectives of the district improvement plan are designed to close academic and achievement gaps by using strategies (e.g., student friendly learning targets, hands on engaging learning activities) proven to promote student growth and achievement.

- 9.3c The desired results for student learning are defined.

The desired results for student learning have some measurable terms but are not clearly and concisely defined. Benchmarks with long and short term goals at regular intervals are not provided in the comprehensive district improvement plan.

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

#### **Performance Rating 2**

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

District leadership, in collaboration with school leadership, collects some data (e.g., No Child Left Behind report, Kentucky Interim Progress Report, Measures of Academic Progress) but does not effectively use this information to evaluate the overall effectiveness of the instructional and organizational structures throughout the district.

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

Present and future instructional and organizational goals in the comprehensive district improvement plan are not written in clear, concise and measurable terms. District leadership assists school leadership as needed to develop the school improvement plans. Each school has a liaison from the district who assists with the development of school improvement plans and with the integration of the school plans into the district improvement plan. District leadership reviews improvement plans via e-mail.

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

Some action components address closing achievement gaps as found in the No Child Left Behind report, but this focus is not systematic or always intentional. Goals and objectives in the comprehensive district improvement plan are sometimes aligned with action components in the school improvement plans. Some strategies are grounded in research to achieve the objectives to support student growth and achievement.

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

Most strategies are written in general terms and simply mention closing achievement gaps among populations (i.e., culture component strategies have little connection to closing achievement gaps). Timelines for goals and strategies in the comprehensive district improvement plan have a start date with no benchmarks or ending date to drive monitoring or completion of the plan. Resources are listed where appropriate to accomplish each goal in the district improvement plan. Component managers are identified to implement

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

#### **Performance Rating 2**

the plan with responsible persons named for each of the strategies.

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

The district planning committee attempts to review progress and evaluate the effectiveness of the comprehensive district improvement plan by analyzing data (e.g., Kentucky Interim Progress Report, No Child Left Behind report, Measures of Academic Progress). The “successful attainment column” of the goals and objectives in the components references some formal and informal evaluation data (e.g., refinement of practices, Infinite Campus records, Measures of Academic Progress). The district improvement planning committee meets to review progress and make modifications to the plan. The board requires school councils to annually report progress toward achievement of goals and objectives in comprehensive school improvement plans.

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

Comprehensive district improvement plan components and strategies are somewhat aligned with the mission statement of the district. Some strategies are research based (e.g., Unbridled Learning, Classroom Assessments for Student Learning) with predictable results for student learning that have been proven to be successful.

- 9.6a The plan is implemented as developed.

District leadership provides resources (e.g., funding, professional development activities, surveys, assessments) and some support (i.e., district planning committee) to implement the comprehensive district improvement plan strategies. Most central office staff members know the goals and objectives of the district improvement plan and assist with implementation to increase student growth and achievement.

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

District school liaisons meet with school leadership to evaluate progress

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

**Performance Rating    2**

toward achieving the goals of the comprehensive district improvement plan. Student performance data (e.g., No Child Left Behind report, Kentucky Interim Performance Report, Measures of Academic Progress) are analyzed to determine some modifications to the components of the district improvement plan. The only modification to the district improvement plan is the inclusion of college and career readiness to the academic achievement component. No strategies have been revised. District leadership reviews school implementation and impact checks to evaluate the degree to which schools are achieving the goals and objectives in the school improvement plans.

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

District leadership analyzes data (e.g., Teaching, Empowering, Leading, Learning Kentucky surveys; Measures of Academic Progress data; Kentucky Interim Progress Report; No Child Left Behind report) to compare changes over time to evaluate the impact of the comprehensive district improvement plan on student performance. Implementation and impact checks are provided with little relationship to the evaluation strategies cited in the district improvement plan.

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

**Performance Rating**    **1**

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

District leadership makes few modifications to the comprehensive district improvement plan throughout the year to sustain a commitment to continuous improvement.

**District Leadership Assessment Summary Report**

**Fleming County**

**School District**

2/5/2012 - 2/10/2012

Summary Findings in: **Efficiency**

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

# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

Summary of recommendations in: **Efficiency**

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

District leadership should ensure that the goals and objectives of the comprehensive district improvement plan are written in clear, concise and measurable terms accompanied by benchmarks and reviewed and revised at regular intervals. Implementation and impact checks should be connected to the evaluation strategies listed in the “successful attainment column” in the district improvement plan. Modifications to the district improvement plan should reflect the district commitment to continuous improvement.

Resources:

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

DuFour, R. & Eaker, R.E. (1998). Professional Learning Communities At Work, Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

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

The superintendent should lead in developing and implementing clear roles and expectations for all leadership personnel that will support student achievement. These roles and expectations should establish clear lines of responsibility, the authority to fulfill them and accountability for implementation. These roles, authority and accountability should be communicated to all district and school staff through a transparent system of communication. The superintendent should ensure that these expectations are non-negotiable.

The board, district and school leadership should create a culture of mutual respect and constructive dialogue. They should involve district and school staffs, community members, students and families in honest discussions regarding what a high performing educational culture looks like and what it will take to develop those characteristics to transform the district and schools. All stakeholders should participate in the process and focus on students, not adults. The process should require the board and superintendent to intentionally recruit representatives from all stakeholder groups to collaborate in developing authentic partnerships at all levels to create a culture of academic rigor and high expectation for teaching and learning for all students. District leadership should provide all stakeholders learning opportunities in multiple areas.

District leadership, including the board of education, should accept the responsibility and work collaboratively with the high school council and principal to ensure an intentional focus on student achievement is developed and sustained. The superintendent should create a sense of urgency for the high school to become a high performing school. He should engage in conversations about high school achievement and communicate this expectation of high performance to all district and school leadership, staff, parents, students and community stakeholders. A needs assessment should be conducted to determine a focus for district leadership to support the efforts of the high school to build leadership and teacher efficacy to increase student growth and achievement. The superintendent should ensure monitoring and evaluation of planning, personnel, and programs at all levels. This should focus on how resources measurably impact student achievement. He should ensure that he and his staff monitor classroom instruction and provide feedback, support and follow up to lead principals and teachers in teaching to proficiency. District leadership should provide and reinforce direction to the school council for their role in improving student performance. The comprehensive district improvement plan should be the map for the board and the superintendent to move the high school toward achieving proficiency for all students and should be based on identified priority needs.

District leadership should establish clear expectations for rigorous, relevant and engaging instructional practices for all schools and should assist the high school in designing a tool for monitoring these practices and their impact on student growth and achievement. They should ensure that instructional resources are being used effectively and equitably to meet the needs of diverse learners.

The superintendent and leadership team should monitor to ensure classroom assessments are rigorous, authentic and aligned with current standards. They should provide training in developing effective and varied classroom assessments and systematically monitor to ensure these assessments are frequent and used to inform instruction.

District leadership should provide teachers training in the skills needed to analyze student work and should provide training in a protocol for analyzing the results of varied assessments. District leadership should monitor to ensure teachers have opportunities to collaborate in analysis of student work and that results of these analyses are used to guide instruction and make curriculum decisions.

# District Leadership Assessment Summary Report

## Fleming County

### School District

2/5/2012 - 2/10/2012

#### **In Conclusion:**

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

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

District Authority:

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

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

Commissioner, Kentucky Department of Education:

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

I have received the leadership assessment reports for Fleming County School District and Fleming County High School.

Superintendent, Fleming County Schools

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

# District Leadership Assessment Summary Report

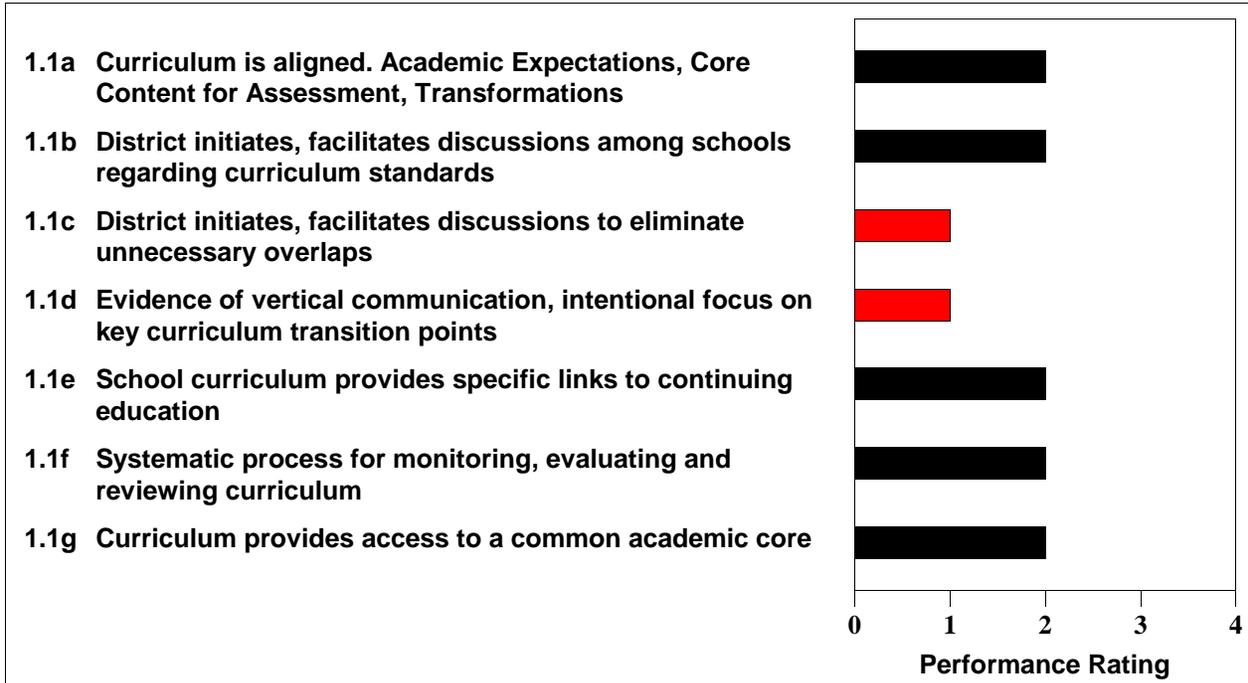
## Fleming County

School District

2/5/2012 - 2/10/2012

### 1.1 Curriculum

### Academic Performance



# District Leadership Assessment Summary Report

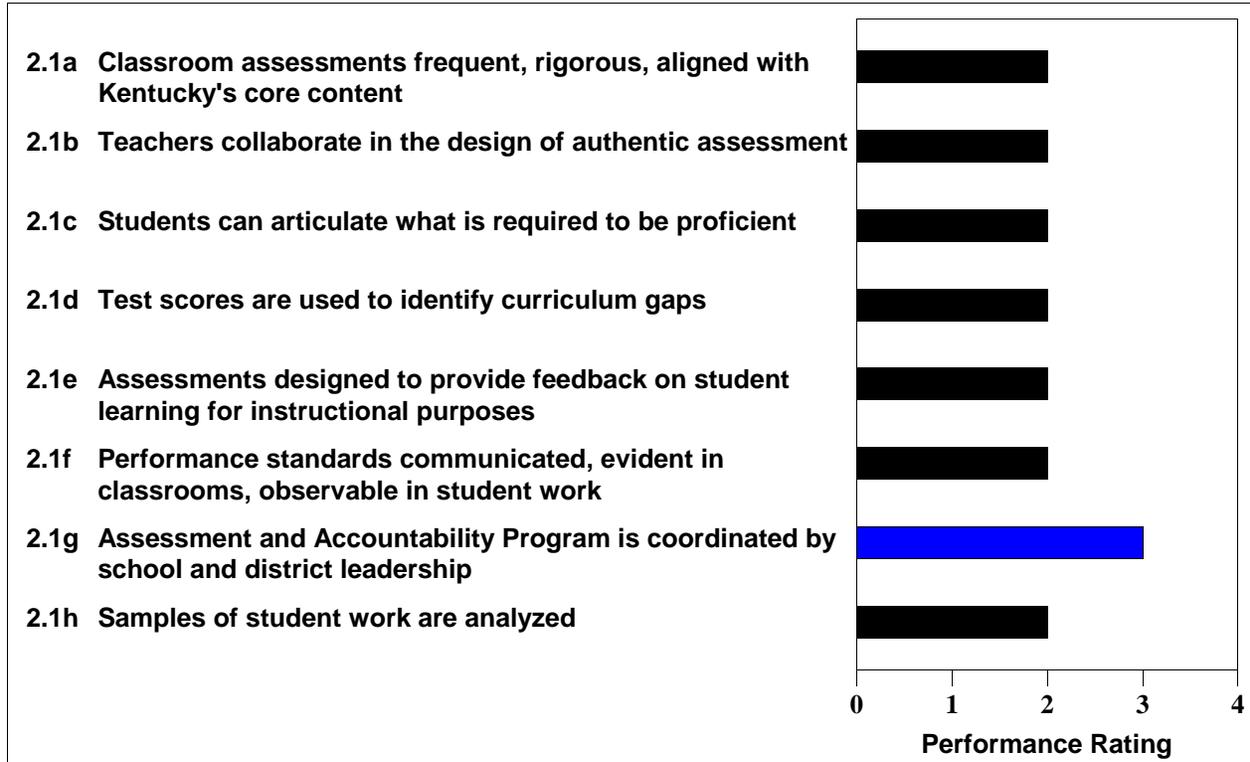
## Fleming County

School District

2/5/2012 - 2/10/2012

### 2.1 Classroom Evaluation/Assessment

### Academic Performance



# District Leadership Assessment Summary Report

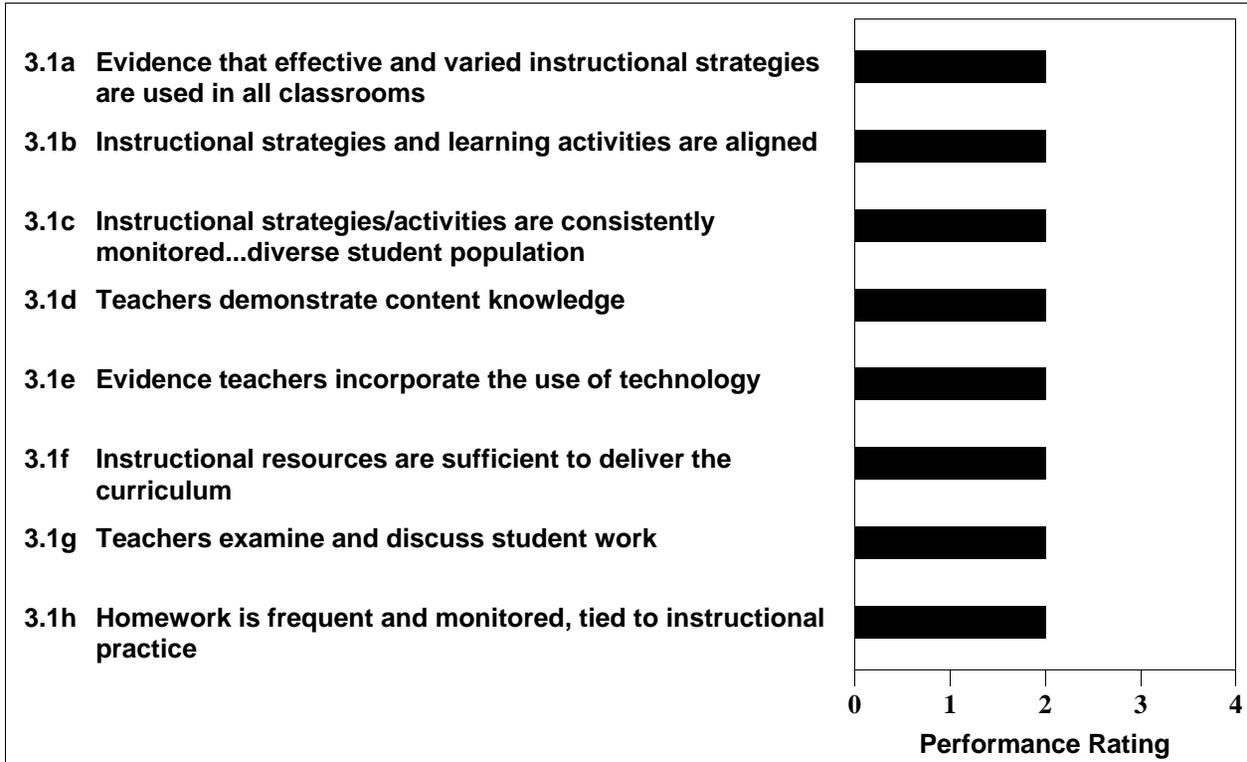
## Fleming County

School District

2/5/2012 - 2/10/2012

### 3.1 Instruction

### Academic Performance



# District Leadership Assessment Summary Report

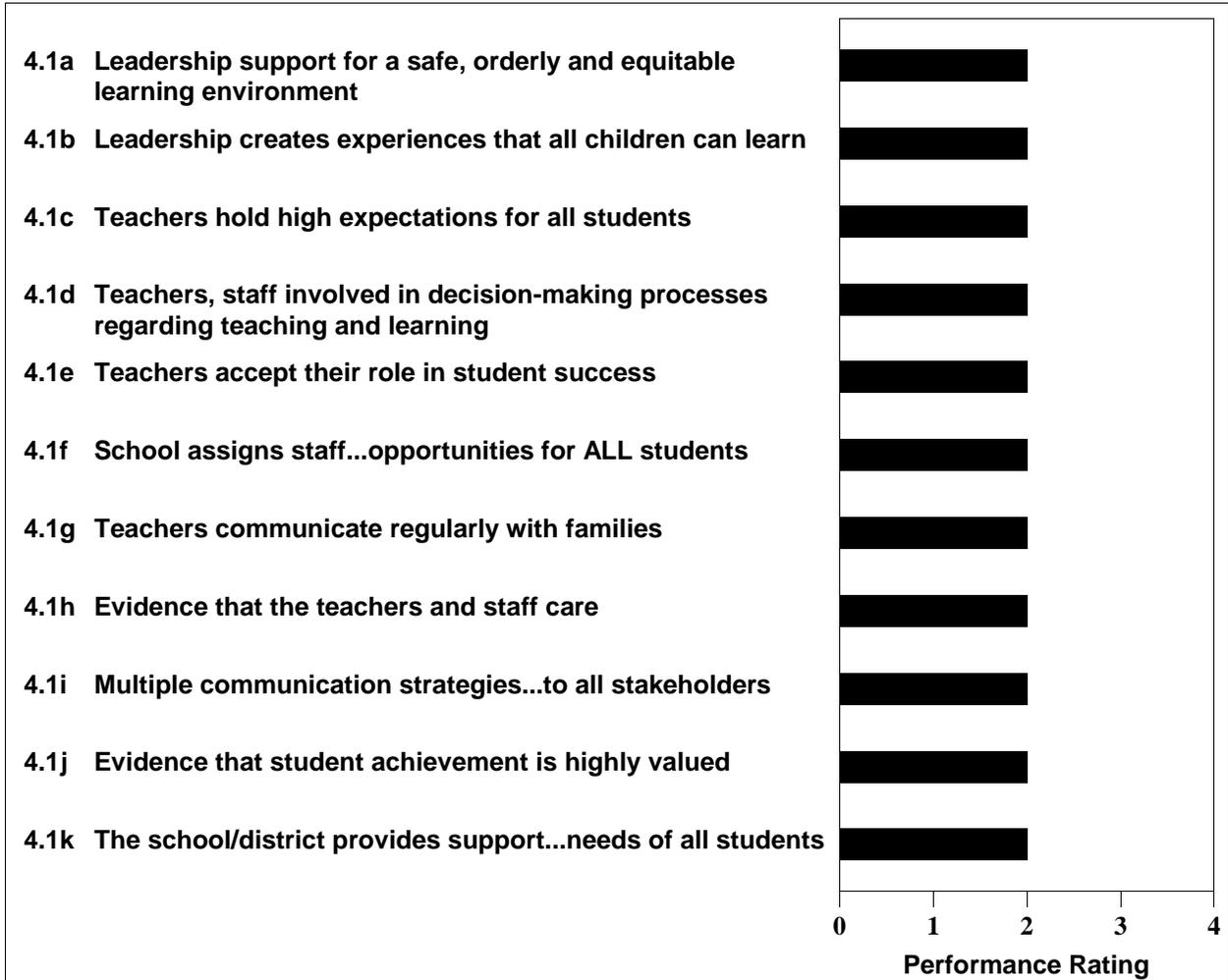
## Fleming County

School District

2/5/2012 - 2/10/2012

### 4.1 School Culture

### Learning Environment



# District Leadership Assessment Summary Report

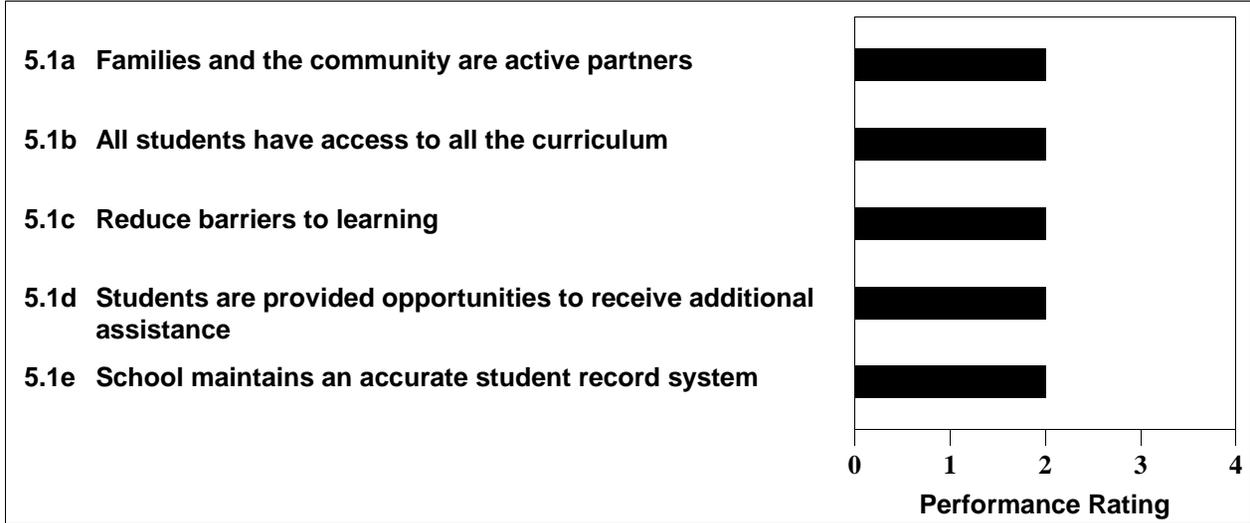
## Fleming County

School District

2/5/2012 - 2/10/2012

### 5.1 Student, Family and Community Support

### Learning Environment



# District Leadership Assessment Summary Report

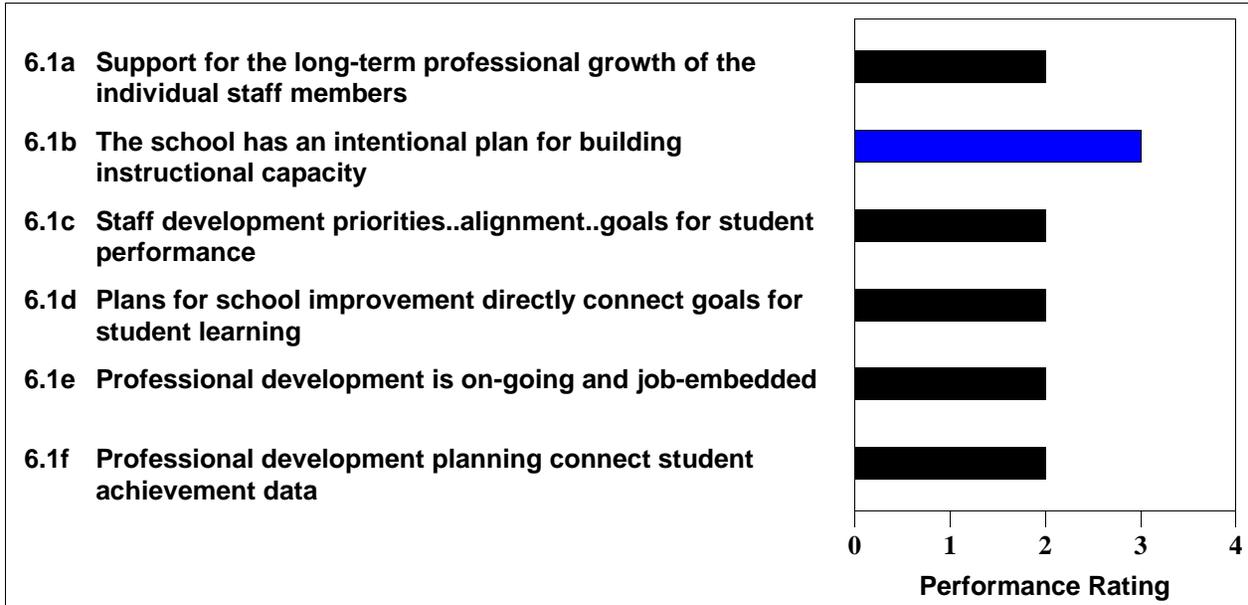
## Fleming County

School District

2/5/2012 - 2/10/2012

### 6.1 Professional Development

### Learning Environment



# District Leadership Assessment Summary Report

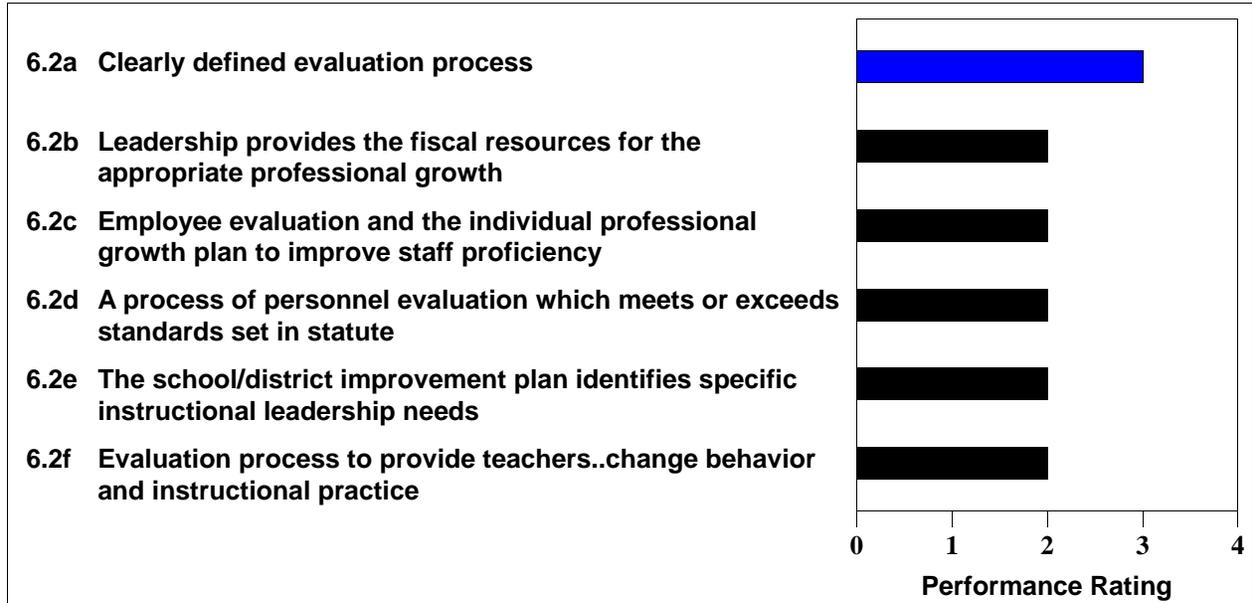
## Fleming County

School District

2/5/2012 - 2/10/2012

### 6.2 Professional Growth and Evaluation

### Learning Environment



# District Leadership Assessment Summary Report

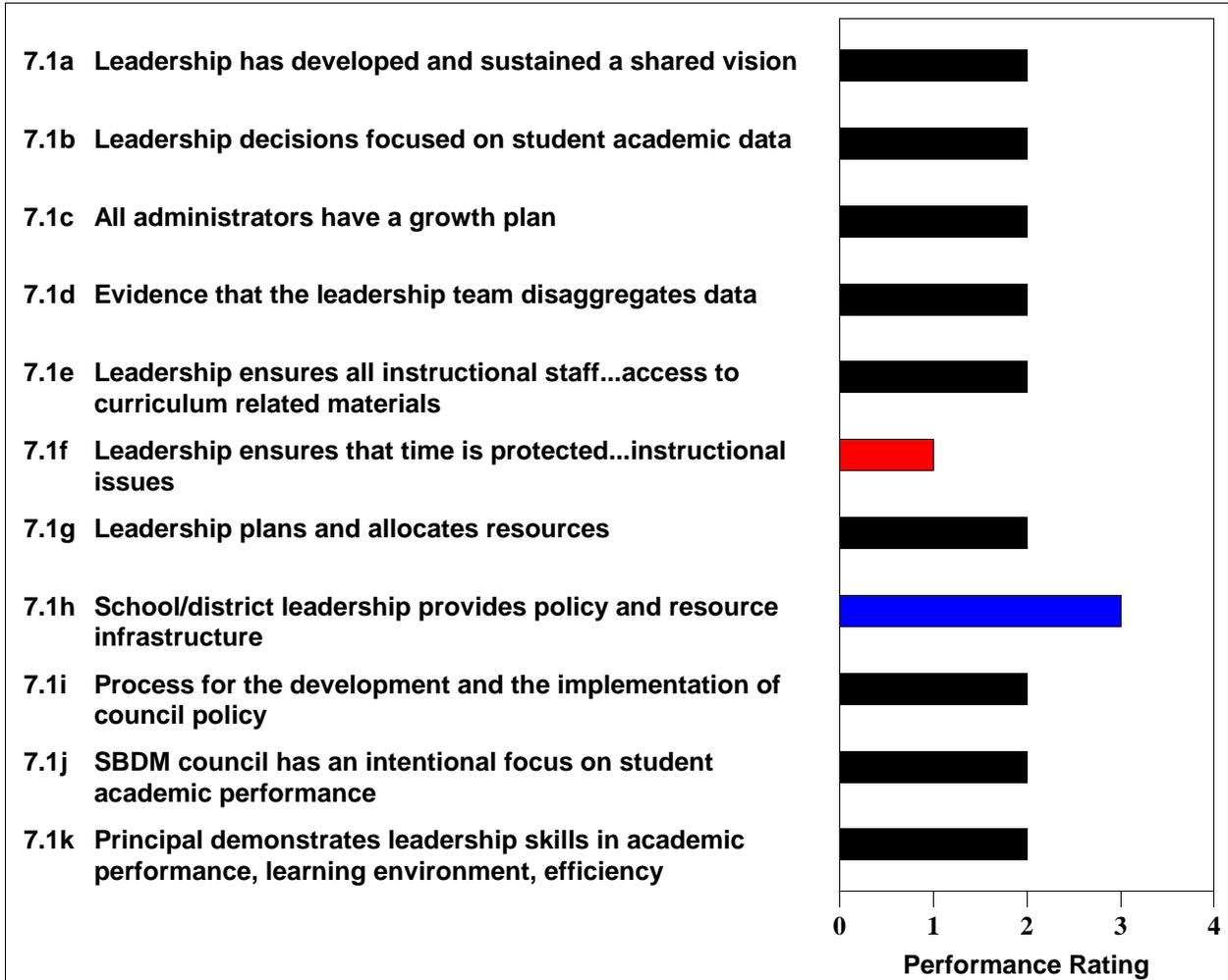
## Fleming County

School District

2/5/2012 - 2/10/2012

### 7.1 Leadership

Efficiency



# District Leadership Assessment Summary Report

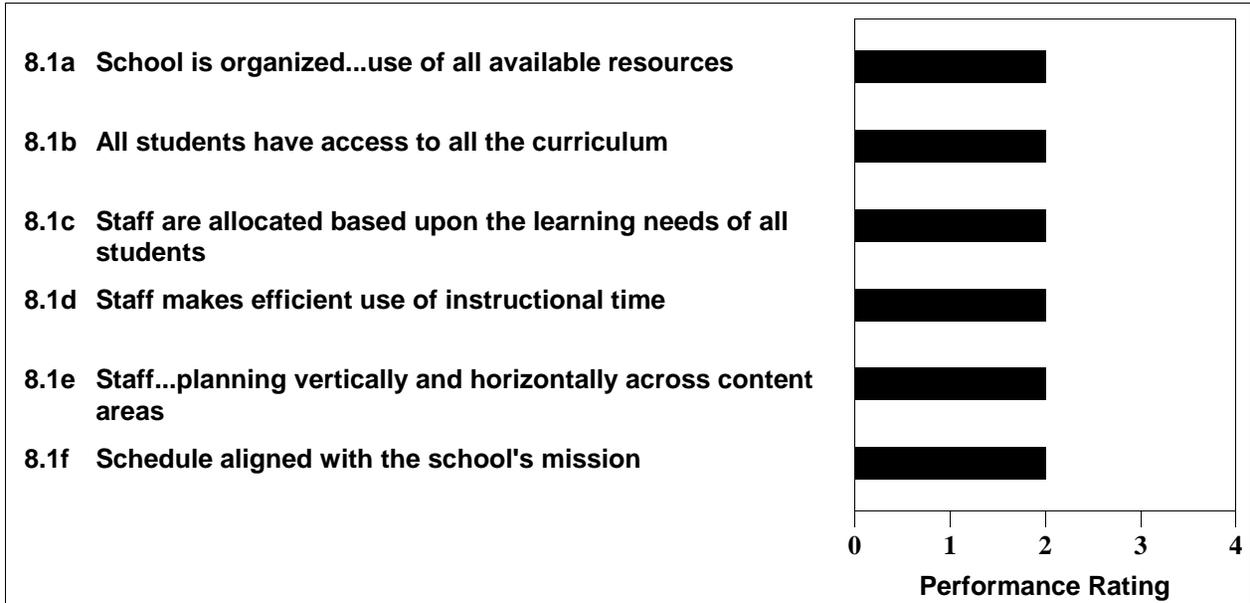
## Fleming County

School District

2/5/2012 - 2/10/2012

### 8.1 Organization of the School

Efficiency



# District Leadership Assessment Summary Report

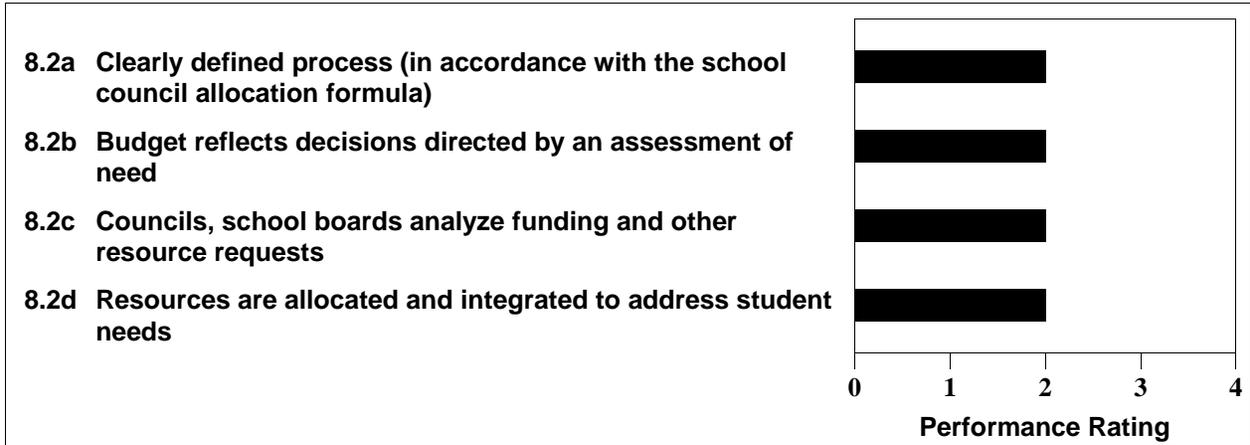
## Fleming County

School District

2/5/2012 - 2/10/2012

### 8.2 Resource Allocation and Integration

Efficiency



# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

### 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

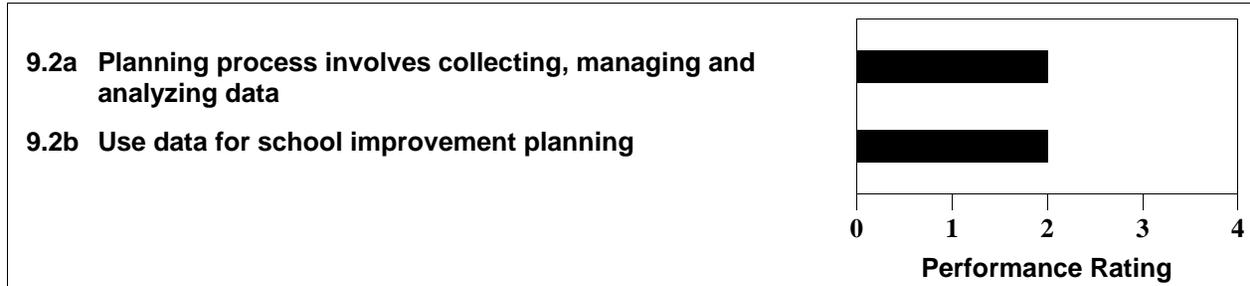
## Fleming County

School District

2/5/2012 - 2/10/2012

### 9.2 Development of the Profile

Efficiency



# District Leadership Assessment Summary Report

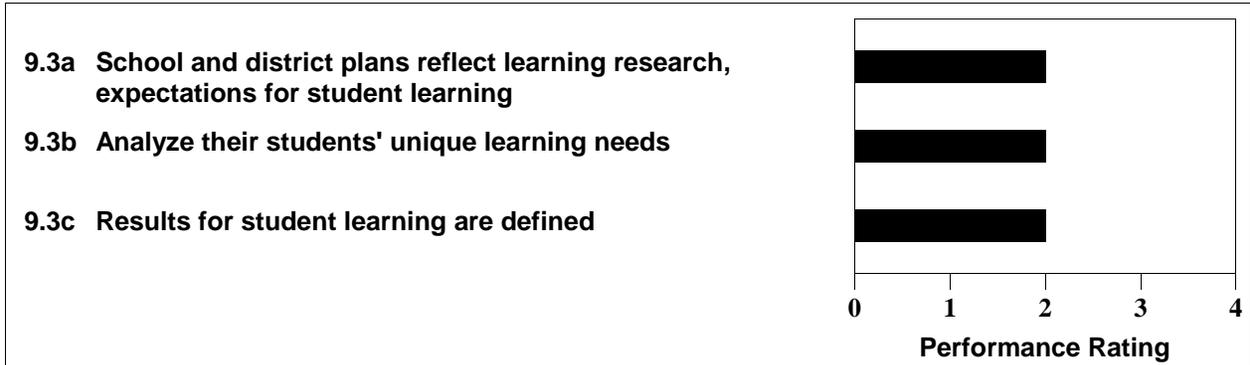
## Fleming County

School District

2/5/2012 - 2/10/2012

### 9.3 Defining Desired Results for Student Learning

Efficiency



# District Leadership Assessment Summary Report

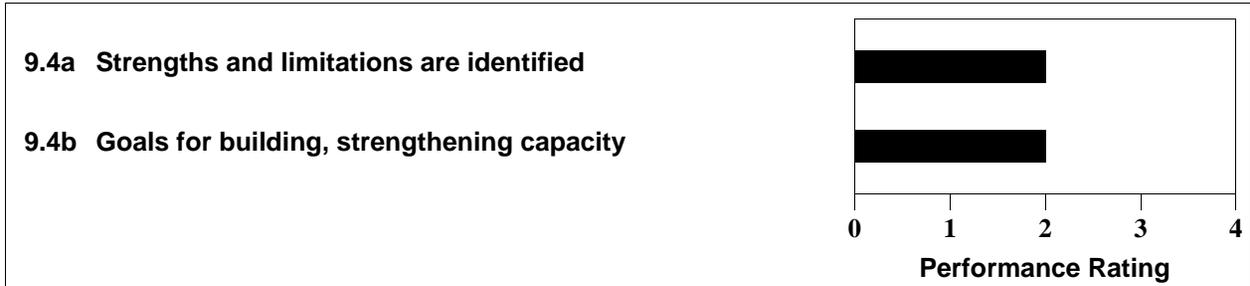
## Fleming County

School District

2/5/2012 - 2/10/2012

### 9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



# District Leadership Assessment Summary Report

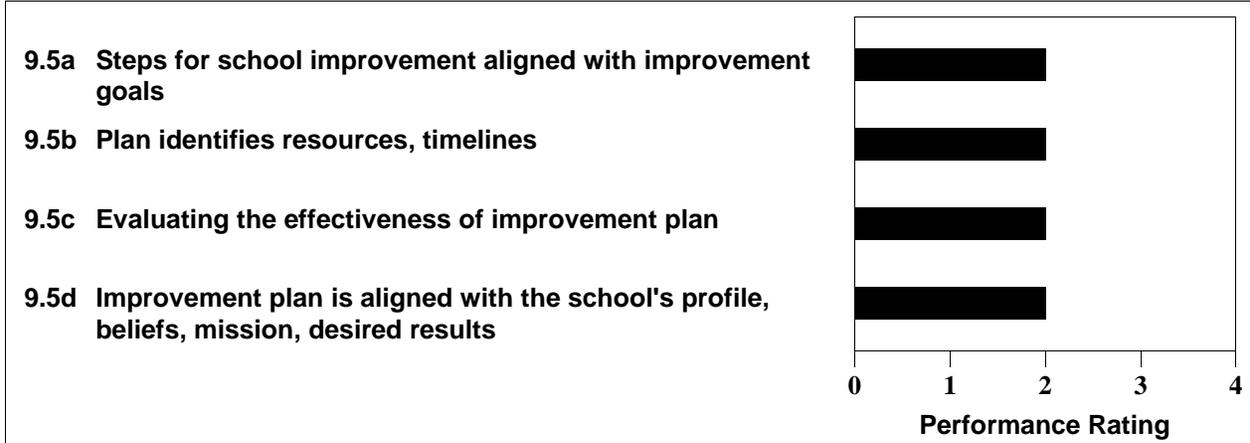
## Fleming County

School District

2/5/2012 - 2/10/2012

### 9.5 Development of the Improvement Plan

Efficiency



# District Leadership Assessment Summary Report

## Fleming County

School District

2/5/2012 - 2/10/2012

### 9.6 Implementation and Documentation

Efficiency

