

Greenup County District Leadership Assessment Report



01/09/2011 - 01/14/2011



District Leadership Assessment Executive Summary

Greenup County School District

1/9/2011 - 1/14/2011

Steve Hall, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Greenup County School District during the period of 1/9/2011 - 1/14/2011. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	The school community, including district and school staff, does not have a culture of high expectations.
Next Steps	District and school leadership should create a culture of high academic expectations for all students and ensure that all staff members recognize and accept their individual role and responsibility for student success and failure. District leadership should intentionally engage all stakeholders in discussions about the characteristics of high performing schools and include these role groups in regular decisions regarding teaching and learning.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	Professional development is not valued as being essential to continuous school improvement and high student achievement.

Next Steps	District leadership should ensure school leadership and teachers receive professional development in best practice, research-based instructional strategies. These strategies should enhance student learning through higher level problem solving and critical thinking skills, with emphasis on the needs of targeted student populations. District leadership should collaborate with school leadership to ensure that professional development offerings are directly aligned with the instructional needs of staff and learning needs of students. District and school leadership should ensure that all staff members attend appropriate planned activities and that they are held accountable for implementing the skills acquired during this training to challenge and motivate students to high levels of learning. District and school leadership should ensure that staff members having difficulty with implementing the skills are provided appropriate support. The certified evaluation process should be instrumental in appropriately redirecting staff members who are unable or unwilling to implement the acquired learning and guide students to achieve proficiency.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	There is a lack of clarity about job responsibilities, lines of authority and accountability throughout the district.
Next Steps	The superintendent, with input from the central office staff, should lead the board in the development and implementation of a clear set of job descriptions for district leadership personnel that will directly support the achievement of district goals. Integral to these job descriptions should be clear lines of responsibility, the necessary authority to fulfill them and the accountability for implementation. The district organizational chart should be revised to reflect these responsibilities and shared with district and school leadership. These responsibilities, authority and accountability should be clearly communicated to all district and school staff. All necessary training and coaching should be provided to ensure that staff members can carry out their job responsibilities through coordinated efforts using common language and interventions.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

4. Deficiency	The certified evaluation process is not implemented with sufficient rigor to significantly improve the performance of employees.
Next Steps	The superintendent should ensure that he and both school and district level administrative staff members implement the certified evaluation process as intended and that the process is focused on improving student achievement. This includes crafting annual individual growth plans that address areas of needed improvement for each staff member, providing support and training to assist them in making that improvement, monitoring the progress of each person while providing appropriate feedback and taking whatever steps are necessary with those individuals who are unable or unwilling to make the necessary improvement to ensure high student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	District leadership does not systematically monitor programs and resources to determine their impact on student achievement and district operations.
Next Steps	The superintendent should lead the central office staff in the development and implementation of comprehensive and systematic monitoring procedures for all district programs. These procedures should allow district staff to determine the impact of programs and their requisite allocations of resources on the achievement of instructional and organizational goals and, ultimately, on the achievement of all students. This monitoring system should be based on commonly understood and clearly communicated measures and should include supervisory input as well as that from the level at which implementation occurs. The process should evaluate the effectiveness of programs at both the design and implementation levels in order to determine where and how program adjustments should be made or, indeed, whether or not programs should be continued.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Greenup County

KDE 2011 District Leadership Assessment Report At-a-Glance

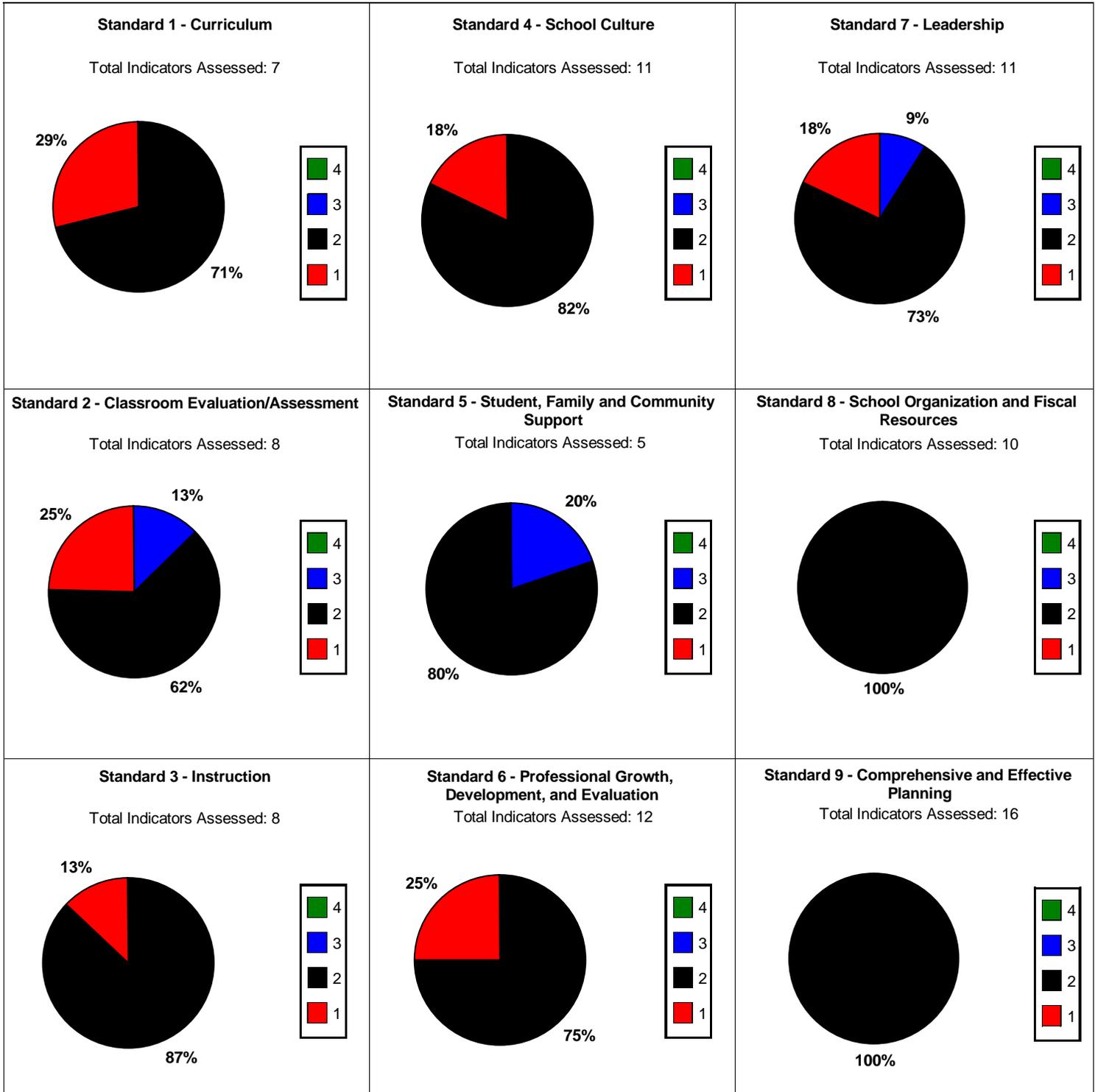
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Greenup County

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

Focus on Student Academic Performance

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

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

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

Identify the implications of this report for stakeholders.

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

District Leadership Assessment Summary Report

Greenup County

School District

1/9/2011 - 1/14/2011

Introduction

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

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile, classroom observations (69), eWalks (55) and formal interviews and informal discussions with high school principals (1), high school assistant principals (2), vocational/technical school principal (1), high school counselors (2), teachers (18), students (40), parents (6), high school council member (1), central office certified staff members (9), central office support staff members (5), community members (4), board members (5), and the superintendent.

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

The chairperson of the team was Fred M. Simpson - District Administrator. The other team members were: Jean Roberts - Teacher; John A. Roberts - Higher Education Representative; Ruth Gail Butler - Teacher; Patricia H. Hale - Building Administrator; Sandra T. Shepherd - Parent; Martha R. Francis - Teacher; Randell E. Harrison - Building Administrator; Chuck Holliday - District Administrator; Charles E. Buntyn - Educational Recovery Specialist; BJ Martin - Educational Recovery Specialist

Academic Performance

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

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

Learning Environment

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

- Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

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

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

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

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

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1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, class rosters, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, enrollment data, eWalk data, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, professional development records, report cards/progress reports, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, student work, teacher portfolios and Working Conditions Surveys

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

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

Performance Rating 2

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

District leadership initiates and facilitates bi-monthly professional learning community meetings with district principals. Curricula information on deconstructing Kentucky's new Core Academic Standards is presented, and principals are expected to share this information regarding the curriculum with their respective staff. However, implementation of this process rarely occurs at the high school. District leadership does not ensure there is a systematic process or procedure identified for the purpose of curriculum discussions across content areas. Although high school teachers in some content areas initiate their own discussions of vertical curriculum alignment, district leadership does not facilitate intentional discussions of vertical articulation among the middle schools and the high school.

- 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).

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

District leadership does not have a formal process for teachers to engage in intentional discussions that focus on curriculum issues at key transition points. Some teachers at the high school express concern over the lack of vertical articulation regarding the curriculum as students move from middle school to high school. While some discussions (e.g., math, science) between 8th grade and 9th grade teachers may occur, district leadership does not facilitate discussions between middle schools and high school to address and resolve curriculum transition issues.

- 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 classes, dual credit courses, vocational/technical courses) to post-secondary education and career options. However, there is no formal ongoing process by which district leadership reviews the high school curriculum to ensure that regular links are made to continuing education, life and career options or that the curriculum ensures opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens. Individual learning plans are completed at the middle school and accompany the student to the high school. Monitoring and reviewing of the student individual learning plans are charged to the high school counselors. District leadership does not systematically monitor to ensure every student grades 6-12 has an individual learning plan that is being properly implemented.

- 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) which delegates the responsibility of developing and approving a curriculum to the school council, but district leadership has not developed specific procedures to address curriculum issues. District leadership monitors to determine that the high school council has adopted the required curriculum policy per KRS 160.345(2)(l)1. District leadership does not monitor the development and implementation of the curriculum policy or ensure that the council policy is being regularly reviewed and revised. District leadership engages in some

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

collaborative discussions of curriculum issues at the district level but has not developed a formal process or a curriculum committee with stakeholder representation to discuss curricular issues and develop collaborative processes to address them.

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

District leadership states that the high school offers all students the opportunity to enroll in a common academic core curriculum that is required for graduation but has not implemented a monitoring process to ensure all students are enrolled in challenging courses of academic rigor. The implemented curriculum in some high school classes is not always rigorous. Although challenging instruction does occur in some classes, most classes lack rigor and do not maintain high academic performance expectations. District leadership does not monitor to ensure proper placement of students.

District Leadership Assessment Summary Report

Greenup County

School District

1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **1**

- 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 does not monitor to ensure all curriculum documents at the high school are aligned with Academic Expectations, Core Content for Assessment, version 4.1, Depth of Knowledge, Transformations and the Revised Program of Studies. Most high school courses have curriculum maps, but they are stand-alone documents with limited connections within and between content areas. Essential components (e.g., timelines, guiding questions, vocabulary, frequent and varied assessments, rubrics, self-reflection) are not always included within the document. Most teachers at the high school use a textbook driven curriculum that focuses on content coverage.

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

District leadership has neither fully developed nor implemented a systematic process to address and resolve unintentional overlaps and close gaps in all content areas of the curriculum. The high school comprehensive school improvement plan addresses vertical alignment of advanced placement curriculum at the middle to high school level.

District Leadership Assessment Summary Report

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

District leadership should act with a sense of urgency to address the question, "How can district leadership ensure all high school students are offered a challenging curriculum with rigorous instruction that will move students to proficiency?" District leadership should then facilitate the development of an aligned curriculum document in all high school content areas. District leadership should ensure clear and specific expectations of implementation with frequent monitoring. District leadership should ensure that all instructional staff members receive the training and support to build capacity to fulfill these expectations.

District leadership should initiate and facilitate discussions to identify curricular overlaps and gaps. Vertical and horizontal discussions, with data analysis, should identify key curricular transition points with strategies to resolve these issues.

District leadership should develop a formal written procedure for monitoring the completion of the student individual learning plan to ensure that it is collaboratively developed by the student, parents and advisor and is implemented properly when assigning students to instructional groups.

Resources:

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

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

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

Taylor, R. (1999). *Missing Pieces: Aligned Curriculum, Instruction and Assessment*. *Schools in the Middle*, 9(4), 14-16, National Association of Secondary School Principals.

District Leadership Assessment Summary Report

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1/9/2011 - 1/14/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum maps, eWalk data, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, professional development records, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, Student Performance Level Descriptors, student work and teacher portfolios

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

Observations of cafeteria, classrooms, common areas and computer lab

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 provides Administrative Code training on procedures for the ethical administration of the state assessment program to building assessment coordinators and guidance counselors. At the high school, the guidance counselor provides this training to all certified and classified staff involved in the assessment process. This training includes procedures for making necessary accommodations for exceptional students and is conducted in the fall and spring of each school year. Training for administering the alternate portfolio is provided by the district. The district assessment coordinator collaborates with the school to develop the testing schedule in accordance with the districtwide assessment calendar and state testing window. Board of Education Assessment Policy (08.222) addresses the administration of the state's assessment and accountability system.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

There is no procedure in place for district personnel to work with schools to ensure that classroom assessments are aligned with the current Core Content for Assessment, version 4.1. District leadership states an expectation for school leadership to assist teachers in this alignment. Although the high school has an assessment policy [3(b)] adopted in 2004 that addresses classroom assessments, the district does not ensure that the policy and procedures are implemented in all classrooms. District leadership has provided principals with training on using Classroom Assessment for Student Learning (CASL) with the expectation that principals would then train their faculty; however, this training has not taken place at the high school. District leadership does not initiate any other training for teachers in the development of classroom assessments that are standards-based, rigorous and authentic, nor do they systematically monitor to ensure that assessments are authentic, frequent and require students to think critically. District leadership does not offer training opportunities for parents and community members to build capacity to serve on school councils and committees.

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

District leadership rarely provides guidance and opportunities for teachers to work collaboratively in the design of authentic assessments that are aligned with Kentucky standards. Some departments at the high school have worked collaboratively to design common assessments for students in core content classes. These assessments are given at the end of each semester. There is no input from district leadership or monitoring to ensure that these assessments are aligned with core content, authentic and rigorous.

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

District leadership rarely monitors schools to ensure that students know what is expected in each class and understand what is required to be proficient in all content areas. Some students at the high school can articulate what is expected in their classes; however, few understand what is required to be

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

proficient.

2.1d Test scores are used to identify curriculum gaps.

District leadership disaggregates data from state assessments and No Child Left Behind reports to identify achievement gaps, but these data and data from analysis of other kinds of assessments (e.g., common assessments, formative and summative assessments, ThinkLink) are not used to identify gaps and weaknesses in the high school curriculum. School leadership is informed of the results of this data analysis; however, district leadership does not monitor to ensure that the information is used at the school level to address assessment gaps or curriculum gaps.

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

District leadership has recently initiated a systematic walkthrough process. One component of this process is monitoring to ensure that teachers are designing and using multiple assessments that will provide feedback on student learning and be used to impact instruction. Many teachers at the high school use a variety of formative assessments (e.g., exit slips, pre-tests, quizzes); however, district leadership neither conveys to teachers nor enforces the expectation that they are to regularly analyze the results of these assessments and use these data to determine the effectiveness of the assessment and to differentiate instruction.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

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

District leadership does not monitor to ensure that Student Level Performance Descriptors are clearly communicated, evident in classrooms and observable in student work. At the high school, Student Level Performance Descriptors are not visible in classrooms and common areas. Few examples of proficient work are displayed in classrooms. Not all lesson plans and agendas communicate expected levels of performance. Rigor, critical thinking and high levels of performance are rarely 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.

District leadership states an expectation that teachers will collaboratively analyze student work to guide their instruction and use the information to make curriculum decisions. However, there is no formal process to ensure that this is occurring. District leadership has not provided a protocol for teachers to use in analyzing student work, nor has training in the skills and knowledge necessary for teachers to analyze student work been provided. A few teachers at the high school analyze student work samples, but seldom use the results of this analysis to inform differentiation of instructional practices.

District Leadership Assessment Summary Report

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School District

1/9/2011 - 1/14/2011

Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District leadership should monitor to ensure that classroom assessments are aligned with the current Core Content for Assessment, version 4.1. District leadership should provide training for teachers in the development of classroom assessments that are standards-based, rigorous and authentic and should systematically monitor classrooms to ensure that these assessments are frequent and require students to think critically.

District leadership should provide teachers with training in the use of a protocol for analyzing the assessment results and in the design of multiple authentic assessments. Teachers should be provided with opportunities to work collaboratively to analyze assessment results and use the data to inform instruction. District leadership should have a systematic process for monitoring to ensure that teachers are designing multiple assessments, using them in their classrooms and regularly analyzing results to inform instruction and to determine their effectiveness with all students.

District leadership should provide training in the use of a protocol for teachers to analyze student work. They should monitor to ensure that teachers have opportunities to collaboratively analyze student work, and that they use the results to guide their instruction and make curriculum decisions.

District leadership should monitor to ensure that Student Level Performance Descriptors are clearly communicated, evident in classrooms and common areas and observable in student work. District leadership should monitor to ensure that students know what is expected in each class and understand what is required to be proficient in all content areas. District leadership should offer training opportunities for parents and community members to help them understand what is expected of students in their classes, have knowledge of student levels of performance and to build capacity to serve on school councils and committees.

Resources:

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

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

(2007). Formative Assessment for Students and Teachers. Council of Chief State School Officers.

<http://www.ccsso.org/projects/scass/>.

Stiggins, R. and Arter, J. et al. (2006). Classroom Assessment for Learning: Doing it Right - Using it Well.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum maps, employee handbooks, eWalk data, examples of school to home communications, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, records of teacher certification/experience, samples of classroom assessments, samples of student work products, school council policies and bylaws, School Report Card data, school Web pages, district web page, District Report Card data, Administrative PLC Agendas, Working Conditions Surveys, 2009 District Scholastic Review for Greenup County Schools and Board of Education Policies

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

Observations of cafeteria, classrooms, common areas and media center

Performance Rating 2

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

The Comprehensive District Improvement Plan states that district leadership will monitor classroom instructional strategies and activities by doing walkthroughs on a regular basis. District leadership has recently initiated walkthroughs. The process is not yet fully implemented, and specific meaningful feedback is not provided to the teachers. District leadership does not ensure that school leadership is monitoring the effective use of instructional strategies and activities by teachers in all classrooms.

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

District leadership does not have a systematic plan to ensure instructional strategies and learning activities are aligned with student learning goals and assessment expectations. District leadership has recently initiated professional learning communities for district and building level administrators which meet bi-monthly. The administrators are trained on specific topics (e.g., Leadership, Common Core Standards, Characteristics of Highly Effective Teaching and Learning, Classroom Assessment for Student

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

Learning) with the expectation they will share this training with their staff. However, district leadership does not regularly monitor to ensure this training is shared or used in all classrooms.

- 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 has recently initiated walkthroughs as a formal process to identify instructional strategies used in classrooms. School leadership requires teachers to develop unit lesson plans and submit those plans to the school administration via the L drive on the district server. Teachers do not receive feedback on these plans on a regular basis. Effective learning strategies are addressed regularly during professional learning community meetings between district and school administrators. Principals are instructed to share these strategies with their staff. However, district leadership does not ensure that this occurs or that this training is used to modify classroom instruction to meet the needs of a diverse student population.

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

District leadership attends job fairs at nearby universities (e.g., Shawnee State University, Morehead State University, Marshall University) in an effort to recruit qualified teachers. Most teachers at the high school are highly qualified to teach in their assigned content areas as defined by the No Child Left Behind Act. Although teachers participate in required professional development, district leadership does not have a written professional development plan intentionally focused on updating teachers' content knowledge and instructional practices in order to challenge students to higher levels of learning.

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

The Board of Education has adopted an Electronic Media Policy (08.2323) which defines acceptable use of technology in the district. District leadership ensures all schools have equitable access to technology (i.e., KETS funds

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are distributed to schools based on Average Daily Attendance statistics). District leadership ensures each school has a school technology coordinator. The district technology integration specialist currently focuses on the middle schools. The comprehensive district improvement plan states all teachers will be encouraged to further implement technology as an instructional tool into their daily routine. District leadership does not monitor to ensure this is accomplished. The high school has advanced technology (e.g., interactive boards, computers, document cameras, voice enhancers) available for teacher and student use. However, district leadership does not monitor schools to ensure the use of technology as an instructional tool to enhance teaching and learning in all classrooms.

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

District leadership has a systematic process to ensure equal allocation of instructional resources; however, it does not include provisions for targeting resources to low-performing students. District leadership responds to requests for resources. Principals are expected to complete a purchase order to request resources and submit it to the district for approval. High school teachers are not allocated funds for supplies and classrooms do not have adequate numbers of textbooks available for student use.

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

District leadership does not have a systematic process to support school leadership in providing teachers with information and time to analyze student work in order to inform instruction. A few departments at the high school meet during a common planning period to examine, but not analyze student work. District and school leadership does not ensure that all teachers have this opportunity.

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Standard 3 **Instruction**

Performance Rating **1**

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) which states that each school will establish standards for out-of-school assignments. The high school does not have a school council policy regarding homework. District leadership does not monitor to ensure school homework policies are established and homework assignments are relevant to instruction and lead to effective student learning.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

District leadership, school leadership and teachers should collaborate to incorporate research based instructional strategies, learning activities and the effective use of technology in all classrooms to ensure students' diverse learning needs are met.

District leadership should ensure that school leadership and teachers receive professional development in best practice, research-based instructional strategies. These strategies should be intentionally selected to enhance student learning through higher level problem solving and critical thinking skills, with emphasis on the needs of targeted student populations.

District leadership should continue to implement and improve monitoring processes (e.g., walkthroughs) to ensure students' unique learning needs are being met in all classrooms. This monitoring process should include specific constructive feedback provided to teachers in a timely manner to ensure the continuous modification of instruction to promote student academic success.

Resources:

- Ainsworth, Larry. (2011). *Rigorous Curriculum Design: How to Create Curriculum Units of Study that Align Standards, Instruction, and Assessment*.
- Chappins, Steve, Commodore, Carol, & Stiggins, Richard (2010). *Assessment Balance and Quality: An Action Guide for School Leaders*.
- Gregory, Gayle & Chapman, Carol (2007). *Differentiated Instructional Strategies: One Size Doesn't Fit All*.
- Northey, Sheryn Spencer (2005). *Handbook on Differentiated Instruction for Middle and High Schools*.
- Reeves, Douglas, editor (2007). *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning*.
- Wiggins, Grant, & McTighe, Jay (2005). *Understanding by Design (expanded 2nd edition)*.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of attendance records, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, documentation of parent contacts, documentation of referrals to health and social services, eWalk data, examples of school to home communications, Extended School Services assessment data, Extended School Services program overview and data, facility inspection reports, facility work orders, Family Resource Youth Services Center documentation, fire marshal reports, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, media materials and inventory, newspapers, protocols for analyzing student work, report cards/progress reports, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school calendar with motivational and celebratory events, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school newsletter, School Report Card data, school visitors register, school Web pages, school/district safety plan, state statute and regulation, student academic records, student discipline reports, student/parent/staff handbooks, teacher portfolios, The Missing Piece of the Proficiency Puzzle, trophy cases, Working Conditions Survey results, District Website and Board Policy Manual

Interviews with assistant principal, central office staff, classified staff, community members, counselor, district leadership, Family Resource/Youth Services Center personnel, parents, principal, school council members, school leadership, school resource officer, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas, computer lab, hallways, media center 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 a Safety (Facilities) Policy (05.4) to promote a safe, orderly and equitable learning environment for students and staff. District leadership has developed a School Safety Plan. District leadership monitors regular emergency drills conducted in the schools. The board has adopted a

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Standard 4 **School Culture**

Performance Rating 2

Student Health and Safety Policy (09.22) and Student Behavior Policy (09.4). District Leadership has initiated a research-based behavior intervention program (Kentucky Center for Instructional Discipline) but is not consistently monitoring the implementation of the program or its effectiveness in the schools. Initial training has been offered for teachers, with additional training scheduled. The board has adopted grievance policies and procedures for students and certified and classified staff (09.4281, 03.16, 03.26) and articulates these in the Student and Employee Handbooks. District leadership does not consistently evaluate the learning climate and culture of the district and schools. District leadership has initiated walkthroughs in part to evaluate the learning climate, but feedback is limited.

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

District leadership articulates high expectations for all students, but is not visible at the school level. The district vision statement was revised and adopted by the Board of Education on September 27, 2010, but has not been communicated to all stakeholder groups. The district mission statement has not been revised since 2001. There is no district-wide, systematic process for teachers to share successful strategies to improve student learning. District leadership celebrates school and student success at each regular board meeting. District leadership meets monthly with advisory groups (e.g., KEA/KESPA, certified, classified, parent, and students) to gain input from stakeholders regarding various issues. District leadership provides a monthly newsletter to families, community groups, and schools to publicize results and recognize success among students and staff to promote continuous improvement in student learning.

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

District leadership rarely articulates high expectations for all students academically and behaviorally. District leadership has assigned liaisons to school leadership to offer coaching and support, but the roles of the liaisons have not been clearly defined and communicated. District leadership does not consistently review or monitor classroom management and discipline

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Performance Rating 2

policies and procedures. The board has adopted a Student Behavior Policy (09.4) and articulates this in the Student Handbook. District leadership has made attempts to ensure that all School council members have been adequately trained and have undergone a criminal background investigation. District leadership has not ensured that all schools are in compliance with these regulations. District leadership collects school council policies and by-laws to ensure all required and best practice policies are in place.

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

District leadership has initiated communication with teaching and nonteaching staff in some meaningful decisions regarding teaching and learning. District leadership has initiated meetings with various cadres (e.g., special education teachers, counselors, district administrative team) to discuss teaching and learning. Representatives for classified and certified staff, students, parents, and KEA/KESPA meet monthly with the Superintendent for the purpose of soliciting input regarding issues and concerns prior to scheduled school board meetings.

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

The board has adopted a Promotion, Placement and Retention Policy (08.22) which requires parents to be notified when their child is performing below expectations or is achieving below expected outcomes, and a Grading Policy (08.221) which requires reports to parents on student progress each nine weeks and interim progress reports. The policy does not specify written explanations of progress or the progress of goals on individual learning plans to be included.

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

District leadership does not frequently conduct perception surveys of students, parents and other role groups regarding district staff members' performance and whether staff members are perceived to care about students and to hold the belief that all students can learn. There are few

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Performance Rating 2

district programs that specifically address barriers to learning. District leadership provides minimal active support for teachers to use culturally responsive teaching and learning to develop positive relationships between students, staff, families and the community. The Greenup County High School community has a general culture of low expectations for student academic achievement.

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

District leadership has developed and is implementing a Public Relations/Communication Planning Matrix. Communication patterns are most often one-way (e.g., website, School Cast, staff newsletters, parent portal), and opportunities for interaction are limited. District leadership does not systematically engage parents and community members in learning opportunities to strengthen their understanding of academic expectations, school strategies and student achievement results. The superintendent meets with designated representatives from various role groups (e.g., parent council members, students, staff, community members) to solicit input. Often rumors circulate and misinformation is passed on to stakeholders, in part because district communication is not systematic, two-way, broad-based and frequent.

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

District leadership celebrates student success with notices, announcements and regular recognition at board meetings. The high school has an assessment recognition program that uses a bracelet to identify students who have performed at the proficient or distinguished level on a state assessment. This bracelet gives free access to a variety of events such as ball games and dances and the privilege to move to the front of the line during school meals. There is a perception among some teachers, students, parents and community members that academic achievement is not as highly valued or celebrated as athletic achievement. There are few displays of high quality student work in the central office or in the high school. A detailed plan to facilitate the recognition of both academic and extra-curricular success is not being fully implemented.

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Standard 4 **School Culture**

Performance Rating 2

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 has initiated and implemented programs (e.g., Extended School Services, Youth Service Center, Homeless Education Services, Teen Moms) for the specific purpose of reducing barriers to learning. District and school leadership provides some support to minimize the impact of identified physical, socio-economic or cultural factors on student academic achievement. District leadership has acknowledged the need to support families and is seeking funding through a 21st Century Grant. District leadership allocates resources according to a formula rather than according to unique needs of schools with a disproportionate number of students with significant barriers to learning. District leadership does not promote the concept that there is diversity in the Greenup County school community. District and school leadership have not provided professional development opportunities to increase staff awareness and appreciation of cultural differences and assist in culturally responsive instructional strategies to meet the unique learning needs of students at the high school.

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Standard 4 **School Culture**

Performance Rating **1**

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

District leadership has not developed a system for teachers and school leadership to meet on a regular basis to analyze the connection between instructional practice and student success or to design instruction. Teachers at the high school have an opportunity to meet bi-weekly in department meetings, but district and school leadership are rarely invited to these meetings. District leadership does not ensure that school leadership hold all staff members accountable for demonstrating high expectations for themselves and students. District leadership has not provided opportunities for all teachers to meet in professional learning communities to reflect on their professional role in student success and failure; however, some discussions regarding instruction and student progress occur monthly with certain role groups (e.g., counselors, special education). District leadership has initiated walkthroughs in classrooms, but specific feedback to improve teaching and learning is limited. Some teachers have not accepted their role and responsibility for student success and failure and often make excuses for low student performance (e.g., students, staff and parents have low expectations).

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

The high school council has adopted staff and student assignment policies. District leadership collects required school council policies. However, there is no formal review of school council policies, and content is not considered a district leadership responsibility. The high school council allocation of certified staff by the board is based on a student to teacher ratio of 28 to 1 and exceeds state requirements for maximum class size. District leadership does not participate in the scheduling of certified instructional staff to meet individual student needs. Staff strengths or student learning needs are not consistently considered when making staff assignments at the high school. District and school leadership do not regularly collaborate to ensure that the unique needs of the students are met through the scheduling process as determined by the use of data and evaluations.

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Summary of recommendations in: **Learning Environment**

Standard 4 School Culture

District leadership should assist school leadership teams in the development of professional learning communities for the purpose of motivating staff to produce continuous improvement in student learning. District leadership should create ongoing opportunities through which school leadership and teachers can share in their successes in improving student learning, and sustain an environment of teamwork and mutual support.

District and school leadership should create a culture of high academic expectations for all students and ensure that all staff members recognize and accept their individual role and responsibility for student success and failure. District leadership should intentionally engage all stakeholders in discussions about the characteristics of high performing schools and include these role groups in regular decisions regarding teaching and learning.

District leadership should revisit the Public Relations/Communication Planning Matrix to ensure that implementation is consistent with the goals of the plan. Multiple forms of communication (e.g., electronic and print media, School Cast) should be used to distribute information about the district and schools on a frequent basis and promote systematic interactive communication with all stakeholder groups.

Resources:

Beaudoin, M. & Taylor, M. E. (2004). *Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together*. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7

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

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

Gay, G. & Banks, J. A. (2001). *Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series, No.8)*. New York, NY: Teachers College Press.

Zmuda, A., Kuklis, R. & Kline, E. (2004). *Transforming Schools, Creating a Culture of Continuous Improvement*, Alexandria, VA: Association for Supervision and Curriculum Development.

Wormeli. R. (2006). Fair Isn't Always Equal.
Muhammed, Anthony. (2009). Transforming School Culture: How to Overcome Staff
Division
Womerli. R. (2007). Fair Isn't Always Equal.
Missing Piece to the Proficiency Puzzle. Kentucky Commissioner's Parent Advisory Council.

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, categorical program financial reports, civic group programs/agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, documentation of referrals to health and social services, employee handbooks, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center documentation, Individual Learning Plans, list of co-curricular offerings, policies and procedures on access to student records, school newsletter, School Report Card data, student handbook and volunteer schedule

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

Observations of cafeteria, classrooms and common areas

Performance Rating 3

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

The board has adopted a Student Records Policy (09.14), and district leadership implements procedures that are in compliance with state regulations for the maintenance, security and quality of the district student record system. The district has implemented Infinite Campus, a program which provides detailed individual student educational and personal information. Information regarding student progress is available for parents through this program. This program also reflects individual learning plans of students. These plans are being updated from the eighth grade plan to the current high school plan.

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

The district has experienced a period of operating without the assistance of representatives of all stakeholders. However, the current superintendent is seeking the assistance of the community and families to promote programs and services for all schools and all students. The superintendent has become a member of the Greenup County Interagency Council, comprised of twenty five agencies in the community. He has also established advisory groups comprised of certified personnel, classified personnel, students and school council parents. He meets with these committees before monthly board meetings to be current in presenting information about activities in the schools. There is no systematically recurring process by which district leadership solicits input from a wider representation from these groups. The superintendent encourages school leadership to work with teachers, students and families in a collaborative effort to promote the achievements of the schools. This includes the "Evening with the Arts" featuring the various performance groups from the high school (e.g., band, chorus, drama, art). This year, this event attracted over 1,200 persons who were able to witness the opportunities available in the schools. District leadership is working with school leadership to reduce dropout and transfer problems. This includes efforts to promote and improve programs that reduce barriers to learning. To assist students with attendance problems, district leadership has established a Truancy Diversion program that meets every Wednesday morning to inquire about reasons for non-attendance and offer assistance to eliminate these barriers. There is also a program for credit recovery, cluster recovery and grade recovery. Juniors and seniors can receive up to ten credits toward graduation through the PASS (Positive Academic Social Success) program.

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

District leadership monitors services provided by the Youth Services Center, extended school services and guidance/counselor programs to ensure equal access by all students. Considerable technology is available at each school. This includes access to smartboards in every classroom. The technology goal

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

Performance Rating 2

stated in the comprehensive district improvement plan is to “incorporate the Kentucky Education Television Service master plan into a reliable, cohesive technology system that will allow the best user experience possible, striving to continually implement technology into the curriculum based on core content.” The board has adopted an Equal Educational Opportunities Policy (09.13), and district leadership implements procedures to ensure all students have access to the common academic core. However, shortage of staff sometimes limits access to advanced placement classes and elective courses. District leadership monitors the implementation of federal and state funds to ensure compliance with state and federal guidelines.

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

The board has adopted a Health Requirements and Services Policy (09.21) and procedures for referring students for health and social services. Although some opportunities for active learning (e.g., vocational/technical school) are available at the high school, district leadership has provided limited support and training for those teachers working with different populations. The counseling offices provide opening day surveys that include information for identification of student needs. Procedures have been implemented through the counselor’s office and the youth services center to refer students for health and social services. Community agencies (e.g., physical and mental health, social action services) collaborate with the district to implement action to reduce barriers, physically and culturally, to student learning. Through the office of the district homeless coordinator, which is a state recognized exceptional program, personnel are trained to consider the sensitive issue of homelessness and its impact on families. Student assignments for instruction depend on staff/course availability rather than identified student need.

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 supports school leadership in providing some educational services to assist students who need more time to master core content or who have educational development difficulties. At the high school, this assistance includes extended school services offered after school two days per week. Participation in this service by the student is encouraged, but there are no

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

Performance Rating 2

established referral procedures. Students voluntarily enter and exit the program, no transportation service is provided and participation is minimal. District leadership does not systematically review services available to students who need additional assistance. District leadership encourages collaboration and coordination among support programs and services but has limited influence to eliminate gaps in the delivery of services supporting student achievement.

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Summary of recommendations in: **Learning Environment**

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

The board and the superintendent should increase efforts to solicit input from all stakeholder groups in the decision making process. This should involve recruiting individuals and businesses in the immediate area that can provide assistance and resources to advance educational opportunities in the district. The superintendent should lead the development of a “customer satisfaction” model in order to become welcoming and family-friendly, build relationships and develop a system of two-way exchange of information and ideas.

Resources:

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

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

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

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

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, faculty meeting agenda, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, needs assessment data, professional development records, state statute and regulation, student handbook and Board Policy Manual

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

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 provides principals with bi-monthly professional development opportunities focused on assessment literacy, new common core standards, professional learning communities, and instructional leadership. District leadership provides professional growth opportunities for district and school leadership and teachers, but district leadership does not support a continuous process for professional growth. Individual growth plans show minimal connection between growth activities and their expected impact on student achievement. In addition, district leadership does not communicate a clear expectation that solidifies the importance of district wide professional development opportunities for all stakeholders. District leadership views professional development as a compliance issue rather than as an essential component of the school improvement process. District leadership does not require all staff members to attend trainings that support district initiatives, and parents have few opportunities to understand how to support their child's learning (e.g., parent workshops, assistance with individual education plans, individual learning plans). District leadership provides school leadership with some support for monitoring the impact of

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

staff development activities on the quality of instruction.

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

District leadership requires school leadership to submit professional development requests and approves funding to support those trainings. District leadership has not worked with school leadership to develop a formal collaborative process to assess the professional development needs of the instructional staff or to develop and implement an intentional plan to build the capacity of the instructional staff. District leadership provides school leadership and teachers with few opportunities for job-embedded and ongoing professional development.

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

District leadership does not effectively ensure that the professional growth plans of district and school leadership have clear connections to the goals for student performance in the district and school improvement plans. Although district leadership provides school leadership with professional development trainings, the district does not take the initiative to determine the impact of these trainings on teacher quality and student achievement.

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

District leadership does not ensure that most professional development activities are job-embedded and ongoing. Some sessions on Growing Strong Teachers have been provided, but few teachers have participated. District leadership provides school leadership and teachers with opportunities to use PD 360 to fulfill their professional development requirements. District leadership provides school leadership with ongoing professional development and with a district liaison, who is expected to provide coaching and support. Currently, the district is in the process of developing a professional development plan intended to meet the needs of all certified and classified employees in the district.

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

Performance Rating 2

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

The board has adopted an Evaluation Policy (03.18) and procedures for certified personnel evaluation that meet all state requirements. District and school leadership do not fully implement this policy. Deadlines are not consistently met, individual growth plans are not always developed according to guidelines (e.g., missed deadlines, no collaboration or not signed by both parties) and all personnel are not evaluated according to the schedule.

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 Budget Planning Policy (04.1) and procedures to equitably allocate resources among schools. The process is formulaic and does not include provisions to increase allocations to schools with greater demonstrated need. Schools may request additional allocations by demonstrating need. There is little collaboration between school and district leadership to ensure that professional development expenditures significantly impact student achievement. Little monitoring of implementation or impact of professional development training occurs.

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

District leadership expects that individual growth plans will be collaboratively developed but does not monitor to ensure that this occurs. Many growth plans are developed by the evaluatee with no input from the evaluator. Some are developed by the evaluator and given to the person being evaluated. District leadership does not monitor to ensure that individual growth plans are implemented as developed. Many goals and activities in individual growth plans are action plans for completion of job responsibilities rather than growth experiences for that staff member.

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

The district certified evaluation plan is approved by the Kentucky Department of Education and meets all state statutes and regulations. However, it is not

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

Performance Rating 2

fully implemented by school and district leadership (e.g., timelines, collaboratively developed growth plans, evaluation of all employees as required by the plan). District leadership provides some support for the implementation of the certified personnel evaluation system. Technical assistance is provided annually at the district administrator retreat (e.g., coaching, legal requirements, state required evaluation training); but monitoring for compliance with requirements is inconsistent, and little or no monitoring for quality or impact is done. The evaluation system requires multiple observations during the evaluation cycle, and there is the expectation that coaching and feedback will be provided to those being evaluated; however, district leadership does not monitor to ensure that this occurs.

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 determine whether all evaluators complete formative and summative evaluations for those employees they are to evaluate but does not consistently hold them accountable for doing so. There is little or no monitoring to ensure that teachers or others being evaluated are provided timely guidance in critical areas of weakness. District leadership does not monitor to ensure that evaluatees receive positive reinforcement when making improvements through implementation of the individual growth plans.

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Summary Findings in: **Learning Environment**

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

Performance Rating **1**

- 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 does not collaborate with school leadership to monitor the implementation or impact of staff development activities nor to ensure connection between staff development priorities and student learning goals. The comprehensive district and school improvement plans include staff development priorities, but the priorities seldom focus on student learning goals. The district improvement plan does not include measureable goals that focus on closing achievement gaps. The district plan addresses some of the technology initiatives identified in the high school plan, but neither plan adequately addresses teacher quality, student achievement and professional development needs.

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

District leadership does not monitor to ensure professional development requests are linked directly to the learning needs of students, including groups with demonstrated achievement gaps. District leadership reviews data (e.g., Interim Performance Report, AIMSWeb, ThinkLink) but does not ensure these data are used to plan professional development experiences that address student needs. District leadership does not collaborate with school leadership to revise comprehensive school improvement plans to ensure professional development opportunities link directly to student achievement.

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

The comprehensive district improvement plan requires that professional development be provided to address instructional leadership needs, but it does not identify which leadership needs should be addressed, strategies to address the needs or resources to accomplish them.

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Summary of recommendations in: **Learning Environment**

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

District and school leadership should work collaboratively to develop a written, comprehensive, multiyear, job-embedded professional development plan that aligns learning experiences for school leaders and teachers to student achievement. District and school leadership should regularly analyze student achievement data, set measurable goals, and determine the impact of professional development on student achievement. District and school leadership should use student data to periodically review and revise the professional development plan to address the achievement gap.

The superintendent should ensure that he and all school and district level administrative staff members implement the certified evaluation process as intended and that the process is focused on improving student achievement. This includes crafting annual individual growth plans that address areas of needed improvement for each staff member, providing support and training to assist each staff member in making that improvement, monitoring the progress of each person while providing appropriate feedback and taking whatever necessary steps with those individuals who are unable or unwilling to make the necessary growth to ensure high student achievement. District and school leadership should ensure that there is a direct connection between the goals in the district and school comprehensive improvement plans, the personnel evaluations and the individual professional growth plans for all staff.

Resources:

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

Certified Personnel Evaluation Update Training with Focus on Utilizing Professional Growth Plans: A Tool for Improving School-Wide Achievement and Reducing Gaps. Available from Kentucky Association of School Administrators. Frankfort, KY 40601. <http://www.kasa.org>.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district budget and allocations, district personnel evaluation system and documentation of implementation, district technology plan, employee handbooks, enrollment data, eWalk data, examples of school to home communications, fire marshal reports, health department inspection reports, Individual Education Plan/504 Plan, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, Local Educator Assignment Data Report (LEAD), needs assessment data, roster of teaching assignments, rubrics, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school procedures manual, school profile, School Report Card data, school Web pages, school/district safety plan, state statute and regulation, student academic records, student discipline reports, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios, The Missing Piece of the Proficiency Puzzle and trophy cases

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

Observations of cafeteria, classrooms and common 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 (Facilities) Policy (05.4), and district leadership implements procedures that ensure the high school has necessary resources to assure a safe, healthy and orderly learning environment for students and staff. District leadership cooperatively develops and

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Standard 7 **Leadership**

Performance Rating **3**

disseminates a safety manual with high school leadership including the school council. Training is provided before the opening of school and at mid-year for safety issues including evacuation drills and emergency situations. District leadership routinely monitors the implementation of the safety plan and is a member of local and state Emergency Management Services teams. High school students, school and district leadership, high school faculty, parents and community members believe the high school is safe.

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Standard 7 **Leadership**

Performance Rating **2**

7.1a Leadership has developed and sustained a shared vision.

District leadership adopted a shared vision in September 2010 using a public process involving school and community stakeholders. The vision statement process is a part of the Baldrige Foundation leadership initiative and was guided by a professional facilitator. Some central office administrators quoted the vision, "The Best Choice for Education, the Best Choice for the Future." The vision did guide decision making in determining the district would not withdraw from existing student average daily attendance release agreements with sister districts. The vision does not guide district planning or district support for high school student achievement. District leadership states the intention to use the vision for guidance in the development of a mission statement, beliefs and a long-term strategic plan. District leadership does not ensure that the vision statement is prominently displayed or published in multiple public venues.

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

The board does not regularly request academic progress reports from high school or district leadership. School leadership presents Kentucky Interim Performance Report and No Child Left Behind data shortly after receipt of these reports. A district administrator also presents the state assessment data to the board upon receipt of the reports. Neither high school leadership nor district leadership presents progress data to the board. District leadership does not collaborate with school leadership to secure input before making decisions affecting them (e.g., Administrator Professional Learning Community expectations, meetings, district liaison roles and accountabilities).

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

All district and school administrators have individual professional growth plans. Each plan is developed by the individual administrators and sent to the superintendent for review prior to signatures. Each individual administrator growth plan includes a Baldrige Foundation leadership initiative goal and other job-specific goals. Individual growth plans do not consistently focus on leadership skills that will support teaching and learning for student academic

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Standard 7 **Leadership**

Performance Rating 2

success. Individual growth plans are not connected to the high school or district improvement plans. The individual growth plans were prepared and signed in January 2011, and monitoring has not begun.

- 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 analysis of disaggregated data; however, disaggregated data is not used by district leadership to inform high school or district improvement plans. District leadership conducts limited analysis of disaggregated data to determine academic achievement of targeted population groups. However, these data are not broadly shared with all district or high school leadership, teachers, parents or community stakeholder groups.

- 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 assures that district and school leaders have access to curriculum related materials. An administrator professional learning community has been established, but assurance that the high school principal actively engages in the professional development and follows through with commitments to provide the professional development for high school teachers is lacking. District leadership is not engaged with high school leadership to lead or assist in the delivery of the professional development on these documents to high school teachers. School and district improvement plans do not include intentional professional development for implementation and monitoring of curricular and data resources.

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

The high school's unique needs are not considered in the allocation of district resources. Resource allocation formulas intended to create equality among

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Standard 7 **Leadership**

Performance Rating 2

schools drive the allocation process. The district school staffing allocation procedure has been revised reflecting existing and anticipated education funding cuts and will be used for 2011–12 school year allocations. 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 high school student learning success. District leadership has not clearly defined or appropriately assigned requisite organizational roles, responsibility, authority and accountability to central office staff to carry out their duties. A district leader spoke of a “system of schools” instead of a “school system” when reflecting on the isolation of district leadership from school leadership.

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

The district coordinator for school councils monitors the high school council revision and update of policies via email communications. District leadership does not monitor implementation and impact of school council policies.

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

The current superintendent was appointed in August of this year. He communicates the expectation that the high school principal is accountable for student learning success. The certified personnel evaluation process has not been effectively used to guide the high school principal in the development of leadership skills necessary to promote high student achievement in a persistently low performing school. This superintendent has begun serious conversations with the principal regarding the school’s lack of progress. However, the principal’s individual growth plan is not intentionally focused on leadership skills in the areas of academic performance, learning environment, and efficiency. The high school principal has not participated in training and professional development opportunities consistent with high school and district improvement plans. Building principals have operated with a great deal of independence. The new superintendent states a commitment to evaluate all administrators consistent with district policy and procedures.

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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 school leadership in minimizing disruptions of instructional time and articulates this to be exclusively a local school leadership matter.

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

District leadership rarely attends council meetings at the high school to support a consistent intentional school council focus on student academic performance. District visits are usually prompted by a school council request or coordination of a district initiative.

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Summary of recommendations in: **Efficiency**

Standard 7 Leadership

The superintendent, with input from the central office staff, should lead the board in the development and implementation of a clear set of job descriptions for district leadership personnel that will directly support the achievement of district goals. Integral to these job descriptions should be clear lines of responsibility, the necessary authority to fulfill them and the accountability for implementation. The district organizational chart should be revised to reflect these responsibilities and shared with district and school leadership. These responsibilities, authority and accountability should be clearly communicated to all district and school staff. All necessary training and coaching should be provided to ensure that staff members can carry out their job responsibilities through coordinated efforts using common language and interventions. Incumbent to this process is the development and implementation of a clear and efficient system of communication to support the work.

District leadership should work in partnership with school councils. Honest and transparent communication about the roles and responsibilities of the superintendent, central office administrators, principals, school administrators, board members, and school councils should occur to ensure a consistent and intentional focus on student achievement. Once roles and responsibilities are known and understood, each individual and governing body should be held accountable for the work they are to complete. Accepting and completing these roles and responsibilities should be non-negotiable for all.

Resources:

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

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

Lambert, L. (2003). *Capacity for Lasting School Improvement*. Alexandria, VA: Association for Supervision & Curriculum Development.

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

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, comprehensive district improvement plan, district budget and allocations, master school schedule, school budget and allocations, school financial reports, School Report Card data and Title 1 program plan

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

Performance Rating 2

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

The 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 at which a program will be discussed, data to be presented, key questions that will be asked, stakeholders to be invited and information to be shared with the community. District leadership has not fully implemented the policy. District leadership informally discusses the use of school resources but does not efficiently monitor the impact of these resources on student achievement. There is limited use of community resources to improve student achievement. District and school leadership do not monitor to determine if the allocated resources are positively impacting student achievement. District leadership provides limited input to school leadership in organizing the programs of the school.

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

District leadership does not work collaboratively with high school leadership to develop the master schedule. District leadership states an expectation that school leadership should ensure that sufficient core classes are available to all students, but district leadership does not monitor to ensure that this occurs. The board revised the staffing allocation procedures on December 20, 2010. The allocation guidelines meet or exceed the state minimum student/teacher ratios.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

District leadership leaves the responsibility with school leadership to allocate and assign teachers to meet the unique learning needs of all students. District leadership allocated staff to the school through the staffing allocation procedures formula. District and school leadership do not collaborate to ensure that school allocations and staff assignments are organized to address the specific learning needs of all students. District leadership and school leadership do not systematically monitor and analyze the impact of these allocations on student achievement.

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

District leadership states an expectation that school leadership will monitor organizational structures and the master schedule to support the efficient use of instructional class 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. District leadership does not effectively monitor the use of resources and their impact on student 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).

District leadership encourages school leadership to schedule common planning time that focuses on best instructional practices and assessment analysis but does not monitor to ensure that this time is being used consistently and effectively for this purpose. District leadership has provided limited opportunities and resources for vertical planning and transition planning opportunities (e.g., 8th grade math teachers collaborated with 9th grade math teachers), but this is not an ongoing process.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

District leadership encourages high school leadership to design a master schedule to maximize instructional time but does not monitor to ensure that instructional time is being used to meet the needs of all students or that instruction is aligned to the mission of the school.

- 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 adopted the Budget Planning and Adoption Policy (04.1) that allocates funds to the schools. In setting the budget, the board considers “results of the current needs assessment, recommendations resulting from the process and current district/school improvement and/or long range plans and revenue projections for the coming year.” District leadership allocates funds to the schools according to a formula based upon projected student enrollment rather than on the student instructional needs. Request for Section 7 funds can be submitted to the superintendent for submission to the board. District leadership requires the school leadership to provide justification for the requested funds and their expected impact on student achievement. When asked, district leadership provides assistance to school councils in the use of resources and budgeting.

- 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 district budget process for discretionary funds and resources allocation is based on a formula. Allocation of the funds and resources does not focus on the unique learning needs of students in the high school which is struggling to meet state and federal goals. School leadership may submit requests to the district leadership for additional funds. These requests must include justification for the funds and their expected outcome.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

- 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 does not have a policy that requires district leadership to justify the connection between the proposed budget and the identified goals in the district and school comprehensive improvement plans. The board does not require district leadership to justify how the expenditure of resources will impact student achievement or require district leadership to provide additional resources to schools that are struggling to meet state and federal goals (e.g., high school). District leadership provides budget and financial reports to the board at each monthly meeting. Financial reports are also provided to school leadership and school councils.

- 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.

Allocation of categorical funds is not based on the unique learning needs of the students, but rather on a formula. District leadership monitors the categorical programs according to the federal and state requirements but does not monitor for effectiveness. District and school leadership integrate resources to address some identified student needs. District leadership does not fully evaluate the impact of these funds on student achievement.

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The superintendent should lead the central office staff in the development and implementation of comprehensive and systematic monitoring procedures for all district programs (e.g., evaluation program, resource allocations, instructional program, assessment, communication, parent and community involvement). These procedures should allow district staff to determine the impact of programs and their requisite allocations of resources on the achievement of instructional and organizational goals and, ultimately, on the achievement of all students. This monitoring system should be based on commonly understood and clearly communicated measures and should include supervisory input as well as that from the level at which implementation occurs. The process should evaluate the effectiveness of programs at both the design and implementation levels in order to allow district and school leadership to determine where and how program adjustments should be made or, indeed, whether or not programs should be continued.

The board should revise Budget Policy (04.1) to ensure equitable and consistent allocation of fiscal resources to meet the unique learning needs of all students, targeting those schools that are struggling to meet state and federal goals.

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.

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

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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, district technology plan, eWalk data, Implementation and Impact Checks, school mission, belief and vision statements, School Report Card data and 2009 Greenup County Scholastic Review

Interviews with district leadership, superintendent and teachers

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 facilitated a collaborative process involving stakeholders in the development of the district mission statement in 1993. In 2001 a review of the strategic plan for the district also included a review of the mission statement. Committees composed of eighty people (e.g., business and community leaders, teachers, parents, students, administrative staff, board members) revisited the current statement. A vision statement was developed during the 2009-10 school year through a series of collaborative meetings with various stakeholders (e.g., teachers, administrators, parents, community members, classified employees). No belief or goal statements are included in the comprehensive district improvement plan.

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

District leadership used data from the 2009 Greenup County District Review Report as the basis for the academic performance, learning environment and leadership components of the comprehensive district improvement plan. The technology component uses data from multiple sources to develop activities and strategies to enhance classroom instruction. Classroom assessment and analysis of student work are considered only as referenced in the summary of findings in the 2009 Greenup County District Review. The district comprehensive improvement plan is not aligned with the school improvement plans.

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

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

District leadership relies on the deficiency statements in the 2009 Greenup County District Review Report as the basis for the comprehensive district improvement plan. Ratings of "1" from the Summary of Findings section in the review report are used to identify needs, goals, priorities and action steps (e.g., process for monitoring curriculum, holding principals accountable for student success, high expectations for all students) for the comprehensive district improvement plan. The technology component does identify needs, goals, priorities and action steps for each strategy or activity (e.g., use of technology in all content areas, teachers will use technology as a student hands-on tool, technology based on the core content).

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.

A review of effective schools research and the 2009 Greenup County District Review Report are used to determine the action steps of the comprehensive district improvement plan. No intentional link occurs to current local, state and national standards.

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

A review of the disaggregated data by the administrative professional learning community is used to identify achievement gap populations. Students with disabilities and students receiving free and reduced lunches are the identified populations not making adequate yearly progress. However, few action steps address the specific needs of these students.

9.3c The desired results for student learning are defined.

The desired results for student learning are not clearly and concisely defined but are mentioned only generally with few measurable terms. Benchmarks are included in the technology component (e.g., increase of network connectivity, provide video drops in classrooms, install upgraded server). No benchmarks are found in the academic performance, learning environment, or leadership components.

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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 does not always formally collect, analyze and use data to evaluate the overall effectiveness of the instructional and organizational structures throughout the district. The comprehensive district improvement plan is not developed through collaboration with all schools.

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

District leadership collaborates through the administrative professional learning community with school leadership to strengthen instructional and organizational effectiveness of the district. The goals for building capacity are not stated in clear, concise and measurable terms in the comprehensive district improvement plan. District leadership provides limited assistance to schools in the development of the school plans.

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

District and school improvement plans have little intentional focus in the action components on closing achievement gaps. The goals, objectives and activities in the comprehensive district improvement plan are not intentionally aligned with the school improvement plans. Some action steps in the district improvement plan refer to research based practices (e.g., Achieve 3000, Growing Strong Teachers, professional learning communities) that support the objectives.

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

Each component identifies a manager who is responsible for implementation and reviewing the component. Some strategies and activities have identified specific persons who will be responsible for its implementation. Funding sources are not always identified even when funding is necessary (e.g., communications with parents). Some timelines are available but not all are designed to have an immediate impact on student performance.

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **2**

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

The comprehensive district improvement plan includes a process for evaluation of all components using data in the progress reports. District leadership does not regularly or formally conduct implementation and impact checks or present them to the board for review and evaluation. The board has adopted a School Improvement Plan SBDM policy (02.442) that requires school councils to publicly report to and discuss with the board progress they are making toward closing their achievement gaps and attaining the goals of their plans. This policy is not being implemented.

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.

Action components are not intentionally aligned with the district mission statement. No belief statements for student learning have been developed. Not all action components in the district comprehensive improvement plan are likely to yield predictable results for student learning.

9.6a The plan is implemented as developed.

The administrative professional learning community has begun to support implementation of the improvement plan by discussing some components. Some district staff members are aware of the components of the comprehensive district improvement plan, but they are not actively involved in the implementation of the plan.

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

District leadership does not use a formal implementation and impact process to evaluate at regular intervals the degree to which the goals and objectives of the comprehensive district improvement plan are being achieved. District leadership does not systematically monitor the implementation of the comprehensive school improvement plans.

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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 does not always intentionally and deliberately use data analysis to monitor the impact the comprehensive district improvement plan has on instruction and student achievement.

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. A review of the plan is conducted each spring to determine progress to the goals in the improvement plan through informal discussions with component managers.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

District leadership should develop a process to review comprehensive school improvement plans and incorporate these plans in the district improvement plan. Some components should address district concerns with all components focusing on student achievement. District staff responsibilities should be clearly defined and monitored to ensure the implementation of the plan.

If district leadership determines to use the district leadership assessment report as the needs assessment for the comprehensive district improvement plan, the planning process should be refined. District leadership should collaborate with representatives from stakeholder groups to consider the recommendations and next steps from each standard to determine priorities for district improvement. The planning process should include the use of the Specific Measurable Attainable Timely (SMART) Goals concept. The plan should reflect strategies that are research based and proven to positively impact student achievement.

Once developed and approved, the goals and activities in the comprehensive district and school improvement plans should be implemented consistent with the action steps and timelines included in the plans. District and school leadership should assure implementation and impact checks are completed on time, reviewed for progress and changes made in the plans when there is no evidence of student learning growth to proficiency. The goals and activities in the plan should be implemented with fidelity, and no excuses should be accepted if activities are not implemented and monitored.

Resources:

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

Lambert, L. (1998). Building Leadership Capacity in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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

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

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Summary of Next Steps:

District and school leadership should create a culture of high academic expectations for all students and ensure that all staff members recognize and accept their individual role and responsibility for student success and failure. District leadership should intentionally engage all stakeholders in discussions about the characteristics of high performing schools and include these role groups in regular decisions regarding teaching and learning.

District leadership should ensure school leadership and teachers receive professional development in best practice, research-based instructional strategies. These strategies should enhance student learning through higher level problem solving and critical thinking skills, with emphasis on the needs of targeted student populations. District leadership should collaborate with school leadership to ensure that professional development offerings are directly aligned with the instructional needs of staff and learning needs of students. District and school leadership should ensure that all staff members attend appropriate planned activities and that they are held accountable for implementing the skills acquired during this training to challenge and motivate students to high levels of learning. District and school leadership should ensure that staff members having difficulty with implementing the skills are provided appropriate support. The certified evaluation process should be instrumental in appropriately redirecting staff members who are unable or unwilling to implement the acquired learning and guide students to achieve proficiency.

The superintendent, with input from the central office staff, should lead the board in the development and implementation of a clear set of job descriptions for district leadership personnel that will directly support the achievement of district goals. Integral to these job descriptions should be clear lines of responsibility, the necessary authority to fulfill them and the accountability for implementation. The district organizational chart should be revised to reflect these responsibilities and shared with district and school leadership. These responsibilities, authority and accountability should be clearly communicated to all district and school staff. All necessary training and coaching should be provided to ensure that staff members can carry out their job responsibilities through coordinated efforts using common language and interventions.

The superintendent should ensure that he and both school and district level administrative staff members implement the certified evaluation process as intended and that the process is focused on improving student achievement. This includes crafting annual individual growth plans that address areas of needed improvement for each staff member, providing support and training to assist them in making that improvement, monitoring the progress of each person while providing appropriate feedback and taking whatever steps are necessary with those individuals who are unable or unwilling to make the necessary improvement to ensure high student achievement.

The superintendent should lead the central office staff in the development and implementation of comprehensive and systematic monitoring procedures for all district programs. These procedures should allow district staff to determine the impact of programs and their requisite allocations of resources on the achievement of instructional and organizational goals and, ultimately, on the achievement of all students. This monitoring system should be based on commonly understood and clearly communicated measures and should include supervisory input as well as that from the level at which implementation occurs. The process should evaluate the effectiveness of programs at both the design and implementation levels in order to determine where and how program adjustments should be made or, indeed, whether or not programs should be continued.

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In Conclusion:

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

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

District Authority:

District leadership does have the capability and capacity to manage the intervention of Greenup County High School.

Commissioner, Kentucky Department of Education:

_____ Date: _____

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

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

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

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

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

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

Superintendent, Greenup County Schools

_____ Date: _____

District Leadership Assessment Summary Report

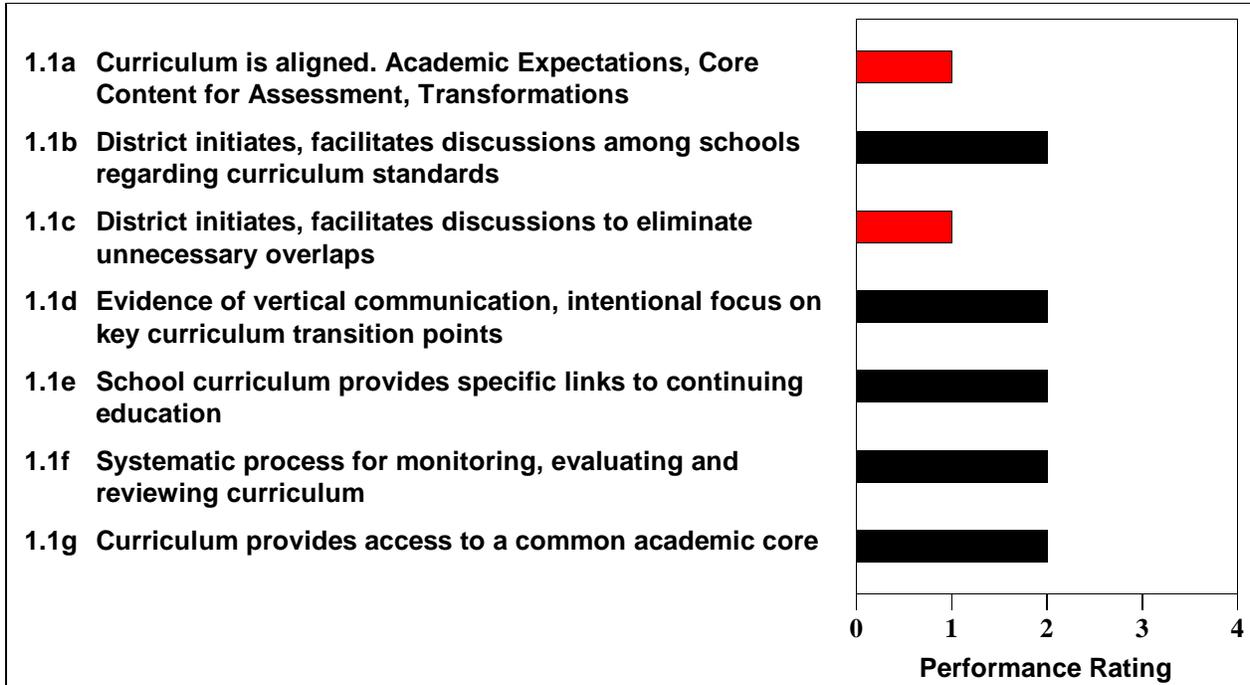
Greenup County

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1.1 Curriculum

Academic Performance



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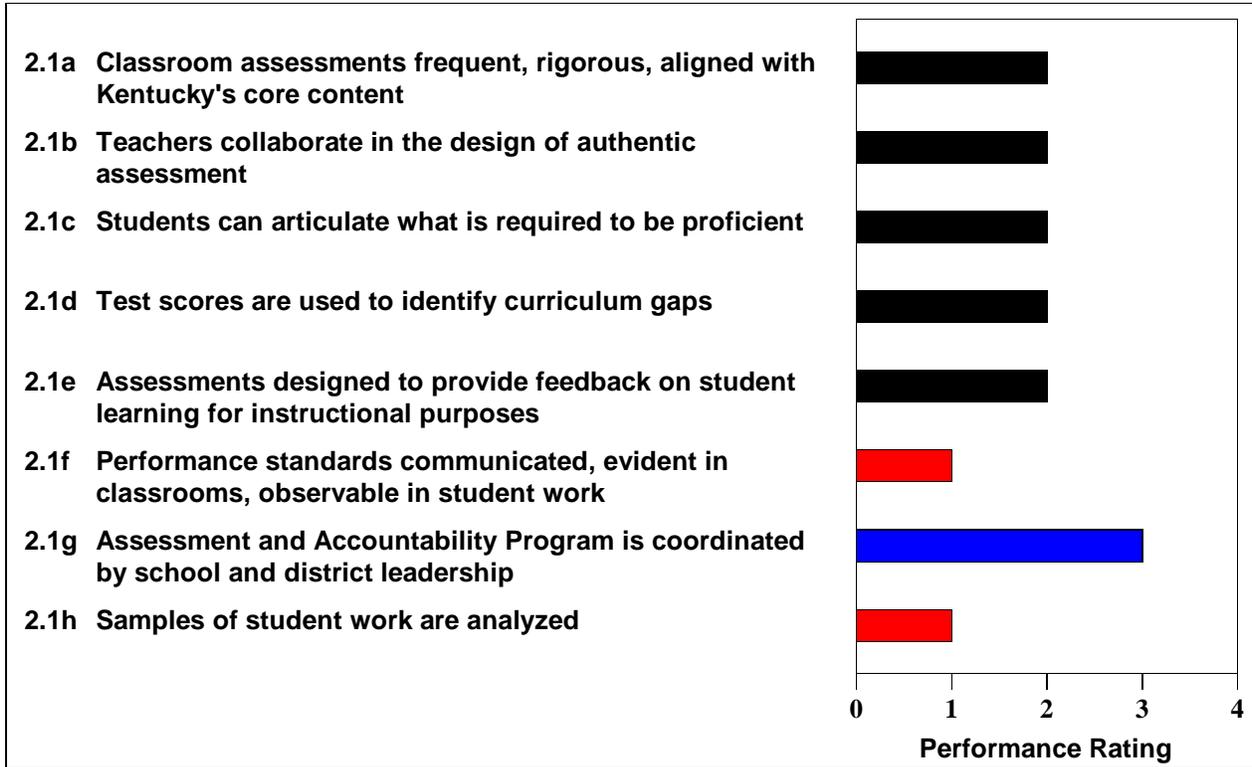
Greenup County

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2.1 Classroom Evaluation/Assessment

Academic Performance



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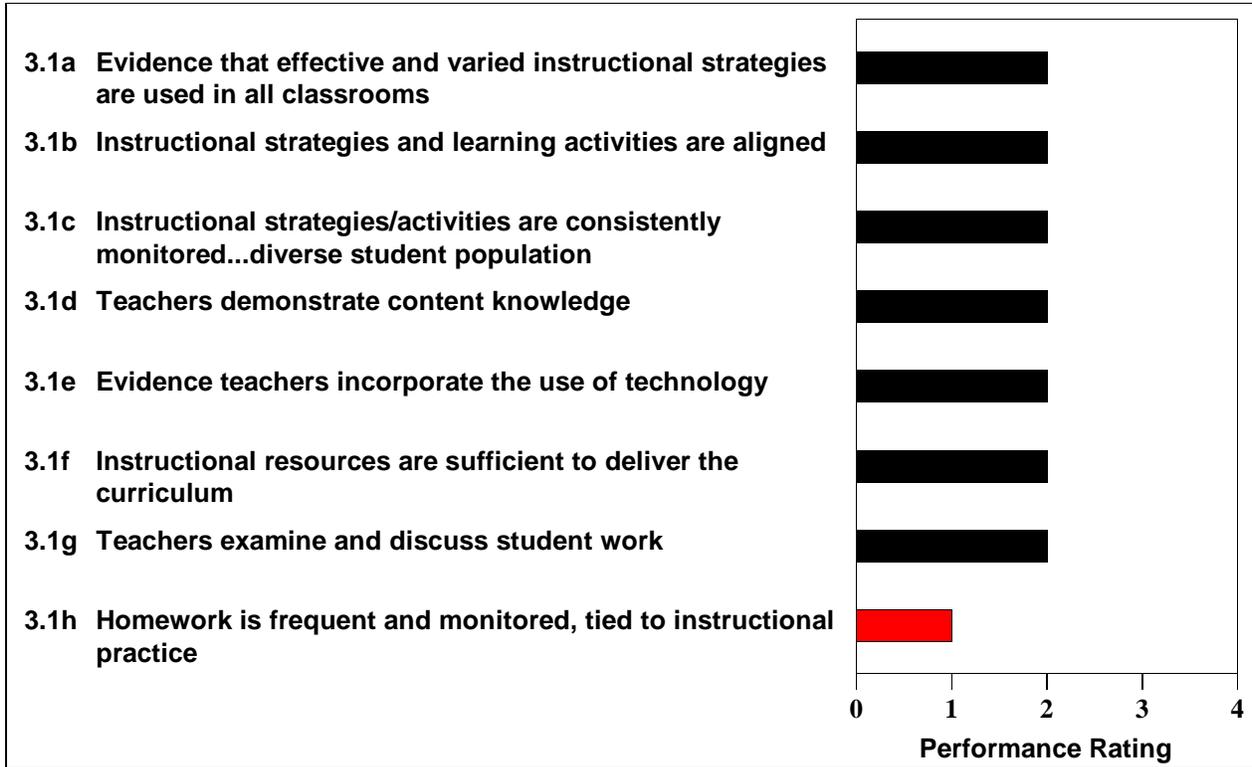
Greenup County

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3.1 Instruction

Academic Performance



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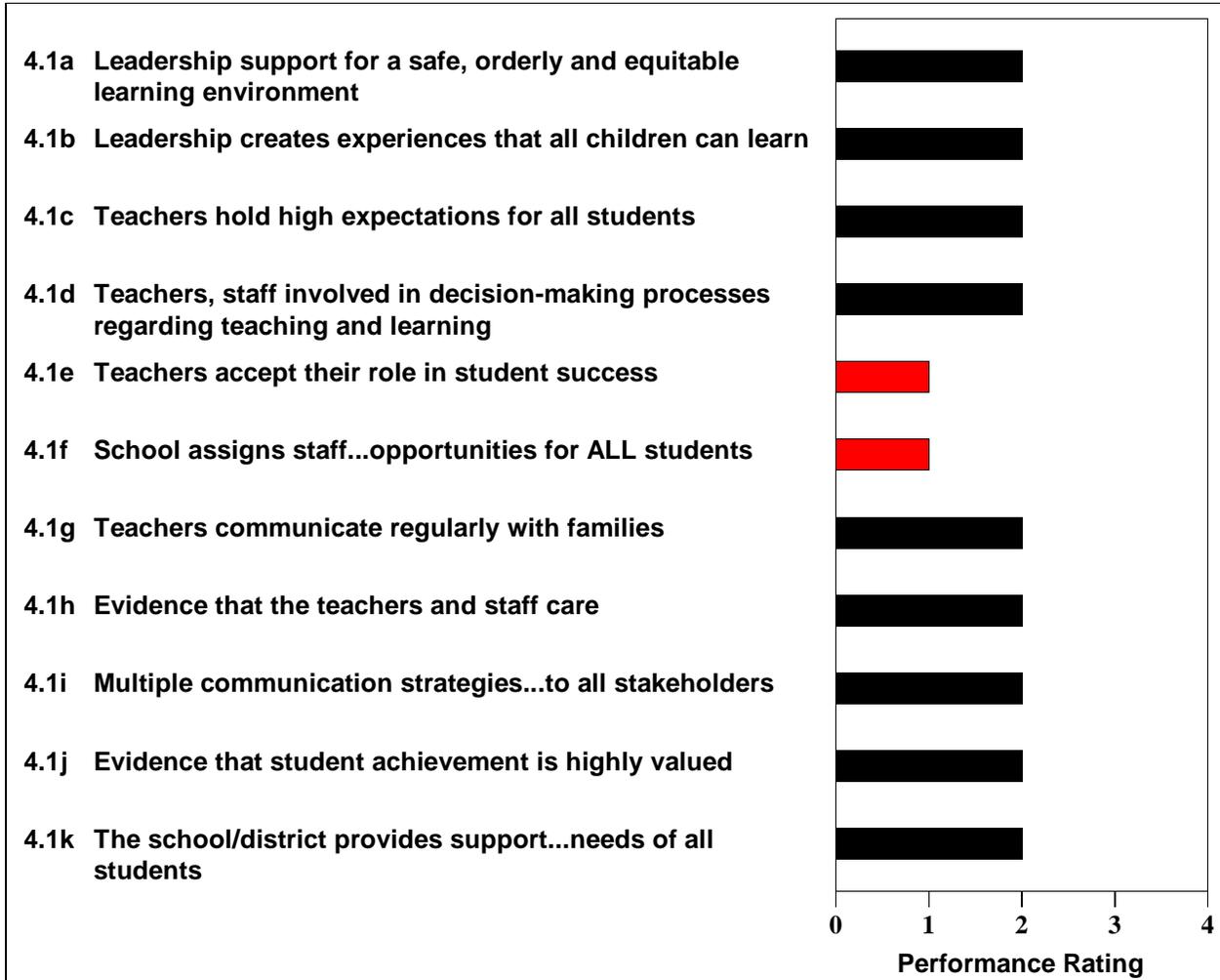
Greenup County

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4.1 School Culture

Learning Environment



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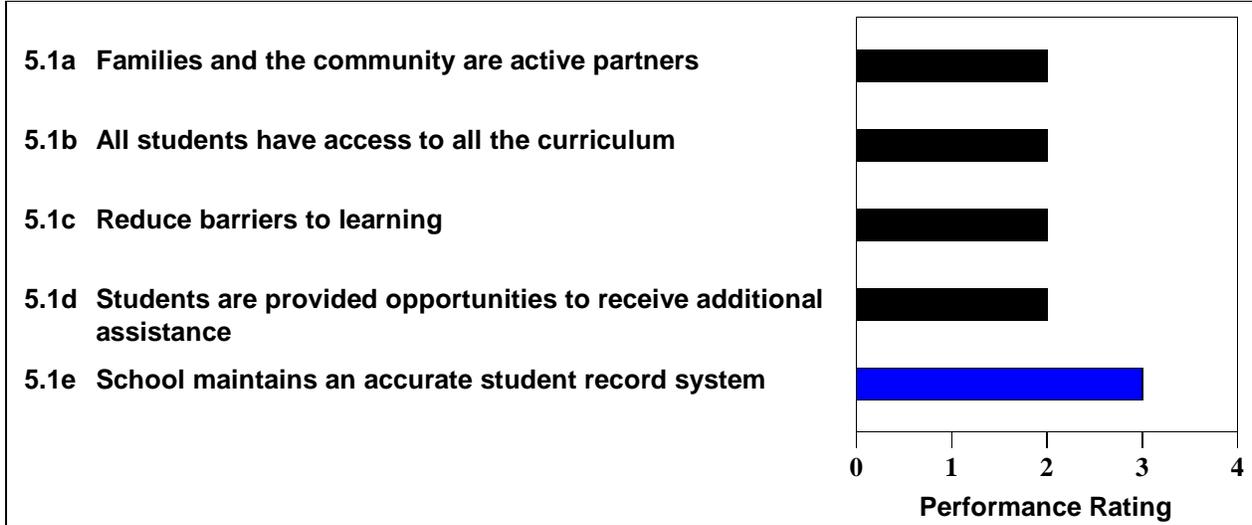
Greenup County

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5.1 Student, Family and Community Support

Learning Environment



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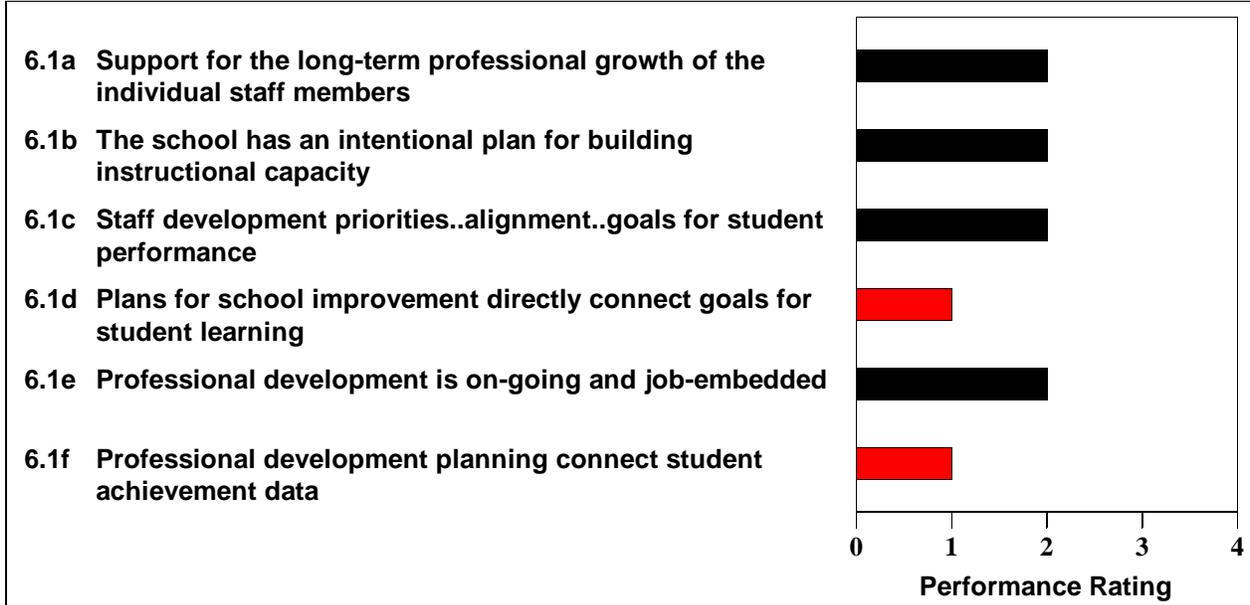
Greenup County

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6.1 Professional Development

Learning Environment



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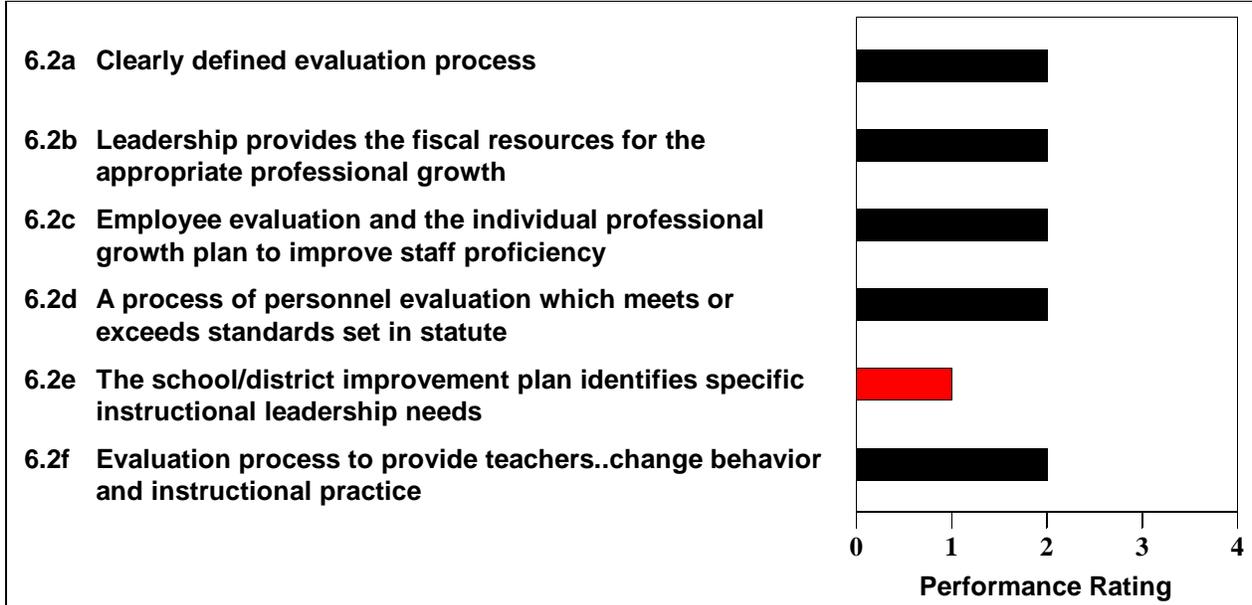
Greenup County

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6.2 Professional Growth and Evaluation

Learning Environment



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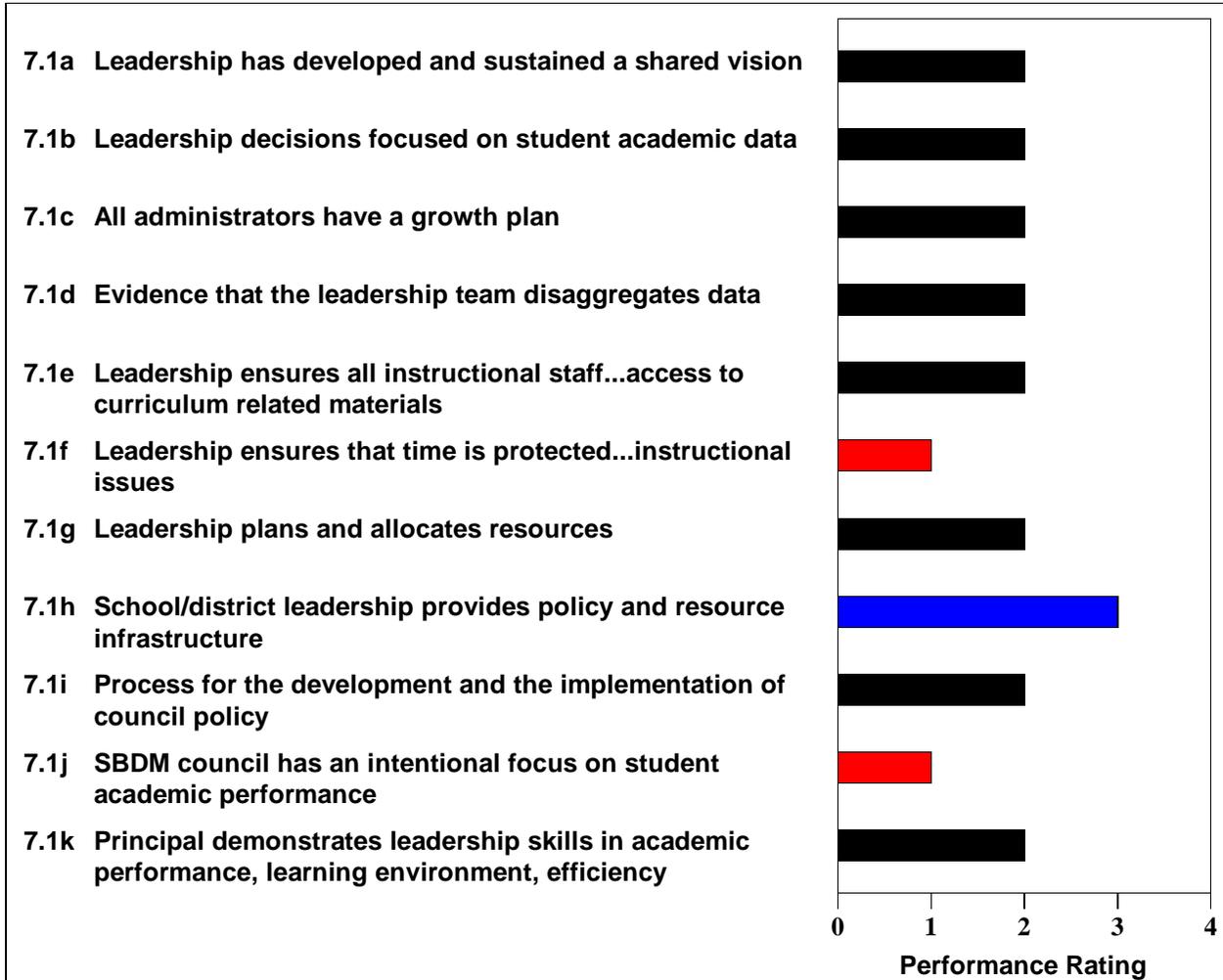
Greenup County

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7.1 Leadership

Efficiency



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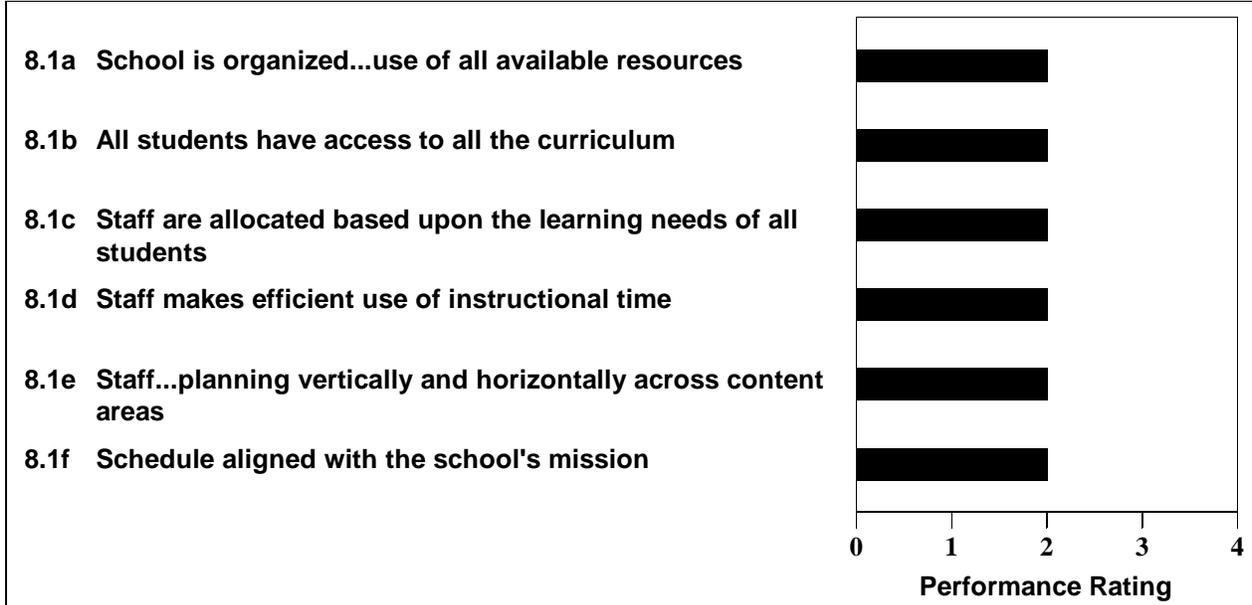
Greenup County

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8.1 Organization of the School

Efficiency



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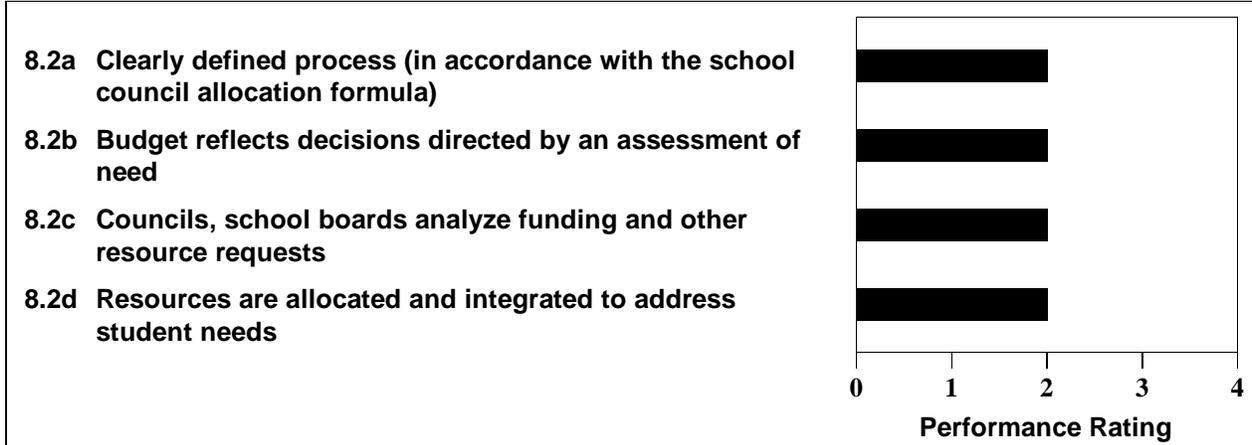
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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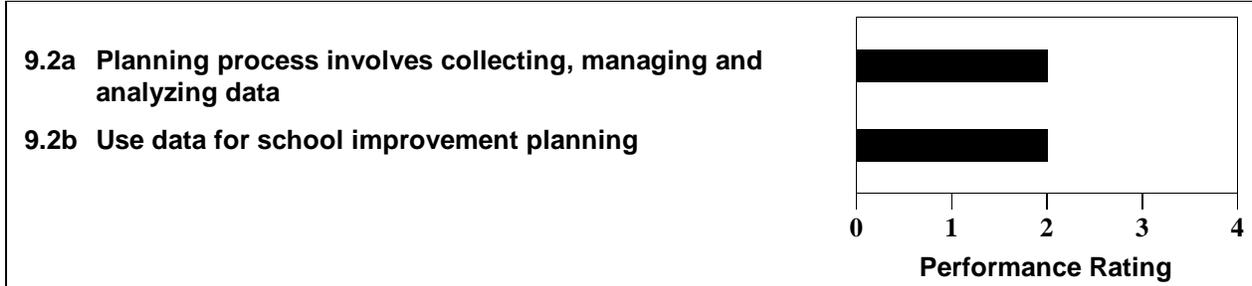
Greenup County

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9.2 Development of the Profile

Efficiency



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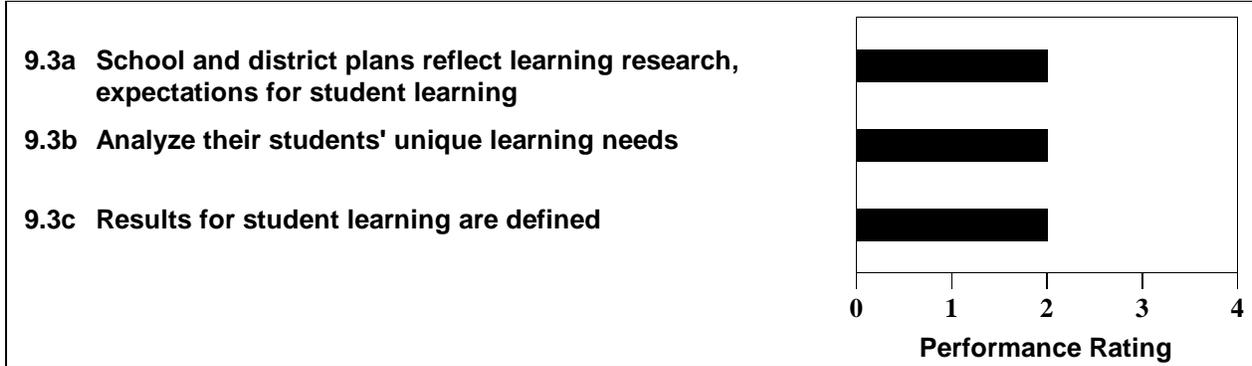
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9.3 Defining Desired Results for Student Learning

Efficiency



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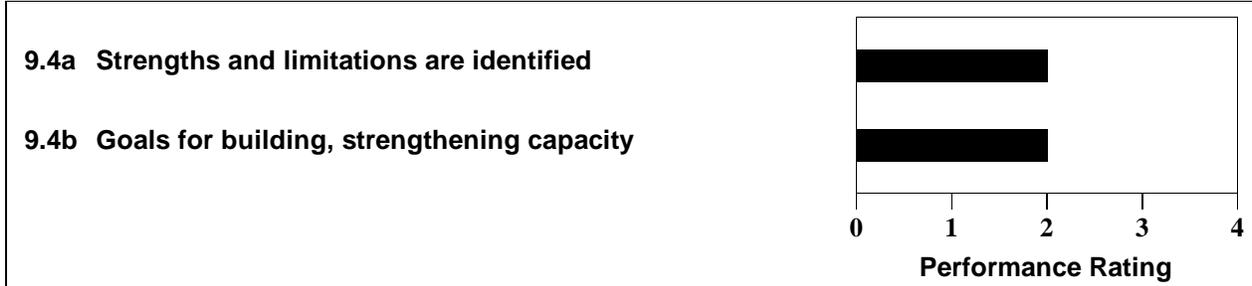
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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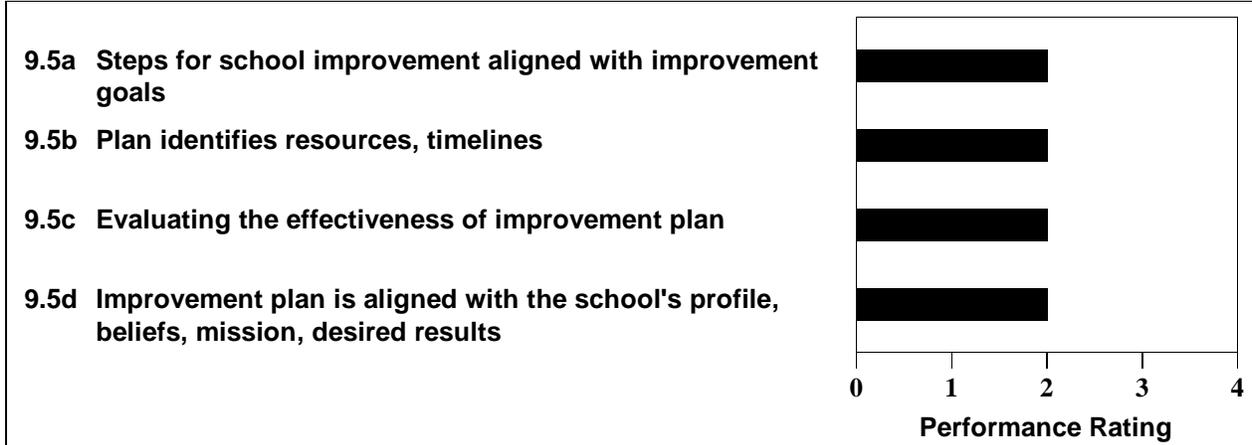
Greenup County

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9.5 Development of the Improvement Plan

Efficiency



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9.6 Implementation and Documentation

Efficiency

