

Hardin County District Leadership Assessment Report



02/06/2011 - 02/11/2011



District Leadership Assessment Executive Summary

Hardin County School District

2/6/2011 - 2/11/2011

Nannette Johnston, Superintendent

Introduction

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

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

1. Deficiency	The superintendent has not ensured that all district administrators are held accountable for their assigned roles and responsibilities.
Next Steps	The superintendent should begin immediately to organize district leadership assignments and match responsibilities with leadership strengths. The superintendent should make sure all district leadership team members understand and accept assigned responsibilities and know they will be held accountable. District leadership, instead of waiting to be contacted, should proactively support principals in attaining specific, measurable goals focused on building capacity and instructional effectiveness.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The superintendent has not implemented a comprehensive plan to monitor programs for fidelity of implementation and to analyze the effectiveness of all allocated resources.

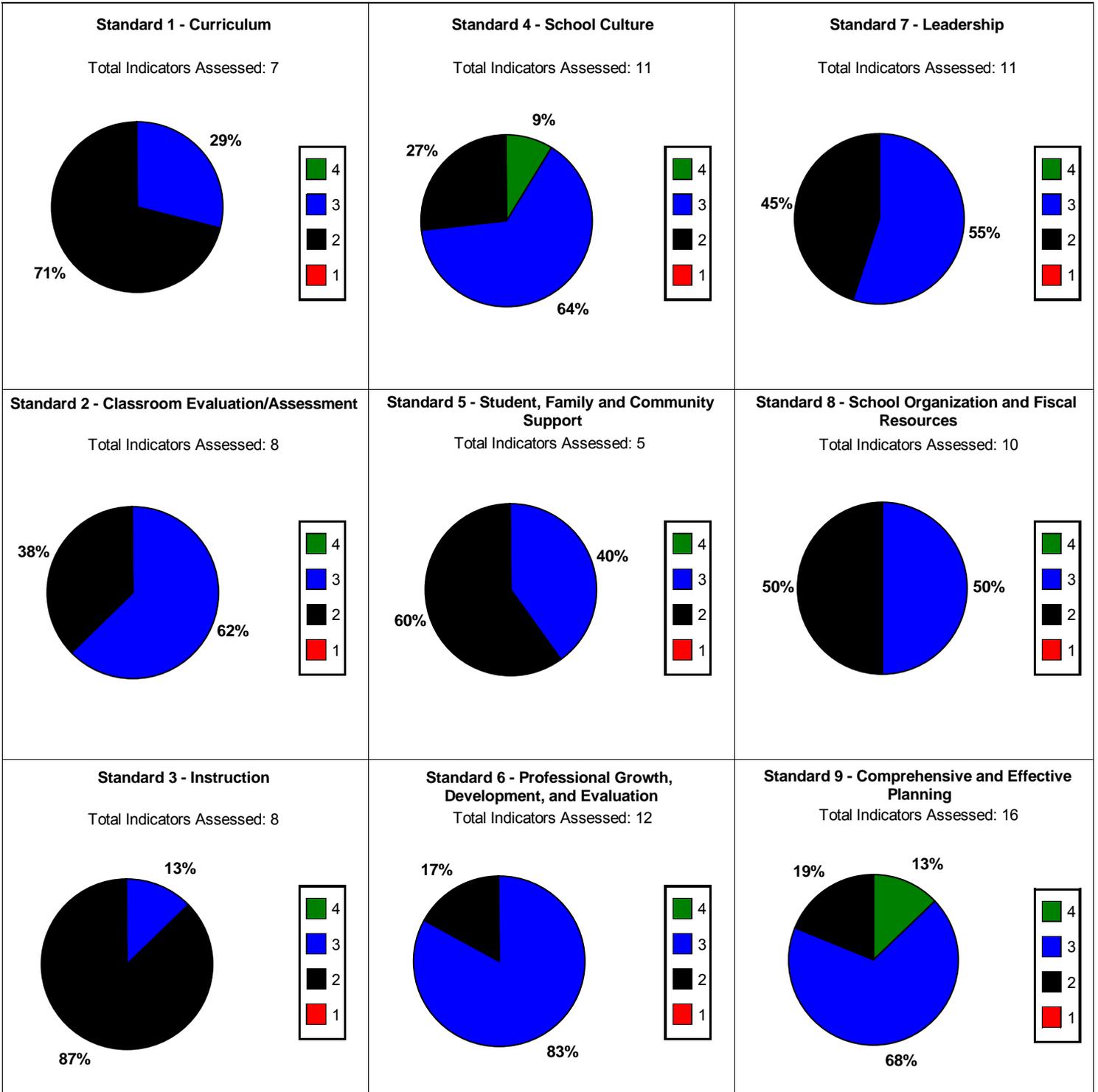
Next Steps	The superintendent should implement monitoring procedures to evaluate the impact of all programs that support student learning. Programs should be monitored to ensure fidelity of implementation and decisions to sustain programs should be based on student achievement data. The superintendent should monitor the impact of professional development opportunities on instructional practices and student achievement. The superintendent should fully implement local board policy on program evaluation to measure the cost effectiveness of all allocated resources (human, fiscal, physical, time) and their impact on student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The superintendent has not ensured that differentiated and rigorous instructional strategies are used in all classrooms to meet the unique learning needs of all students.
Next Steps	The superintendent should ensure that research-based, rigorous, differentiated and effective instructional strategies are implemented in all classrooms. District and school leadership should monitor instructional practices and provide feedback to teachers to ensure varied instructional strategies are used in delivering the curriculum. District leadership should assure classroom instruction is relevant, engaging and motivating to meet the needs of a diverse student population. The superintendent should provide training for teachers to effectively analyze student work to inform instruction. District leadership should promote the idea that assessment drives instruction. Assessment tasks should require students to use inquiry, problem-solving and critical thinking skills at a proficient level.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The superintendent has not ensured adequate training to fully implement district instructional programs.

Next Steps	The superintendent should identify instructional programs requiring professional development for successful implementation of the strategies. The superintendent should determine the level of knowledge (i.e. orientation, awareness, implementation or refinement) of staff to provide appropriate professional development training. The superintendent should establish a short-term and long-range professional development plan for sustaining identified professional development needs to support programs to full implementation. The superintendent should develop a plan for monitoring professional development for implementation and evaluation of program impact on student learning.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The superintendent has not ensured that district leadership has provided necessary trainings to all staff to implement an effective Kentucky System of Intervention and Response to Intervention.
Next Steps	The superintendent should collaborate with the district leadership staff to assign roles and responsibilities for training all school staff to implement a consistent Kentucky System of Intervention and Response to Intervention process. District leadership should use academic and behavior data to identify students for tier status. District leadership should offer support for writing objectives and strategies to address students' identified needs and interventions. District leadership should develop a districtwide protocol for tracking and reporting student progress.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Hardin 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 - Hardin County

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

Hardin County

School District

2/6/2011 - 2/11/2011

Introduction

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

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile, classroom observations 166, electronic walkthroughs 184 as well as formal interviews and informal discussions with school administrators 60, site based decision making council members 15, teachers 130, school classified personnel, students 123, parents 49, community members 15, central office certified staff members 23, central office support staff members 5, 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 Bill R. Morgan - Higher Education Representative. The other team members were: Margaret K. Dotson - Building Administrator, Carolyn S. Falin - Building Administrator, Sheree W. Thompson - Teacher, Nancy Jones Satterfield - District Administrator, Carol McKee - Teacher, Jack Musgrave - Building Administrator, Margaret Cleveland - Parent, Carolyn Sholar - Principal, Marilynn Cunningham - Principal, Dr. Charles Holliday - District Administrator, Carol Higdon - Building Administrator and Greg Howell - Educational Recovery Specialist

Academic Performance

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

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

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

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

Learning Environment

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

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

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

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

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, Family Resource Youth Services Center documentation, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school council policies and bylaws, School Report Card data, school Web pages, staff development agenda, student work and teacher portfolios

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

Observations of classrooms, computer lab, hallways and media center

Performance Rating 3

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

District leadership provides supports and services to students in a variety of career options. Some students can enroll in dual credit and advanced placement. Dual credit classes are available through articulation agreements with Campbellsville University and Elizabethtown Community and Technical College. Carl D. Perkins funding for Career and Technical Education provides co-op opportunities with local business. Career Pathways with the health science programs, culinary arts, engineering, and other real-life learning tasks (e.g., budgeting, problem solving) prepare students to be productive citizens. District leadership ensures there is a process for developing individual learning plans. District leadership does not ensure that parents collaboratively develop the individual learning plans with students, but families are able to access their students' plans through the Parent Portal Web site.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **3**

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

The superintendent ensures students have access to a common academic core. Some schools provide learning opportunities that extend beyond the curriculum content (e.g., advanced placement, honors, video learning from school to school, e-school, community education, credit recovery and dual credit college offerings with the University of Campbellsville and Elizabethtown Community and Technical College). District leadership partners with the community to provide internship opportunities and career and technical education.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

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

District leadership works with school leadership to ensure that curriculum documents are distributed to the staff. Some teachers have current combined curriculum documents; however, some teachers have only the 4.1 core content document in their curriculum binders. Some teachers' lesson plans do not reflect the Program of Studies. District leadership recently developed and distributed a draft version of the K-12 curriculum pacing guide to staff. The pacing guide includes "I can statements" to target learner outcomes, calendar days and big ideas. District leadership has developed assessments to accompany curriculum and pacing guides that are matched to the standards.

- 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 has begun to initiate a systematic discussion horizontally within grade levels and vertically across content areas through professional learning communities. Teachers in most departments meet monthly during common planning to discuss some curricular issues. District leadership provided a professional learning day (October 11, 2010) to allow the middle and high schools to discuss vertical articulation between their feeder and receiver schools. The superintendent has not ensured that the schools continue discussions to address curriculum issues between schools.

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

District leadership provides teachers with curriculum guides and newly drafted pacing guides in order to eliminate unintentional curriculum overlaps and gaps. The superintendent and the district leadership conduct learning walks and use some data (e.g., Measures of Academic Progress, learning checks, common assessments) to determine if curriculum taught matches the curriculum maps and pacing guides. One of the superintendent's SMART (specific, measureable, attainable, realistic and timely) goals includes the

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2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

monitoring of the intended curriculum and learning targets with data charts displayed at the board office. Principals must give a monthly percentage of the targets that are congruent to the standard being taught in the schools.

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

District leadership has facilitated the development of the content pacing guides and learning checks to ensure Kentucky standards are addressed at all grade levels. District leadership has initiated limited discussions between the elementary, middle and high schools to address vertical curriculum articulation to ensure gaps in student learning are not occurring.

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

The local board adopted Curriculum policy (08.1) that states the primary responsibility for the effective operation of the curriculum program and activities shall be delegated to the superintendent. The superintendent has appointed a district elementary and secondary school director of curriculum and assessment to develop and implement procedures to assist schools in addressing curriculum issues. The superintendent has a district liaison to ensure that each school council has adopted a curriculum policy and school leadership is addressing curriculum issues. The superintendent and district leadership monitor implementation of the curriculum through district learning walks, learning checks, and monthly meetings with the principals; however there is limited collaboration between school and district leaders to revise the curriculum as needed. District leadership has not established a districtwide curriculum committee. A representative from each school is currently working with the Green River Education Cooperative on the new common core standards.

District Leadership Assessment Summary Report

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The superintendent should develop a process to monitor the implementation of the curriculum in schools.

The superintendent should ensure the delivery of the curriculum is consistent in content for all students regardless of teacher or school. Students should be able to move seamlessly from one grade to another or one school to another without loss of content. The superintendent should facilitate discussions within and between schools to address curriculum issues at key transition points.

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.

District Leadership Assessment Summary Report

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, class rosters, classroom assessments, classroom assignments, classroom displays, comprehensive district improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, newspaper clippings/press releases, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, school mission, belief and vision statements, School Report Card data, student homework with teacher feedback, Student Performance Level Descriptors and student/teacher ratio

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, district leadership, principal, school leadership, school nurse, students, superintendent and teachers

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

Performance Rating 3

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

The superintendent and district leaders work with school leaders to provide ongoing opportunities (e.g., professional learning community meetings, professional learning day activities, common planning times, grade level meetings, content area meetings, committee meetings for common assessments) to collaborate in designing authentic assessment tasks aligned with core content. Leadership at the district and school levels communicates the expectation that special education teachers collaborate with regular education teachers in designing assessments that will meet the needs of all students.

2.1d Test scores are used to identify curriculum gaps.

The superintendent and district leaders meet monthly with principals at Administrative Leadership Meetings and examine the results of multiple assessments (e.g., Interim Progress Report, No Child Left Behind, Measures of Academic Progress, ACT, PLAN, EXPLORE, common assessments,

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **3**

learning checks) to track student progress and identify curricular gaps. District instructional leaders meet with principals and district interventionists to disaggregate test data to determine trends and growth areas. School leadership with the assistance of district leadership share data from assessments with school staffs and make some adjustments and modifications in the curriculum to close gaps and meet student needs.

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

District leadership has developed a Balanced Assessment System for Schools that includes calendar months designated for administering continuous classroom formative assessments, school-based common assessments, district learning checks, Measures of Academic Progress, Kentucky Core Content Test, ACT, EXPLORE and PLAN. The superintendent and district leaders have communicated the expectation that teachers routinely analyze assessment data from these tests to evaluate the effectiveness of instructional practices and programs on teaching and learning. District staff assists schools in analyzing assessment data to identify target groups of students who did not master standards. District leadership expresses the expectation that teachers inform instructional practices and determine methods for re-teaching to meet student needs and create effective, research-based strategies for targeted interventions based on continuous assessments. The superintendent has appointed two district interventionists to work with district reading and math coaches placed in ASSIST schools. The coaches work with struggling students as well as assisting teachers in planning a variety of strategies to enhance instructional practices. The superintendent requires principals to share SMART (specific, measureable, attainable, realistic, timely) Goal 3 data, which deals with schools incorporating assessment results to inform instructional decisions and reflect growth in student learning, at Administrative Leadership Meetings. District staff also displays this data on a data wall at the district office for public reference.

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

District and school leadership monitor classrooms during learning walks, at

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 3

regular intervals, to determine if students understand the expectations and criteria of performance standards. Learning walk team members ask students to respond to questions regarding the characteristics of quality work, observe samples of student work, review formative and summative assessments and rubrics during learning walks. District leadership monitors growth in student performances through reviewing SMART Goal 3 data with school leadership at Administrative Leadership Meetings. District and school leaders do not always ensure that teachers display proficient work with accompanying rubrics in classrooms and school buildings to identify and model expectations of standards necessary for students to successfully master tasks.

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

The superintendent empowers two district assessment coordinators to coordinate the state-required Assessment and Accountability Program. District assessment coordinators send weekly correspondence throughout the year to building assessment coordinators to keep them abreast of updates in the state assessment process. The district assessment coordinators attend training sessions related to the administration of and the ethical procedures for state testing practices. The district assessment coordinators use the train the trainer model to prepare all building assessment coordinators to train their respective staffs and all people involved in the testing process at the school level. District leadership collaborates with school leadership to develop and implement operational procedures for conducting the assessments. District leadership ensures that accommodations for the state assessment follow state mandates for all students including special populations. Local board adopted Assessment policy (08.222) to ensure proper implementation of procedures and administration of the state assessment.

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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.

District leadership with input from some teachers has developed assessments in math, science and social studies at the elementary level to accompany district-developed curriculum and pacing guides aligned with Kentucky's Core Content for Assessment, 4.1. The superintendent and district leaders have not ensured that assessments have been developed in all content areas and at all grade levels to accompany the curriculum and pacing guides. District leadership developed standards-based learning checks in reading and math to determine student progress in these areas. The learning checks, administered twice a year, are comprised of multiple choice items and do not include open response questions that would reflect some Kentucky Core Content-like rigorous tasks. District leadership has provided some assistance to school staffs in developing content area formative common assessments. The superintendent and other district and school leaders monitor classroom assessments for appropriate levels of Depth of Knowledge questions linked to learning targets, rigor and authenticity during learning walks and rounds (learning walk cadre groups focused on a problem of practice). District and school leaders provide some feedback to teachers regarding quality of assessment tasks. Most classroom assessments are standards-based and authentic but often lack rigor. The superintendent and district leadership have not ensured that all school councils have classroom assessment policies.

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

The superintendent, district leadership and school leadership provide some monitoring of classrooms to determine if students can articulate the criteria needed for proficiency and understand the expectations for quality work. District and school leadership conduct learning walks and rounds using a district learning walk instrument with some focus on student academic accountability. Students are often asked to respond to questions (e.g., What are you learning? How are you learning it? How will you use it?) during learning walks to determine their mastery of content. District leadership articulates the expectation that teachers share rubrics with students prior to assessments and assignments to enable them to know the expectations for

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

proficiency in all content areas.

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

The superintendent and district leadership has articulated the expectation that teachers should analyze student work to inform instructional practices and modify delivery of the curriculum after analysis. District leadership has not established a formal protocol to guide teachers in analyzing student work; however, some school staffs have determined a protocol for use in their schools. District and school leadership have provided limited training to teachers in the skills necessary to effectively analyze student work. District leadership provides opportunities (e.g., professional learning communities, professional learning days, common planning time, grade level meetings) for teachers to analyze student work. District leadership does not have a consistent process to monitor teacher practices or to provide feedback to teachers related to analyzing student work to inform teaching and learning.

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2/6/2011 - 2/11/2011

Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The superintendent should ensure that district leadership establishes a formal protocol to guide teachers in analyzing student work. District leadership should provide assistance to all teachers in acquiring and mastering the skills necessary to effectively engage in this process. District and school leadership should monitor teacher practices to ensure the results of the analysis guide teaching and learning and provide meaningful feedback to students.

The superintendent should ensure that district leaders develop a formal process and implement procedures to monitor classroom assessment tasks for rigor, relevance and authenticity. District leadership should monitor assessment tasks to ensure students are required to think at high levels and use inquiry and problem solving skills at a proficient level.

The superintendent should make a recommendation to all school councils that classroom assessments should be addressed as a best practice policy. The policy should ensure classroom assessments are standards-based, rigorous and authentic. Assessment tasks should require students to use inquiry, problem-solving and critical thinking skills at a proficient level.

Resources:

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

Tomlinson, C. A. (2001). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

District Leadership Assessment Summary Report

Hardin County

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, curriculum documents, curriculum maps, district technology plan, eWalk data, lesson plans/units of study, professional development records, professional resource materials, samples of classroom assessments, samples of student work products, school council policies and bylaws, student homework with teacher feedback, Student Performance Level Descriptors, student work and textbook/instructional resources purchasing plans

Interviews with assistant principal, central office staff, district leadership, media specialist, parents, principal, school council members, school leadership, students, teachers and volunteers

Observations of classrooms, common areas and hallways

Performance Rating 3

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

The local board adopted Curriculum and Instructional Resource policy (08.232) that allocates funds to purchase instructional resources based on needs survey. District leadership addresses these needs to ensure all schools have adequate supplemental instructional resources (e.g., materials, technology, textbooks) to deliver the curriculum to all students. District leadership provides additional resources to ASSIST schools. District leadership distributes resources when requested to other schools based on needs and availability.

District Leadership Assessment Summary Report

Hardin County

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

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

District and school leadership use numerous tools (e.g., learning walks, rounds, monthly principal instructional leadership meetings, principals monthly cadre meetings, collected data) to monitor classroom instructional strategies to support high-quality teaching and learning for all students. District leadership has developed a learning walk to collect data for holding schools accountable for the district developed SMART (specific, measurable, attainable, realistic, timely) Goal 3. District leadership provides opportunities for teachers to receive training in a variety of effective research-based instructional strategies (e.g., Differentiation Strategies for Core Subjects, Kagan Strategies, Compass Learning, Thoughtful Education, Literacy First). Teachers do not consistently use effective and varied instructional strategies and activities in all classrooms. Some teachers rely on textbook-driven instructional strategies. Teachers rarely use differentiated instructional strategies to meet student needs. Many learning activities and lessons are not student centered or rigorous.

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

District leadership provides support and resources to help school leadership and teachers with aligning research-based instructional strategies and activities with school, district and state learning goals and expectations. District leadership provides pacing guides and curriculum maps communicating the importance of curriculum alignment and instructional strategies with student learning goals. District leadership presents a variety of professional development activities to increase teacher instructional capacity. District and school leadership communicate expectations that lessons contain activities congruent to core content and provide rigorous activities to meet learning goals. These activities often lack rigor and do not always address the diverse learning needs of students. Many activities are teacher directed and do not require critical thinking. District professional learning communities meet monthly to examine student achievement (e.g., Measures of Academic Progress, learning checks, common assessments) to clarify expectations through learning targets and district pacing guides.

District Leadership Assessment Summary Report

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2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **2**

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

District leadership works with school leadership in monitoring classroom instructional practices through learning walks and rounds. Teachers do not always use feedback from learning walks to modify instructional strategies and to address learning styles of students. Many teachers rely on whole-group instruction and rarely differentiate activities or provide opportunities for students to activate higher-order thinking. District leadership and school leadership provide opportunities for teachers to review student data (e.g., professional learning day, professional learning communities, common planning), but this review does not always result in adjustments to instruction.

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

District leadership attends recruitment fairs at area universities and advertises in minority publications to assist in hiring a diverse teaching staff. The superintendent ensures all teachers are certified by the Kentucky Professional Standards Board. Ninety-seven percent of teachers are certified and highly qualified to teach their assigned classes. Forty-eight teachers in the district are National Board Certified and are financially rewarded for attaining that status. District leadership provides a variety of job-embedded professional development opportunities to update content knowledge and current professional practices; however, district leadership does not always ensure that professional development activities translate into challenging and motivating instruction resulting in higher-level learning for students. District leadership provides professional development opportunities for middle and high school teachers focusing on instructional practices that motivate and challenge students to think at high levels of learning. District leadership provides elementary teachers' professional development on Literacy First and Thoughtful Education.

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

District Leadership Assessment Summary Report

Hardin County

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2/6/2011 - 2/11/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

The local board adopted Curriculum and Instruction policies (08.2322, 08.2323 and 08.233) addressing the use of technology to ensure staff provides developmentally appropriate guidance for student use of technology. District leadership provides technology integration specialists to support teachers in their use of technology (e.g., video conferencing, create talking books, graphic organizers, virtual fieldtrips) for instructional purposes. The district provides technology resources to schools (e.g., laptops, web cams, Classroom Performance System, document cameras, SMART boards, Compass Learning, slate boards) and offers training for staff to use these resources. District leadership conducts a needs assessment to determine unique, school-specific needs for equitable allocation of technology resources. District leadership provides technology personnel to maintain the equipment to ensure the availability and accessibility of technology resources. School councils have adopted the district's technology policy addressing the effective use of technology as an instructional tool. District and school leadership conduct classroom learning walks; however, members of the learning walk teams do not always focus on monitoring the use of technology as an instructional tool. The district learning walk instrument does not directly address teacher use of technology to support instruction.

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

District and school leaders have not always provided teachers appropriate training for analyzing student work to inform instructional practices. District and school leadership provide opportunities (e.g., common planning, professional learning day, professional learning communities) for teachers to analyze student work, but not all school leadership requires teachers to routinely engage in the analysis of student work. District and school leaders have not ensured all schools have established a specific protocol for examining student work to guide instruction. District leadership does not ensure that formative analysis of student work is tied to modifications of instruction and changes to teaching practices.

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

The local board adopted Curriculum and Instruction Homework policy

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

(08.211) which directs each school to establish standards for homework assignments. The superintendent recommends that school councils establish homework policies that are equitable, developmentally appropriate and extend learning beyond the classroom. District and school leadership do not always ensure homework practices are extensions of classroom learning.

District Leadership Assessment Summary Report

Hardin County

School District

2/6/2011 - 2/11/2011

Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The superintendent, district and school leaders should continue to conduct learning walks for regular monitoring of research-based instructional strategies in all classrooms to ensure effective, rigorous and differentiated instructional practices are used by all teachers.

The superintendent and district leadership should provide training for teachers to effectively analyze student work. District and school leaders should identify a specific protocol for examining student work to inform instructional practices.

Resources:

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

Gurian, M. & Ballew, A. C. (2003). *The Boys and Girls Learn Differently Action Guide for Teachers*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-6485-6

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

Whitaker, T. (2004). *What Great Teachers Do Differently*. Larchmont, NY: Eye on Education.

District Leadership Assessment Summary Report

Hardin County

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, employee handbooks, eWalk data, examples of school to home communications, facility inspection reports, Family Resource Youth Services Center documentation, lesson plans/units of study, list of co-curricular offerings, newspaper clippings/press releases, newspapers, organizational charts, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders and student handbook

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

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

Performance Rating **4**

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

The superintendent uses multiple communication tools (e.g., district Web site, Hardin County Educational and Community Television, bi-monthly editorials in local paper, quarterly radio talk shows) to share information with all stakeholders (e.g., students, parents, community, board of education, staff). The superintendent utilizes the district's HCEC-TV for production, broadcasting and archiving of educational programs, celebrations and public announcements. The superintendent facilitates the Key Communicators Council for disseminating information and educating community members on district progress, needs and goals. The superintendent utilizes the Parent Advisory Council as a means of two way communication and feedback on issues throughout the district. The superintendent requests staff to provide a 24 hour response time to all emails and phone calls. The superintendent monitors customer care anonymously through Red Carpet Visits.

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2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **3**

- 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's "Vision for Success" communicates the vision of Helping Children Succeed and defines the role of all stakeholders (i.e., students, parents, colleagues, community). The "Vision for Success" is distributed throughout the district to share district leadership's focus on high expectations for all students. The superintendent emphasizes "Making the Ordinary...Extraordinary" with all district employees to enforce the value of each position's role in student successes. Professional learning communities provide opportunities for peer reviews and for sharing strategies and learning tools. District leadership is involved with professional learning communities as facilitator, liaison, support staff or participant depending on the professional learning community configuration (e.g., grade level, principal cadre, administrative team, teacher leader cohort group) or specific need. The district public relation person works closely with school leaderships, faculty and staff to identify and recognize achievements (e.g., test scores, student performances, Fred factor person of the month).

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

The superintendent assigns central office staff as liaisons to provide guidance and assistance to schools (e.g., develop school improvement plan, school council compliance with board policies and required school council policies). District leadership informally monitors schools for consistency of discipline and enforcement of the Code of Acceptable Behavior through conversations (e.g., principals cadre, parent and staff phone calls). District leadership uses learning walks and rounds to monitor instructional practices (e.g., instructional strategies, classroom management, academic performance). Principal cadres provide opportunity to monitor consistency of implementation of district policies among schools. The superintendent implements multiple strategies (e.g., advisory groups, media outlets, board meeting recognitions) to enforce and share the district's focus on a culture of high expectations.

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2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **3**

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

The superintendent has an intentional focus that every employee is instrumental in student success. "Making the Ordinary...Extraordinary" is the message used to emphasize the significance of each individual's contribution. Advisory meetings and group meetings (e.g., bus drivers, child nutrition employees, professional learning communities) give individuals opportunity to share and provide input on their responsibilities for the success of each student.

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

The superintendent communicates an expectation that everyone in the district accept their responsibility in student success and failure. The district's "Vision for Success" defines the expectation of "whatever it takes" with specific areas of responsibility defined for all stakeholders (i.e., students, parents, colleagues, community). Professional learning communities provide staff opportunities to review data to analyze instructional practices on student achievement. The superintendent facilitates advisory and group meetings (e.g., bus drivers, child nutrition employees, students, key communicators, parent advisory council) to provide opportunities to make connections of each individual's responsibility in student success.

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

The superintendent implements and analyzes stakeholder perception surveys and solicits advisory councils and groups input to continuously monitor stakeholder perception of district and school staff. The superintendent facilitates advisory and group meetings (e.g., bus drivers, child nutrition employees, students, key communicators) to identify and address perceptions. The superintendent engages the advisory and group members to foster a community-wide culture for "Helping Children Succeed". District leadership has implemented multiple activities and opportunities (e.g., student advisory council, student service projects, celebrations of student success) to build a culture of positive relationships and support with students.

District Leadership Assessment Summary Report

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2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **3**

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

The district public relations person is responsible for communicating with schools and staff to identify students for recognitions (e.g., board meetings, newspaper articles, district celebrations). The local board regularly recognizes student achievements at board meetings. District leadership utilizes the HCEC-TV to recognize and celebrate student achievements (e.g., language competitions, academic matches, sports events).

- 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.

The superintendent and local board have provided additional funding to continue support or to expand programs (e.g., funding to support Youth Services Centers in all schools, psychologist at alternative school, nurses) that address barriers to learning. District leadership implements multiple programs (e.g., Cradle Class, Experienced Children's Early Learning teen mom program, truancy diversion program, Junior Leadership Corp, e-school) to reduce impacts to learning. The local board has continued to fund overstaffing in some low performing schools instead of redistributing staff when enrollment did not match the formula allocation. District leadership occasionally provides additional staff in some schools to address unique student needs. The district diversity council meets to discuss and address student barriers to learning. The district HCEC-TV programming staff provides a monthly line up of shows (e.g., Diversity in the Community, Health in Heartland) that address issues embedded in the community. District leadership provides resources and programs (e.g., e-school, PLATO, Compass Learning, fast math, Experienced Children's Early Learning teen mom program, drop out prevention administrator, partnership with Military Transition Committee) to remove barriers to help raise the achievement level of students with unique instructional challenges.

District Leadership Assessment Summary Report

Hardin County

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2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

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

District leadership developed and distributed easy to use flip chart safety plan manuals to all schools. The district assists schools in developing school specific safety management information sheets. The district's Crisis Response and Threat Assessment team will convene when situations (e.g., hit lists, weapons in the building, hostile parents or intruder in the building) occur that warrant the need for the team. District leadership engaged the Kentucky Center for School Safety to complete safe schools audits (e.g., Central Hardin High School and G C Burkhead, October 2010, New Highland, March 2008) at some sites. District leadership has not ensured all buildings (e.g., East Hardin Middle School, Central Hardin High School, Bluegrass Middle) remain locked and secure. The local board has adopted Building Safety Policy (05.4) and procedures are in place to ensure safety drills are implemented. The local board has adopted the district Code of Acceptable Behavior. District leadership reviews school council behavioral management policies to ensure adherence of the district Code of Acceptable Behavior. The district informally monitors enforcement of the Code of Acceptable Behavior for consistency through conversations with parents, students and staff and through review of discipline reports. The local board has adopted Grievance (03.16) for certified staff and Grievance (03.26) for classified, Appeals of Decision (02.42411) for school councils, and Harassment/Discrimination (03.162) policies. Grievance procedures are identified in student and faculty handbooks. District leadership analyzes teacher surveys at the annual leadership retreat as part of an evaluation of climate and culture in the district. The superintendent evaluates the learning environment through multiple sources (e.g., on-site visits, surveys, advisory groups). School councils use stakeholder survey data in identifying needs for the district required culture component of their school improvement plans.

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

The local board has adopted Staffing policy (02.4331). The policy adopts a formula that must at least meet the state staffing minimum. District leadership has intentionally overstaffed some low performing schools instead of redistributing staff when enrollment does not match the formula allocation.

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2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

Some school leaders have been provided more staff than the formula allows after documenting justification to district leadership. District leadership makes recommendations to the local board for funding. District leadership meets regularly with principals providing opportunities to discuss and provide guidance in staff assignments to maximize student learning. Most school councils have adopted policies to address student teacher ratios.

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

The local board has adopted policies Grading (08.221) and Promotion, Placement and Retention (08.22). Teachers are to provide record of academic progress and conduct in grade reports. Teachers are required to send progress reports at the middle of each grading term to parents of students who are doing unsatisfactory work. Reports may be written or verbal, and interim report forms are available from district leadership upon request. The policy does not include requirements for written explanations of progress or for updates on individual learning plans.

District Leadership Assessment Summary Report

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2/6/2011 - 2/11/2011

Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

The superintendent should collaborate with the Kentucky Center for School Safety to complete a review of entries to all buildings to identify and make corrections needed to ensure safety of students and staff.

The superintendent should work with school leadership to ensure all required and best practice school council policies are in place and implemented.

Resources:

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

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

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

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

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

District Leadership Assessment Summary Report

Hardin County

School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, eWalk data, Extended School Services Schedule, Family Resource Youth Services Center documentation, Individual Learning Plans, Infinite Campus Reports, lesson plans/units of study, list of co-curricular offerings, master school schedule, policies and procedures on access to student records, school guidance plan, school mission, belief and vision statements, school newsletter, School Report Card data, student/parent/staff handbooks, Title 1 program plan and volunteer schedule

Interviews with assistant principal, central office staff, classified staff, counselor, district leadership, Family Resource/Youth Services Center personnel, parents, school leadership, school nurse, students and teachers

Observations of cafeteria, classrooms, hallways and media center

Performance Rating 3

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

The superintendent implements various parent, student and community connections (e.g., Key Communicators group, parent advisory council, student advisory council) to solicit input and share information about the district. The superintendent regularly communicates with families through quarterly newsletters, radio and television programs and 24 hour response to e-mails and phone calls. District leadership meets monthly with Family Resource and Youth Services Centers staff to discuss and plan for implementing programs to reduce barriers to learning. District leadership and Family Resource and Youth Services Centers directors have formed partnerships with community agencies (e.g., Hardin County Health Department, Communicare, Lincoln Trail Behavioral Health Center, United Way, Helping Hands, North Hardin Hope) to help meet the needs of families. The Family Resource and Youth Services Centers directors have implemented programs (e.g., First Connections, Ready Fest, back pack program, referrals for support services) to support interventions. The local board has adopted Attendance Requirement policy (09.122) and Absences and Excuses policy (09.123) and district leadership has developed disciplinary consequences to address attendance issues. District attendance procedures are published in the student handbook and on the district Web

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2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating **3**

site. The drop out prevention administrator collaborates with the judicial system to provide interventions to divert truancy and drop outs. The district offers alternative school programs (e.g., Experienced Children's Early Learning teen mom program, e-school, credit recovery) to reduce drop out rate.

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

The local board adopted Student Record Policy (09.14) that addresses the maintenance, security and quality of student records. Infinite Campus is used to maintain student records. School leadership maintains cumulative folders containing educational profiles that reflect a variety of information. District leadership trains middle school teachers in the process of developing individual learning plans and ensures the yearly components are completed.

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2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

District leadership meets monthly with Family Resource and Youth Services Center directors to share information from community agencies and to plan for providing services and programs for reducing barriers to learning. Title I program funds are used primarily to provide additional school staff members and two interventionists to train and mentor math and reading coaches in strategies to help struggling students. District leadership does not always monitor Extended School Services and guidance services to ensure they are meeting the needs of all students. District leadership, assistive technology team and school leadership collaborate to provide sufficient technology (e.g., SMART boards, I Touch, I Pads, large monitors, Read Write Gold, brail maker, e-school, credit recovery, video school to school learning) to ensure student access to the entire common academic core. The local board has adopted Curriculum Policy (08.1) and school leadership ensures students have access to the common academic core. District leadership monitors some federal and grant funded programs through Measures of Academic Progress assessment data.

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

District leadership provides some instructional resources that support active learning (e.g., business and marketing, family consumer science, performing arts). Family Resource and Youth Services Centers directors and guidance counselors make referrals to address student health and social needs. District leadership partners with some community agencies (e.g., Hardin County Health Department, Lincoln Trail Behavioral Health Center, Supplemental Educational Services, Community Education Center) to meet student needs. District leadership partners with Hardin County Health Department to provide nursing services to all district schools. District leadership uses Universal Screener of Behavior and Measures of Academic Progress to identify behavior and academic needs of students. District leadership has not consistently or fully implemented Response to Interventions and Kentucky Systems of Interventions to support identified students. District leadership has provided math and reading coaches in

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2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

ASSIST schools to address interventions, however guidance counselors and other staff have not been trained in the intervention process. District leadership does not always monitor the program process for impact on student learning. District leadership has provided some training (e.g., Ruby Payne's A Framework for Understanding Poverty, English Language Learner, differentiation, Fort Knox Base Realignment and Closure, Thoughtful Education) for staff to understand the impact of cultural differences on learning. The district diversity council meets to discuss and address student barriers to learning. The superintendent engages principals in discussions about high expectations for all students. District leadership meets with principals providing opportunities for discussion and guidance in student assignment, but this does not always result in student assignments being based on student needs.

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

District and school leadership collaborate to ensure each school provides services (e.g., Extended School Services, Supplemental Education Services, credit recovery, community education services, e-school, Compass Learning, Literacy First) for students who need additional time and assistance mastering core content. The Administrative Leadership Team meets monthly to discuss what school staffs are doing to increase student achievement. The superintendent participates in rounds, learning walks and principal roundtable discussions, but program changes or modifications are not always made to impact student achievement. District leadership does not always facilitate collaboration among support programs and services to eliminate gaps and overlaps in delivery of services.

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2/6/2011 - 2/11/2011

Summary of recommendations in: **Learning Environment**

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

District leadership should establish a process to measure the impact of existing student support programs (e.g., guidance, Extended School Services) on achievement and make changes or modifications to ensure the needs of all students are met.

District leadership should provide training to all staff in understanding and mastering the skills and practices necessary to develop and implement an effective Kentucky System of Interventions program.

Resources:

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

Marzano, R. (2003). *What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

SISI Toolkit Standard 5. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%205/Standard%205%20By%20Standards.htm

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

District Leadership Assessment Summary Report

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School District

2/6/2011 - 2/11/2011

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, 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, Implementation and Impact Checks, Individual Education Plan/504 Plan, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, needs assessment data, policies and procedures on access to student records, professional development records, professional resource materials, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, School Report Card data, school Web pages, staff development agenda, teacher portfolios and Title 1 program plan

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

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

Performance Rating 3

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

The local board adopted Professional Development Policy, (03.19), outlining the roles, responsibilities and documentation between the district and schools in providing an efficient, systematic and high quality professional development plan. The superintendent and district leadership provide professional development for certified and classified staff as well as parent members of councils and committees. District leadership monitors the effectiveness of professional development as it impacts student learning (e.g., review of professional learning day plans, review of professional learning day reflection reports, analysis of student achievement data). District leadership initiates professional development (e.g., professional learning communities, principal cadres, book studies) for the purpose of changing

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Summary Findings in: **Learning Environment**

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

Performance Rating **3**

professional practice. District leadership reviews each school's professional development for successful instructional practices and strategies centered on student and teacher engagement (e.g., ongoing observations, dialogues with school and district leaders, professional learning days and individual professional growth plans). District leadership offers an infrastructure to develop leaders (e.g., employee advisory councils, professional learning communities, teacher-leader cohorts, aspiring administrator cadre).

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

The superintendent and district leadership collect the school-based professional development plans. The plans are reviewed for their alignment with the district improvement plan and district multi-year professional development plans. Collaborative efforts between district and schools offer ongoing opportunities for individual staff members to connect their professional practice to increase student achievement (e.g., training and support for formative, summative and diagnostic assessment to guide instruction and effective use of scoring guides, professional learning communities focused on engaged, active and in-depth teaching and learning, administrative learning walks and rounds to recognize higher order instruction and its impact on student learning).

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

The superintendent and district leadership align the district professional development plan with district goals. The superintendent collaborates with principals to develop their individual growth plans and sets an expectation they will follow with their staff members accordingly. The superintendent models the process of connecting their individual growth plans with the instructional and leadership issues in their schools. The district provides the principals with a template to guide the process of developing individual professional growth plans. The district supplements the individual growth training needs of certified and classified staff by providing access to PD 360. PD 360 provides access to research validated trainings twenty-four hours a day for seven days a week all year long. Principals monitor this program by following up with the staff. District leadership reviews the school's

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Summary Findings in: **Learning Environment**

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

Performance Rating **3**

professional development plans for connections to school goals and student performance.

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

District leadership collaborates with school leadership to connect professional development priorities to increased student achievement (e.g., Thoughtful Education, Literacy First, Kentucky System of Interventions, questioning strategies, DesCartes, Plato, Compass Learning, Accelerated Math, teacher-created assessments). The district leadership identifies schools in three levels of proficiency: operational, emerging, and highly functional phases. The district leadership encourages the development of professional learning communities for monitoring the growth of teaching and student learning.

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

The superintendent and district leadership offer professional development activities with an intentional focus on training (e.g., formative assessments in reading and math, response to intervention, creative and critical thinking skills). The district provides job-embedded professional learning days in the school calendar. District leadership collaborates with school leadership to plan these days.

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

District leadership reviews all of the planned professional development activities in school improvement plans. District leadership offers assistance to schools, especially low performing schools with targeted populations, to ensure their professional development plans are connected to analysis of student achievement data. The district provides ongoing, job embedded, professional development to connect research-based teaching strategies to improve student achievement.

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

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

Performance Rating **3**

Local board adopted Evaluation Policy (03.18) and district leadership has implemented procedures for the evaluation of all certified and classified staff. The district evaluation plan meets the local and state requirements and has been approved by the Kentucky Department of Education. The plan is consistently and effectively administered by school leadership.

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

The superintendent collaborates with district certified staff and school principals to ensure individual professional growth plans are reviewed annually and accompanied with feedback. The superintendent communicates the expectation that all district and school leaders charged with evaluation responsibilities follow this model. District leadership has a formal monitoring process in place to ensure all individual professional growth plans of certified staff are collaboratively developed and implemented as planned.

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

The district certified personnel evaluation process meets or exceeds all requirements of the Kentucky Department of Education and the Kentucky Revised Statutes. The district evaluation plan requires that tenured staff be formally evaluated at least once every three years and non-tenured teachers every year. The superintendent requires all principals to effectively implement components (e.g., collaboratively developed, regularly reviewed, standards based, self-assessments and reflections, specific feedback) of the district evaluation plan to improve teacher practice and enhance student achievement. The superintendent communicates expectations that the evaluation process is more than just compliance and views evaluation as a change process to improve proficiency of each staff member.

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

The district improvement plan addresses specific instructional leadership

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

Performance Rating **3**

needs and strategies for building instructional leadership especially in persistently low achieving schools. The Effective Instructional Leadership Act serves as a guide for instructional leadership activities embedded in the district improvement plan needs (e.g., intensified instruction, reading and math special education co-teaching models, accelerated academic progress).

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

Local board adopted Budget Planning and Adoption policy (04.1) and the district leadership has implemented procedures to provide for the equitable allocation of appropriate resources among all schools. The policy is not specific to professional development allocations. District allocations are based on state regulations and appropriated to the schools based on average daily attendance. District leadership and school leadership collaborate through formal discussions (e.g., Administrative Leadership Meetings, principal cadres) to determine professional development offerings to meet the needs of their school populations.

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

The superintendent monitors principals to ensure they conduct the required formative evaluations. The superintendent consistently holds principals accountable for on-going monitoring and refinements of teacher professional growth plans. District leadership does not always support principals to ensure that formative evaluations, especially principals in persistently low achieving schools, are used effectively to increase the instructional capacity of teachers.

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Summary of recommendations in: **Learning Environment**

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

The superintendent and district leadership should develop a systematic monitoring process to measure the effectiveness of professional development as it affects increased student achievement and should discontinue programs that are not having the expected impact.

The superintendent should focus the district leadership team on clear goals and expectations and provide principals with proactive support to ensure training and coaching for capacity building and to ensure accountability for improved results in student achievement.

Resources:

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

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

Reeves, D.V. (2006). *The Learning Leader: How to Focus School Improvement for Better Results*. Alexandria, VA: Association for Supervision & Curriculum Development.

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Summary Findings in: **Efficiency**

Standard 7 Leadership

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, 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, eWalk data, facility work orders, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, needs assessment data, organizational charts, professional development records, professional resource materials, protocols for analyzing student work, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, School Report Card data, school visitors register, school Web pages, school/district safety plan, staff development agenda, student handbook, student homework with teacher feedback, Student Performance Level Descriptors, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios and trophy cases

Interviews with assistant principal, assistant superintendent(s), central office staff, counselor, district leadership, Family Resource/Youth Services Center personnel, parents, principal, school council members, school leadership, students, superintendent and teachers

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

Performance Rating 3

7.1a Leadership has developed and sustained a shared vision.

The superintendent developed the district's mission statement, "Success for all students by providing a high quality education through excellent teachers, support staff and leadership embraced by supportive parents and an active community", and vision statement, "Helping Students Succeed", with input from stakeholder groups (e.g., principals, district administrators, parents, former graduates, staff, community leaders) during the 2006-07 school year.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 3

Stakeholder groups provided feedback regarding district mission and vision statements at a community summit held in 2007. The superintendent developed and implemented three SMART (specific, measurable, attainable, realistic, and timely) Goals in the 2009-10 school year. The SMART Goals provide the vision and guide the work of district and school leadership. Goal One focuses on “how we do the work” and includes the implementation of professional learning communities that are guided by four questions of success for learning. Goal Two focuses on “what we want the students to know” and includes learner objectives based on standards. Goal Three focuses on “how we know students are making progress” and includes assessments to systematically measure student academic growth. The mission and vision statements are visible at the central office, appear on district publications and communications and are included in the district’s improvement plan.

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

The superintendent and district and school leadership review assessment data (e.g., learning checks, Measures of Academic Progress, Interim Performance Report, No Child Left Behind) and discuss curricular and instructional issues that impact student achievement at monthly Administrative Leadership Meetings. Principals present and chart the progress their schools have made toward meeting district-developed SMART Goals. The local board has two standing items (i.e., Focus on Academics, Instructional Update) on the monthly board agenda that connect to the district improvement plan and focus on progress updates from the schools. District leadership annually reports summative assessment data (e.g., Interim Performance Report, No Child Left Behind) to the local board and regularly updates the board regarding formative student performance data (e.g., Measures of Academic Progress, learning checks) and the progress schools have made toward meeting SMART Goals. The local board holds annual council round table meetings at schools to provide an opportunity for principals and school council representatives to share artifacts and update the local board on their schools’ SMART Goals progress. The local board and superintendent frequently hold work sessions at a school at noon on the day of the regularly scheduled monthly evening board meetings to participate in learning walks and review the school’s SMART Goals progress. The local

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Standard 7 **Leadership**

Performance Rating 3

board considers academic progress reports when making decisions that impact student achievement.

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

The superintendent ensures all administrators have a growth plan focused on effective leadership skills and district goals. The superintendent provides a growth plan template for administrators to complete that includes instructional and learning environment components. The superintendent bi-annually reviews and offers input on each administrator's growth plan at formative and summative evaluation conferences. The superintendent requires administrators to self-assess, reflect and bring evidence to support the progress their schools have made toward meeting district-developed SMART Goals and the overall progress toward goals identified in their individual growth plans. The superintendent uses the district's evaluation process to hold administrators accountable for their professional leadership growth as well as their schools' progress toward meeting student achievement goals.

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

District leadership analyzes data (e.g., No Child Left Behind, Interim Performance Report) and identifies achievement gaps among all student groups to be addressed in the district improvement plan. The superintendent and district administrators utilize school, district and individual student data to set goals for district and school improvement planning. District leadership has created a data room at the central office that includes a wall of graphs to provide visual representation of No Child Left Behind and Measures of Academic Progress reading and math trend data for each school in the district. The superintendent and district administrators collaborate with principals to review and analyze assessment data (Interim Performance Report, No Child Left Behind, learning checks, Measures of Academic Progress) at monthly Administrative Leadership Meetings to inform instructional and assessment decisions focused on meeting student needs. The superintendent provides opportunities for principal cadres to meet at

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Standard 7 **Leadership**

Performance Rating **3**

schools on a monthly basis to conduct learning walks or rounds and to provide feedback pertaining to the school's instructional and learning environment.

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

The superintendent guides and facilitates allocation of resources to schools to support continuous school improvement. Local board adopted School Staffing Procedures (02.4331 AP.1) exceeds statutory requirements in KRS 157.360. Local board adopted School Budget and Purchasing policy (02.4242) assures funding equal to or greater than specified in 702 KAR 003:246 to purchase instructional materials, supplies, and equipment and clarifies that Section 7 funds will be allocated according to options provided in 702 KAR 003:246. The superintendent allocates state flexible focus and federal funds consistent with program guidelines and accountabilities. The superintendent ensures schools struggling to meet No Child Left Behind Adequate Yearly Progress goals receive funding intentionally targeted to move students to proficiency in reading and math. The superintendent guides district leadership in monitoring progress (e.g., learning walks, principal cadres, a district data room, school data boards) for all schools alike. The superintendent provides the example for working closely with school leadership to support continuous school improvement. District leadership staff does not always follow the superintendent's lead of engagement in collegial work with school leadership to remove barriers to continuous school improvement.

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

The superintendent holds all principals accountable for student achievement. The superintendent accepts responsibility and accountability for evaluating all district principals consistent with the district certified personnel evaluation plan. The superintendent has ensured all district principals have a professional growth plan targeted for improved school culture and student learning growth. The superintendent communicates the expectation that the principal is the instructional leader of the school. The district evaluation plan

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Standard 7 **Leadership**

Performance Rating **3**

is implemented by the superintendent and district principals are aware a corrective action plan will be developed and monitored if Growth Needed areas are not corrected. The superintendent maintains personal contact with principals and provides intentional guidance and support for growth as instructional leaders. The superintendent provides professional growth opportunities (e.g., SMART Goals monitoring, principal cadres, Administrative Leadership Meetings, learning walks, data disaggregation assistance) routinely. District leadership participates in these activities. Some district leadership staff members frequently wait to respond to principal questions and requests rather than taking the initiative to offer support.

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Standard 7 **Leadership**

Performance Rating 2

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

District leadership provides district and school staff access to curriculum documents and pacing guides through the district Web site. District leadership provides staff electronic access to curriculum, instruction and assessment resources (e.g., Measures of Academic Progress, DesCartes, Compass Learning, PLATO, e-school, performance calculator). District leadership facilitates six hours of annual professional development and four additional professional learning days to enable staff to focus on curricular and instructional issues. The superintendent ensures new staff members receive orientation training and are assigned a district “buddy” to assist them with curricular and data resources. Principals are to report curricular and training needs to district directors. District leadership does not have a proactive systematic process in place to ensure that school leadership and staff members are adequately trained to utilize and fully implement some curricular and instructional resources (e.g., Literacy First, Thoughtful Education, Measures of Academic Progress, SMART Boards, district pacing guides).

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

The superintendent articulates through various means (e.g., parent advisory council meetings, Administrative Leadership meetings, e-mails, Chalk Talk, Notes from Nanette) to district and school staff members her expectation that instructional time should be protected and focused on meaningful bell-to-bell instruction. The superintendent collaborates with district and school leadership to facilitate the implementation of professional learning communities that focus on ways to increase student learning. The superintendent and district leadership conduct learning walks at schools to monitor and provide feedback to school leadership regarding the schools’ instructional environment. District leadership has not encouraged and all school councils have not adopted a policy to protect instructional time. A district council liaison is in the process of facilitating a review of policies to ensure councils have adopted all of the required policies and to provide guidance regarding the adoption of best practice policies (e.g., protection of

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Standard 7 **Leadership**

Performance Rating 2

(instructional time).

- 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.

District leadership is accountable for implementation of adopted board policy Building Safety (05.4). School councils have adopted school safety plans and procedures. District leadership provides safety plans brochures, places school resource officers in all high schools, coordinates a district crisis response team and initiates Red Carpet visits (visitors who observe and report on school building safety issues). District leadership assists schools in accessing Kentucky Center for School Safety Safe School Assessments and provides some assistance with implementation of recommendations in the reports. Recommendations for facilities improvements from the Safe School Assessments are included in the district facilities plan for future action. District leadership does not ensure procedures are in place to support the best practice of all school building doors being locked while students are in attendance.

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

District leadership has not assured that all school councils have all required policies and by-laws in place. Therefore, district leadership has initiated a process to assist school leadership in reviewing and revising council policies through working with the Kentucky Association of School Councils. District leadership facilitates and schedules required school council member training.

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

District leadership rarely attends school council activities and meetings. Principals are required to submit school council meeting minutes to district leadership, but this practice seldom results in assistance to school councils focused on student learning growth. The superintendent conducts school council and local board round table meetings annually.

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The superintendent should establish and implement a formal structured process to monitor the implementation of curricular programs and resources. This monitoring process should include a specific procedure and the training necessary, to hold the associate superintendents accountable for their role in supporting and monitoring the schools they are aligned with in the development, implementation and monitoring of appropriate curriculum standards, maps, pacing guides and instructional strategies. Regular reports on results of curricula implementation, as well as, the measures of impact from programs and resources on student progress should be systematically provided to the superintendent and local board of education.

The superintendent should ensure that district leadership provides support and feedback to school councils regarding the review and implementation of adopted policies. District leadership should encourage school councils to promote the protection of instructional time by considering the adoption of a best practice policy to protect time.

The superintendent should review the district organizational chart and job descriptions of district leadership team members to assure job expectations are followed. District leadership team members should be held accountable through the district certified evaluation plan for the success and failure of all students at a level comparable to district principals.

The superintendent should communicate to all principals, school council members, teachers and staff members concise and specific information about how and why resources are allocated. The superintendent should share information about funding and resource assistance available for principals and teachers in schools struggling to meet state and federal goals.

Resources:

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

McLaughlin, M. W. & Talbert, J. E. (2006). Building School-Based Teacher Learning Communities. New York, NY: Teachers College Press.

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

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

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, committee meeting minutes and agenda, comprehensive district improvement plan, district budget and allocations, district technology plan, employee handbooks, eWalk data, job descriptions, Kentucky Performance Report disaggregated data, needs assessment data, organizational charts, school budget and allocations, School Report Card data, school Web pages, teacher portfolios and Title 1 program plan

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

Observations of cafeteria, classrooms, common areas, hallways, media center and outdoor areas

Performance Rating 3

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

District leadership has implemented a districtwide Code of Acceptable Behavior which most schools have adopted as part of school council policies on discipline and attendance. The superintendent created a position of Administrator of Drop-out Prevention and has provided alternative education settings for students struggling in the traditional classroom. The superintendent allocates additional certified and classified staff and funding which enable schools to reduce teacher-student ratios and begin the implementation of the Kentucky System of Interventions to support all student learning needs. School leadership has not fully implemented the academic and behavioral intervention pieces. The superintendent uses a set of SMART goals to promote district and school focus on culture, assessment and instruction. The superintendent provides human and fiscal resources to support the progress toward meeting these goals. The superintendent has initiated principal cadres, professional learning communities, administrative leadership meetings, learning walks, rounds and school council round table events to collect student achievement data that supports the effectiveness of these additional resources in addressing these goals. District leadership provides a menu of districtwide professional development opportunities for both certified and classified staff. District leadership uses PD 360 to

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **3**

individualize professional development needs and has established dedicated district and school network drives that enable staff to post and share on-line resources and teaching and learning tips.

- 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).

Local board School Staffing procedure (02.4331 AP.1) allows district leadership to provide additional certified personnel to schools in order to reduce the teacher-student ratio and to provide opportunities during the school day for common team planning. The superintendent has provided training and additional staff in order to ensure that all schools have 100 percent fully functioning professional learning communities for each content and grade level. Most school principals have implemented master schedules that allow for common team planning at all levels. The superintendent monitors the progress of school leadership in reaching this goal during the monthly Administrative Leadership Meetings. The superintendent provides opportunities for vertical planning time among schools and between transition points of intermediate to middle and middle to high during districtwide professional development days, but district and school leadership does not ensure that all schools take advantage of these opportunities.

- 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.

Local board adopted School Budget and Purchasing policy (02.4242) which complies with the guidelines of 702 KAR 003:246 School Council Allocation Formula. Most school council allocations are based on per pupil count, projected enrollment, economic status or average daily attendance, but the district budgeting process is flexible enough to allow struggling schools to receive additional allocations based on needs in order to meet local, state and federal learning goals. The district school council liaison monitors school council minutes to ensure councils are following local board and school council policies. District leadership uses the state MUNIS system to monitor

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **3**

expenditures to ensure that all school councils operate within the school and district budget process.

- 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.

Local board adopted School Budget and Purchasing policy (02.4242) that meets the guidelines of 702 KAR 3:246 School Council Allocation Formula. The budget process for discretionary funds is flexible and funded on a year-to-year basis. The school principals present needs assessments for additional staffing and other program needs to be funded by Section 7 discretionary funds. The superintendent and district leadership analyze the budget requests to ensure that requests are connected to the school improvement plans and categorizes needs in priority order. Local board and superintendent consider the needs of struggling schools when setting priorities for allocating Section 7 discretionary funds.

- 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.

Local board accepts assurances from the superintendent and district personnel that school funding is connected to school improvement goals and that school needs are based on student achievement data. The superintendent has implemented annual School Council Round Table events that provide opportunities for local board members to engage school council members in conversations about school goals, activities and current successes that are moving students toward proficiency especially schools struggling to meet state and federal goals.

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

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 local board adopted Program Evaluation policy (0.85) which states, "The superintendent shall develop and implement a plan for the evaluation of educational programs focused primarily on measurable student achievement data." Programs may be evaluated according to state and federal guidelines, but the superintendent has not fully implemented district procedures for measuring the efficiency and effectiveness of all resources. The policy stipulates that procedures for reviewing existing and new programs will be in place by the 2011-12 school year. The superintendent and school leadership monitors the use of some resources by conducting learning walks and collecting assessment data (e.g., Interim Performance Report, No Child Left Behind, Measures of Academic Progress, learning checks). Assistant superintendents and program directors review and monitor some school organizations and structures (e.g., school council effectiveness, staffing, master schedule, curriculum, instruction and assessment). The superintendent meets monthly with district and school leadership to monitor the progress being made in reaching the SMART (specific, measurable, attainable, realistic, timely) Goals which are used to guide district and school improvement.

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

District leadership does not collaborate with school principals to develop master schedules based on the curriculum needs of the students and the school council allocations for certified and classified personnel. The master schedules are presented to school council for final approval. The district school council liaison provides training and assistance in developing the master schedule when requested. District leadership reviews master schedules for required daily instructional minimums and beginning and ending times but does not monitor the master schedule to ensure all students have access to the core curriculum.

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

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

Local board adopted School Staffing procedure (02.4331 AP.1) that uses projected student enrollment to determine the number of allotted certified positions for each school. This policy provides a teacher student ratio of no more than 26 to 1 at the high school and middle school levels and no more than 25 to 1 at the elementary level. District leadership collaborates with high school leadership to determine additional staff members needed to develop a sufficient master schedule. The local board maintains staff numbers after the fifth month recalculation even when the student enrollment decreases. District leadership does not collaborate with school leadership to ensure staff assignments are based on teachers' strengths and the unique learning needs of all students

- 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 provides additional staffing and resources to enable school councils to develop master schedules that allow optimal time for instruction. District leadership does not always collaborate with school leadership to design school schedules that include instructional opportunities and interventions to meet the learning needs of all students, especially those students in targeted populations. A district school council liaison provides assistance in designing effective school schedules when requested.

- 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.

The superintendent allocates categorical funds in accordance with School Budget and Purchasing policy (02.4242) and 702 KRS 3:246. Most categorical funds are allocated to schools based on per pupil expenditures, free and reduced lunch figures, projected enrollments or average daily attendance. Some categorical funds are integrated to meet districtwide needs identified in the district and school improvement plans, but most are used independently. The superintendent and district leadership have not fully implemented a process to monitor the impact of categorical programs on

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

student achievement and instructional practices. Program coordinators monitor categorical funds according to program guidelines, but the effectiveness of the programs are not monitored for impact on student learning.

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The superintendent should develop a comprehensive districtwide monitoring plan that measures the efficiency of district and school administrative and organizational structures and their impact on student achievement and instructional practices. The superintendent should establish clear procedures to guide district and school leaders toward their responsibilities and accountability for their roles in supporting and overseeing the monitoring plan.

The superintendent should develop a comprehensive plan to analyze the cost effectiveness of all allocated resources (human, fiscal, physical, time) and the impact on student achievement. The superintendent should ensure that local board Program Review policy (08.5) is fully implemented by 2011-12.

Resources:

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

Kentucky School Board Association - www.ksba.org

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, needs assessment data, organizational charts, report cards/progress reports, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school mission, belief and vision statements, School Report Card data, school visitors register, school Web pages, student work, student/teacher ratio, teacher portfolios and trophy cases

Interviews with assistant superintendent(s), central office staff, counselor, district leadership, Family Resource/Youth Services Center personnel, school council members, students, superintendent and teachers

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

Performance Rating **4**

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

The superintendent utilizes student, school and district data to develop the district improvement plan. Summative data from state assessment reports and formative data from the Measures of Academic Progress and learning checks are disaggregated to provide the focus on student instructional needs and identify academic strategies and activities within the district plan. Other data, including the influence of the military base on fluctuating student enrollments among schools and a rapidly growing county population, are used to determine the efficiency priorities of the district. Trend data is examined to identify student and family needs, staffing needs, growth patterns, and budget concerns to focus resources on the changing district demographics on district and school needs for the improvement plan.

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

The superintendent has established an on-going and systemic process

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **4**

through monthly Administrative Leadership Meetings and cadre meetings to ensure implementation of the district's improvement plan goals and the efforts of the district to meet the identified learning targets. The superintendent prepares bi-annual summary reports from the implementation and impact checks which are reported to the school board and school leadership regarding progress towards the plan's goals. The district plan is the blueprint for moving towards increased student proficiency.

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

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

The superintendent developed the district mission statement during the 2006-07 school year and then solicited approval from students, parents, community leaders and staff before adopting "Success for all students by providing a high quality education through excellent teachers, support staff and leadership embraced by supportive parents and an active community". The superintendent, following informal input from school and district leadership, drafted the vision statement "Helping Children Succeed". The superintendent developed the district's beliefs "Success for all – whatever it takes", "School, parent and community interaction, working together and communications are winning combinations" and "Investing in our students is investing in Hardin County's and the nation's future". The superintendent developed three district-wide SMART (specific, measurable, attainable, realistic and timely) Goals in 2009-10 with input from district and school leadership. The goals have been revised over time to the present statements. Goal One is "100% of school teams are working together in PLC's". Goal Two is "100% of classrooms post learning targets that are congruent to the standard and implement instruction in which targets are referenced during instruction, connections are made to real life and questions, discussion and or tasks demonstrate rigor". Goal Three is "100% of schools have a balanced assessment system that incorporates diagnostic assessments, formative assessments, common formative assessments to inform instructional decisions and reflect growth in student learning".

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

The superintendent and district administrators collaborate with school leadership to disaggregate multiple assessment data on a monthly basis through the monthly Administrative Leadership Meetings and the development of data walls at some schools and at the district level. The data reviewed includes the yearly summative Kentucky Interim Performance and No Child Left Behind reports, and the formative Measures of Academic Progress assessments and learning checks which are required to be administered twice a year. District leadership analyzes data to define the

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goals, objectives and activities within the district improvement plan.

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

District leadership utilizes research-based best practices to improve school culture and instructional and assessment practices. Strategies defined by research (e.g., professional learning communities, Thoughtful Education, Robert Marzano, John Maxwell) are embraced and embedded in the daily operations of the district and provide the foundation of professional development for district staff.

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

The district planning team led principals through the disaggregation of student and school data to assist in the identification of students not reaching proficiency. District leadership created a data wall to foster discussions with building leaders as to the strengths and weaknesses of instruction and to find solutions for instructional gaps, including allocation of resources, professional development needs and action steps to bring students to proficiency.

9.3c The desired results for student learning are defined.

The district improvement plan provides grade level and content focused benchmarks from the Measures of Academic Progress and the Kentucky Interim Performance Report. District staff utilized the school and district data to create the three district goals, the district improvement plan's action components and specific activities designed to support the attainment of the goals.

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

The superintendent and district administrators meet monthly for an Administrative Leadership Meeting to discuss what school staff are doing to increase student achievement. District and school leadership analyze and

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share data to determine progress toward the district's three SMART goals. District staff utilizes a data wall to visually represent the necessary improvements in student achievement at all grade levels for the district to meet No Child Left Behind learning targets.

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

The district has identified action components to target closing achievement gaps among all student populations with an emphasis on special education students. The goals, objectives and activities of the district plan are developed based on the identified needs and component goals of the individual district schools. The activities within the district improvement plan utilize research-based best practices (e.g., Thoughtful Education, Professional Learning Communities, Robert Marzano, Measures of Academic Progress) in their efforts to improve student achievement at all grade levels.

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

District leadership has implemented a system of collection for school and district implementation and impact checks. The district instructional leadership team reviews the improvement plan components for progress toward district plan goals two times per year. Schools submit implementation and impact checks to the district office for review and monitoring the school's progress toward their target goals. The superintendent presents an information paper regarding the district's implementation of the plan and progress toward meeting identified goals to the local board for review.

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

The district improvement plan has three action components (i.e. Academic Achievement, Learning Environment and Efficiency) that support the district's mission statement, beliefs and goals of increasing student achievement. Most of the identified activities within the action components are researched-based, best practices for improving student learning with activities moving

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toward implementation.

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

The superintendent and district leadership examine student data on a monthly basis during the Administrative Leadership Meetings to evaluate the progress of the district improvement goals. A district data wall has been created to visually represent the elementary, middle and high schools' progress towards No Child Left Behind target learning goals. Principals participate in district designed cadre meetings to discuss school-based interventions being implemented to assist students in reaching proficiency and to share successful strategies among the cadre schools. School implementation and impact checks are submitted to district leadership staff for review twice a year to monitor implementation of the school improvement plans and the school's efforts in reaching their instructional goals.

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

The superintendent and district leadership are beginning to track longitudinal data from the Measures of Academic Progress to identify student academic growth. The Measures of Academic Progress assessments are required to be administered twice a year by the schools with an option of a third test at the discretion of the individual schools. Learning checks are administered twice a year to determine student understanding of core content for reading and math. School leadership shares the data results from these assessments with other principals and district leadership during the monthly Administrative Leadership Meetings. The superintendent, district leadership and school leadership conduct learning walks throughout the year to monitor classroom practices.

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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

The superintendent and district leadership has identified three improvement plan goals to promote student success that focuses on improving school culture, commitment of learning for all and rigorous instruction and assessments aligned with content standards. The activities within the plan are not always written in clear, measurable terms to allow for monitoring and evaluation of their effectiveness. Budget amounts and funding sources for the activities are not always identified. Some district instructional staff provides support for school leadership in identifying the school improvement plan's instructional goals, strategies and activities.

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

The district improvement plan identifies a starting date but does not specify an ending date by which to ensure full implementation. Some activities have fiscal resources and funding sources identified. Some funding sources are integrated to support the strategies and activities of the plan. The district improvement plan identifies the person(s) responsible for the implementation of the activities within the plan.

- 9.6a The plan is implemented as developed.

The superintendent and district leadership staff provides some support for the implementation of the district and school improvement plans. The superintendent implemented monthly Administrative Leadership Meetings, learning walks with feedback, district staff assigned as liaisons to schools, data disaggregation and principal cadres with roundtable discussions focusing on improving instruction to support the attainment of instructional goals. However, the district liaison program has not been fully implemented on a consistent basis across all schools. District and school leadership know the SMART Goals of the district improvement plan and their roles in helping the district meet the target learning goals.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The superintendent should ensure the district improvement plan has clear, measureable activities with dates, costs, funding sources, persons responsible and start and end dates identified to provide benchmarks by which to measure progress toward district goals.

The superintendent and district instructional staff should develop monitoring processes to fully evaluate the effectiveness of the many instructional strategies (e.g. Thoughtful Education, Compass Learning, Literacy First) currently included in the district improvement plan to determine their impact in addressing the learning needs of students. Data specific to the programs should be collected and analyzed by staff regarding fidelity of implementation, program costs, impact on student learning and staff training needs. The district and school leadership should use research-based program evaluation measures provided by program developers to verify program effectiveness.

Resources:

Holcomb, E. (2004). *Getting Excited About Data: How to Combine People, Passion and Proof to Maximize Student Achievement*. Thousand Oaks, CA: Corwin Press.

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

Schmoker, M. (2001). *The Real Causes of Higher Achievement*. Alexandria, VA: Association for Supervision & Curriculum Development.

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Summary of Next Steps:

The superintendent should begin immediately to organize district leadership assignments and match responsibilities with leadership strengths. The superintendent should make sure all district leadership team members understand and accept assigned responsibilities and know they will be held accountable. District leadership, instead of waiting to be contacted, should proactively support principals in attaining specific, measurable goals focused on building capacity and instructional effectiveness.

The superintendent should implement monitoring procedures to evaluate the impact of all programs that support student learning. Programs should be monitored to ensure fidelity of implementation and decisions to sustain programs should be based on student achievement data. The superintendent should monitor the impact of professional development opportunities on instructional practices and student achievement. The superintendent should fully implement local board policy on program evaluation to measure the cost effectiveness of all allocated resources (human, fiscal, physical, time) and their impact on student achievement.

The superintendent should ensure that research-based, rigorous, differentiated and effective instructional strategies are implemented in all classrooms. District and school leadership should monitor instructional practices and provide feedback to teachers to ensure varied instructional strategies are used in delivering the curriculum. District leadership should assure classroom instruction is relevant, engaging and motivating to meet the needs of a diverse student population. The superintendent should provide training for teachers to effectively analyze student work to inform instruction. District leadership should promote the idea that assessment drives instruction. Assessment tasks should require students to use inquiry, problem-solving and critical thinking skills at a proficient level.

The superintendent should identify instructional programs requiring professional development for successful implementation of the strategies. The superintendent should determine the level of knowledge (i.e. orientation, awareness, implementation or refinement) of staff to provide appropriate professional development training. The superintendent should establish a short-term and long-range professional development plan for sustaining identified professional development needs to support programs to full implementation. The superintendent should develop a plan for monitoring professional development for implementation and evaluation of program impact on student learning.

The superintendent should collaborate with the district leadership staff to assign roles and responsibilities for training all school staff to implement a consistent Kentucky System of Intervention and Response to Intervention process. District leadership should use academic and behavior data to identify students for tier status. District leadership should offer support for writing objectives and strategies to address students' identified needs and interventions. District leadership should develop a districtwide protocol for tracking and reporting student progress.

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In Conclusion:

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

Commissioner, Kentucky Department of Education:

_____ Date: _____

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

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

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

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

The district must monitor the goals with a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

I have received the leadership assessment report for Hardin County School District. I understand the district must meet the requirements listed above.

Superintendent, Hardin County Schools

_____ Date: _____

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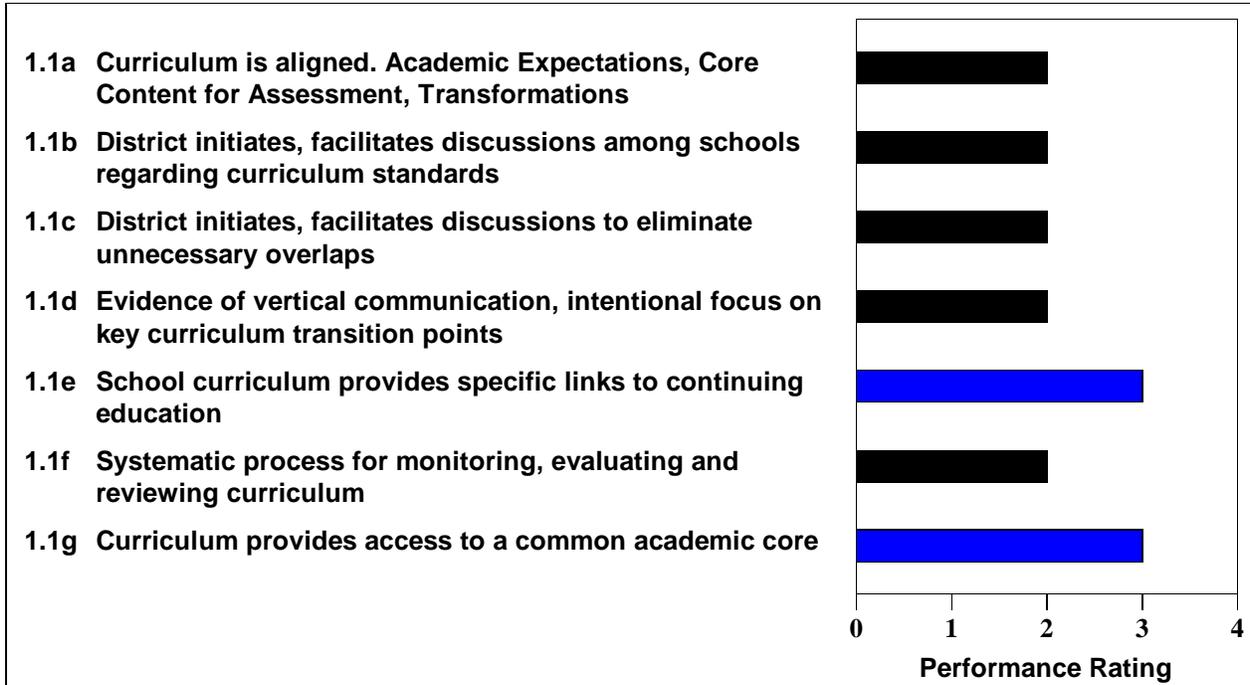
Hardin County

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1.1 Curriculum

Academic Performance



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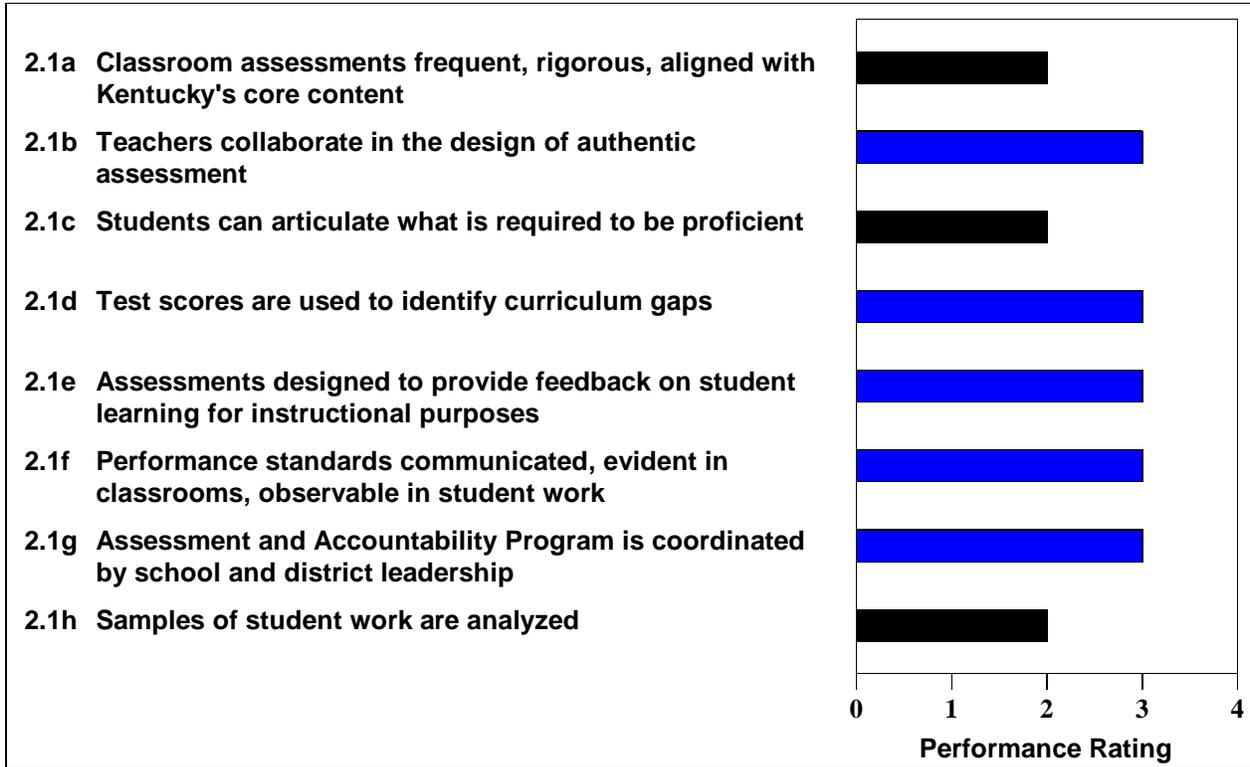
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2.1 Classroom Evaluation/Assessment

Academic Performance



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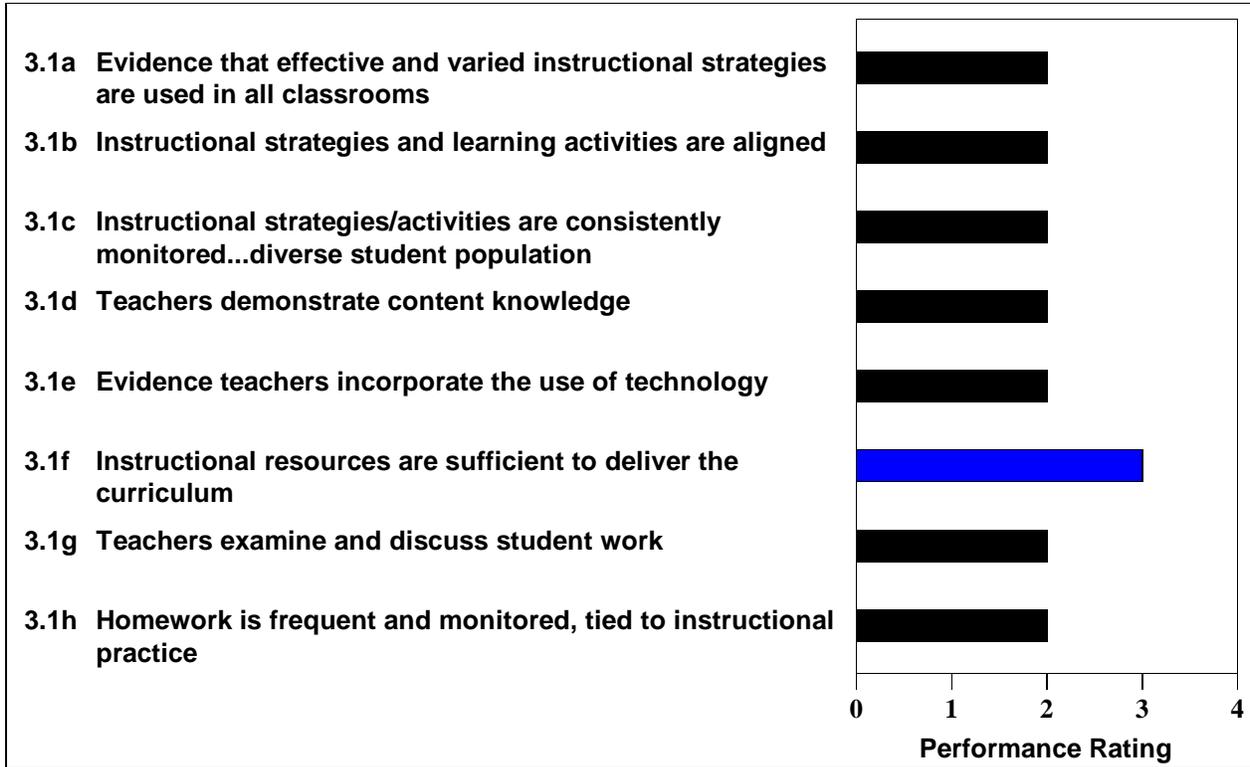
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3.1 Instruction

Academic Performance



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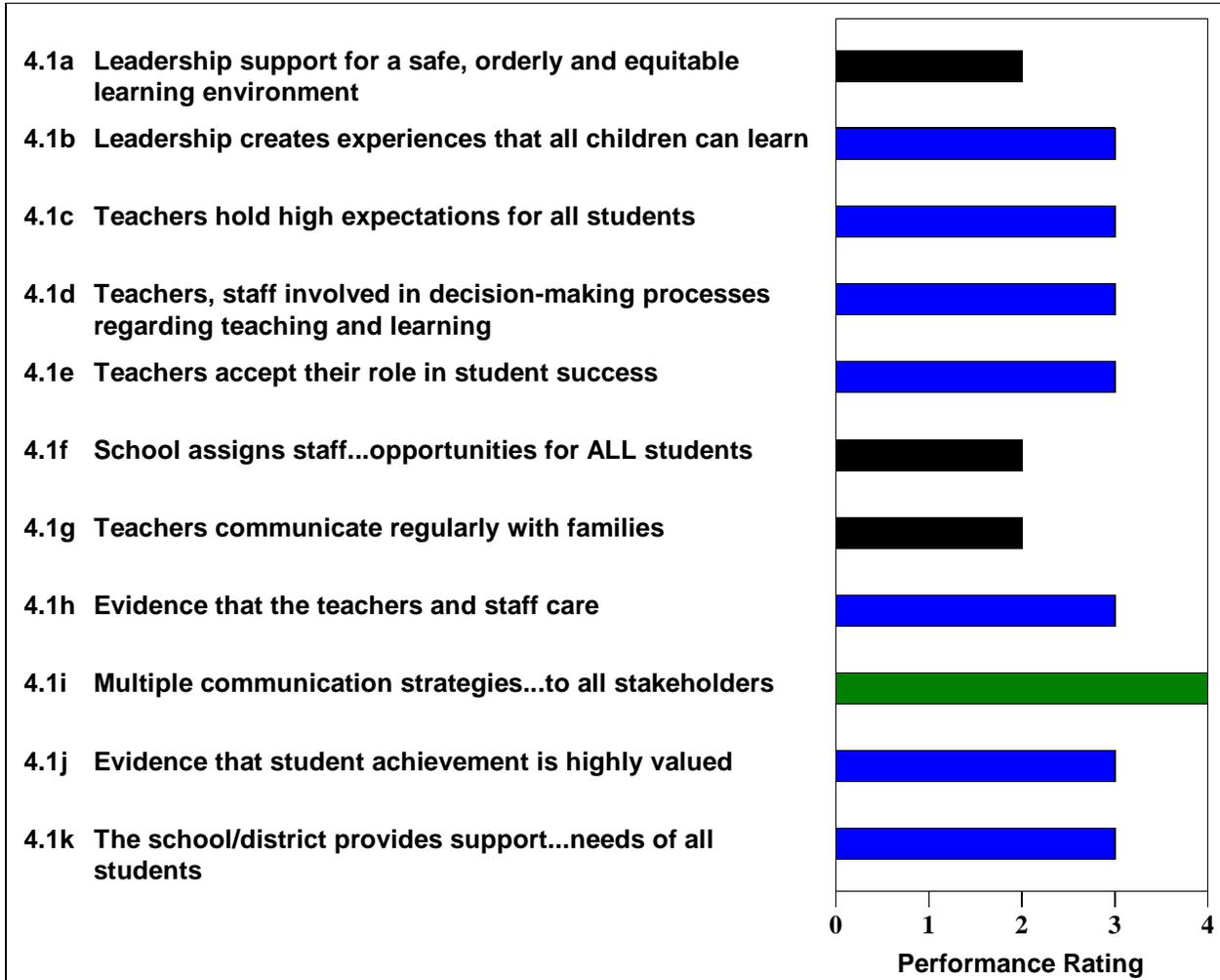
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4.1 School Culture

Learning Environment



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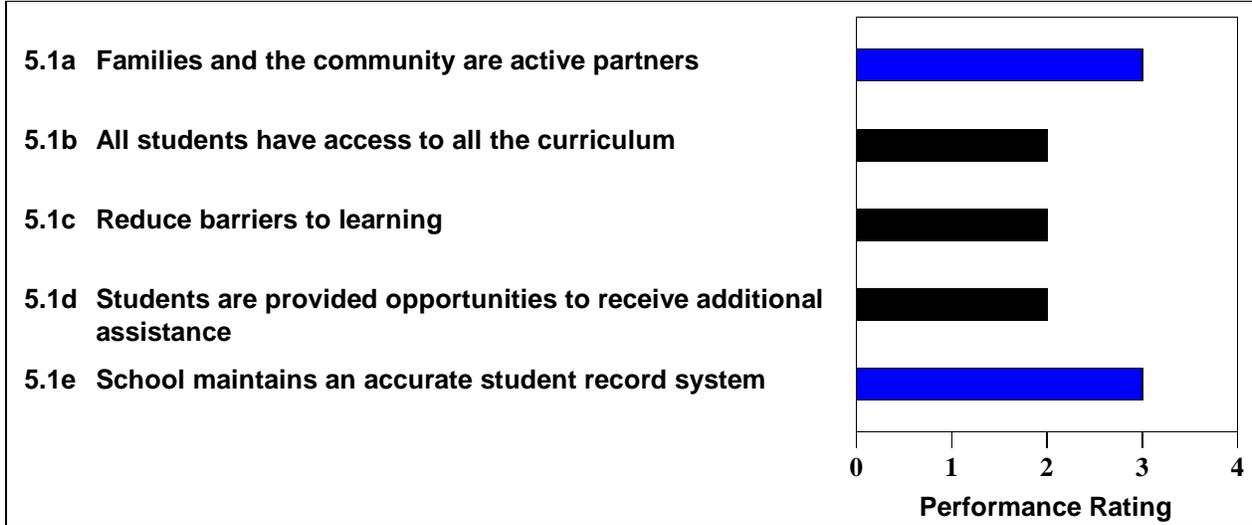
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5.1 Student, Family and Community Support

Learning Environment



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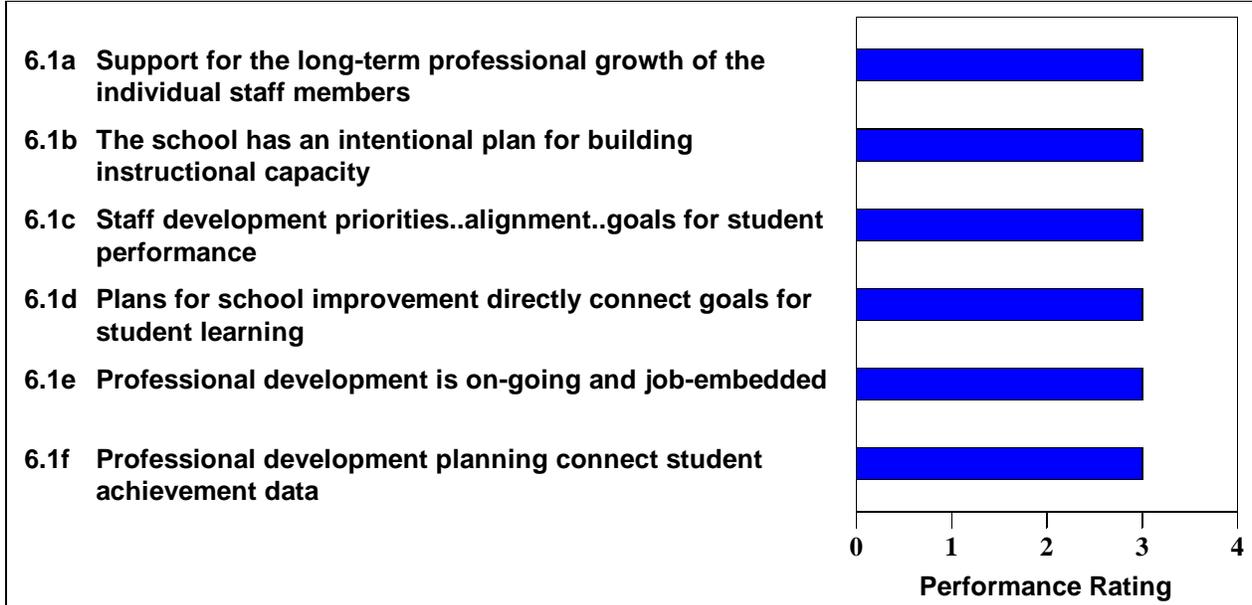
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6.1 Professional Development

Learning Environment



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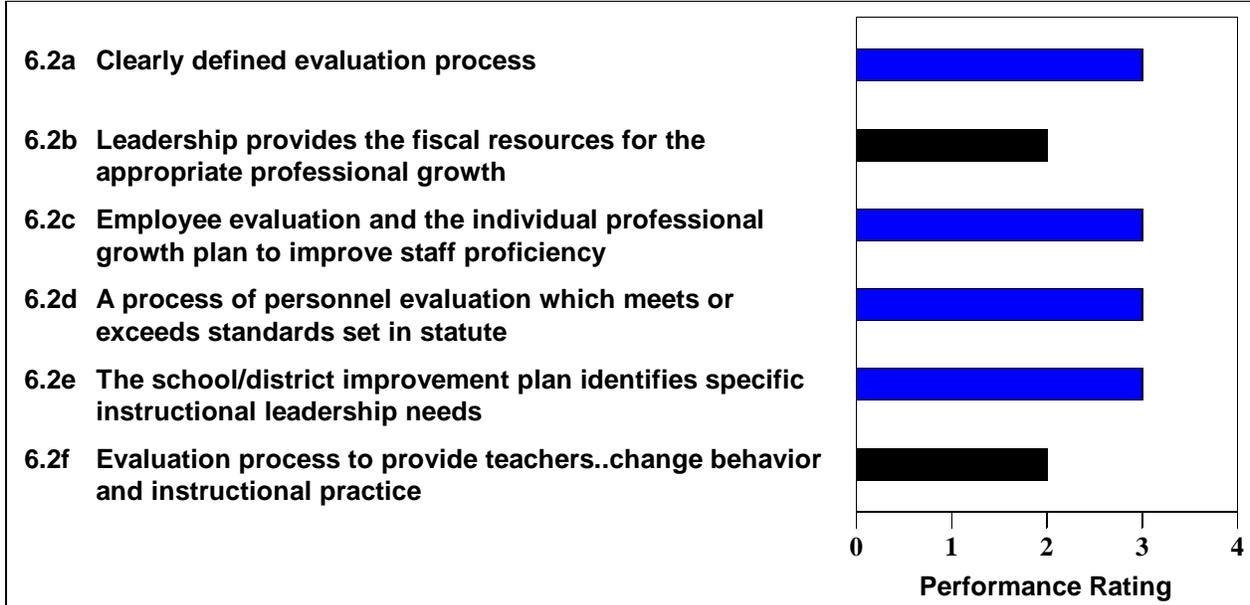
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6.2 Professional Growth and Evaluation

Learning Environment



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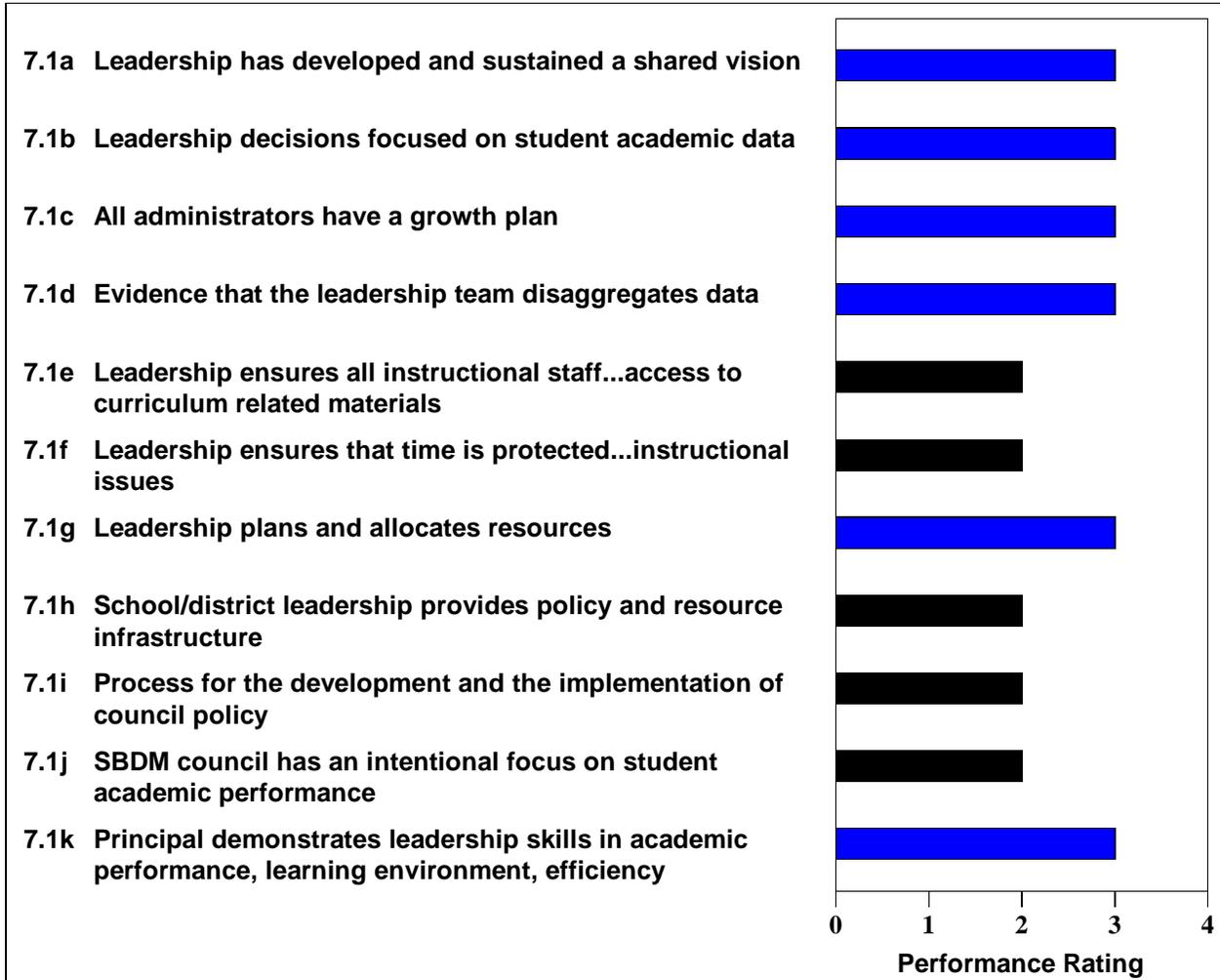
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7.1 Leadership

Efficiency



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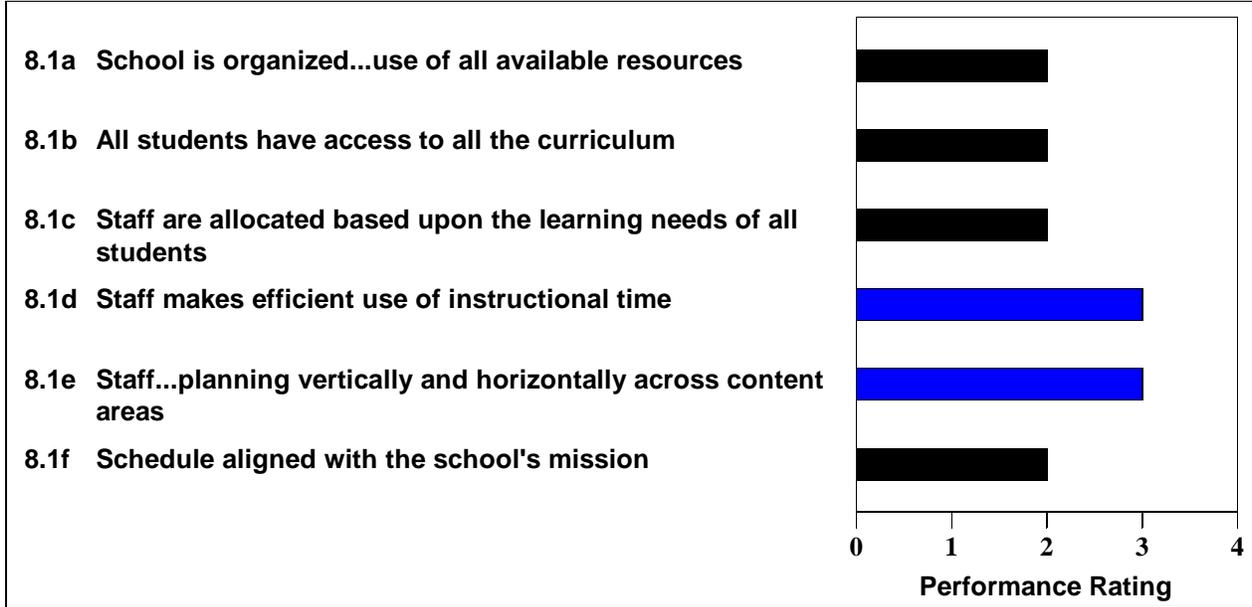
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8.1 Organization of the School

Efficiency



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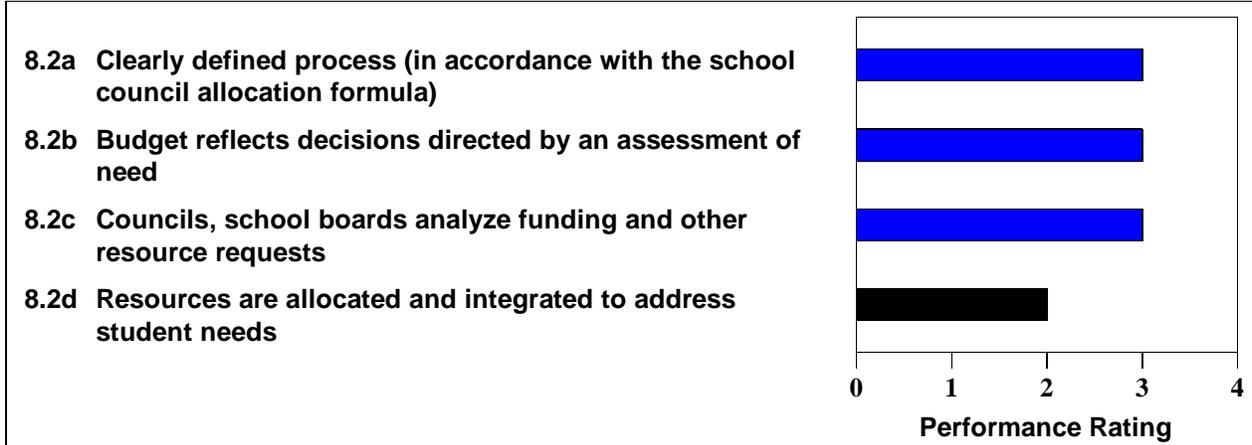
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8.2 Resource Allocation and Integration

Efficiency



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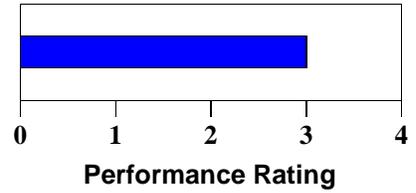
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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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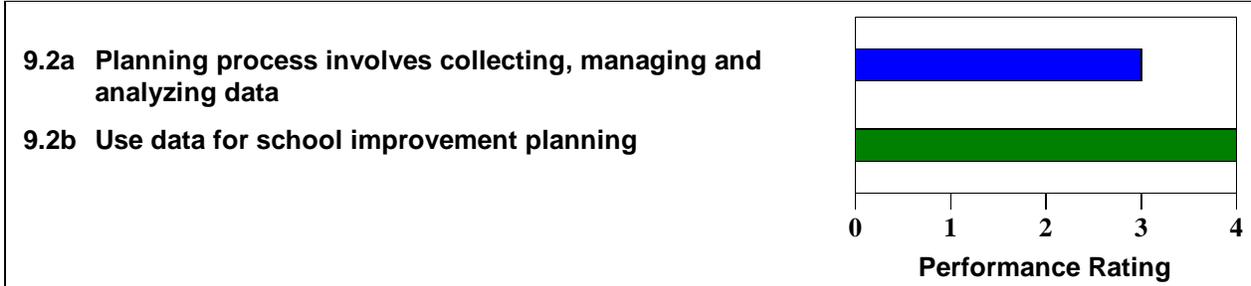
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9.2 Development of the Profile

Efficiency



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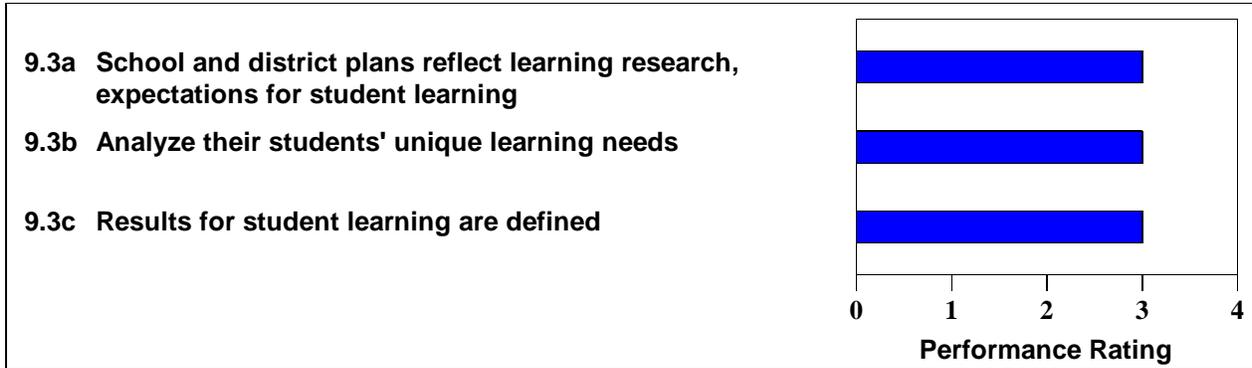
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9.3 Defining Desired Results for Student Learning

Efficiency



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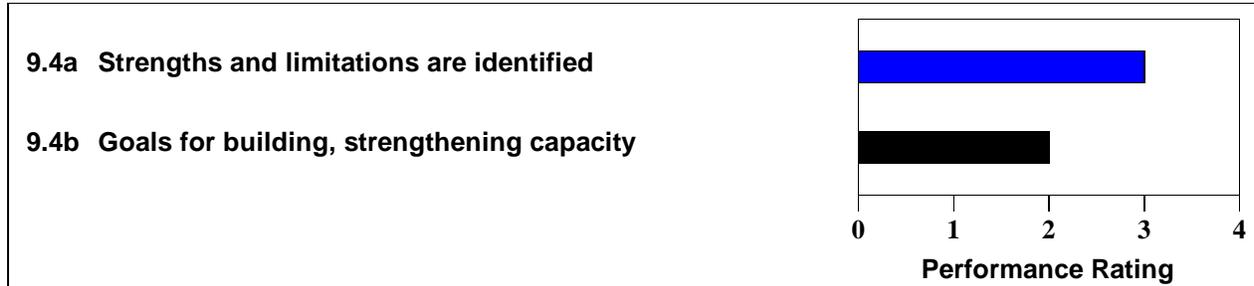
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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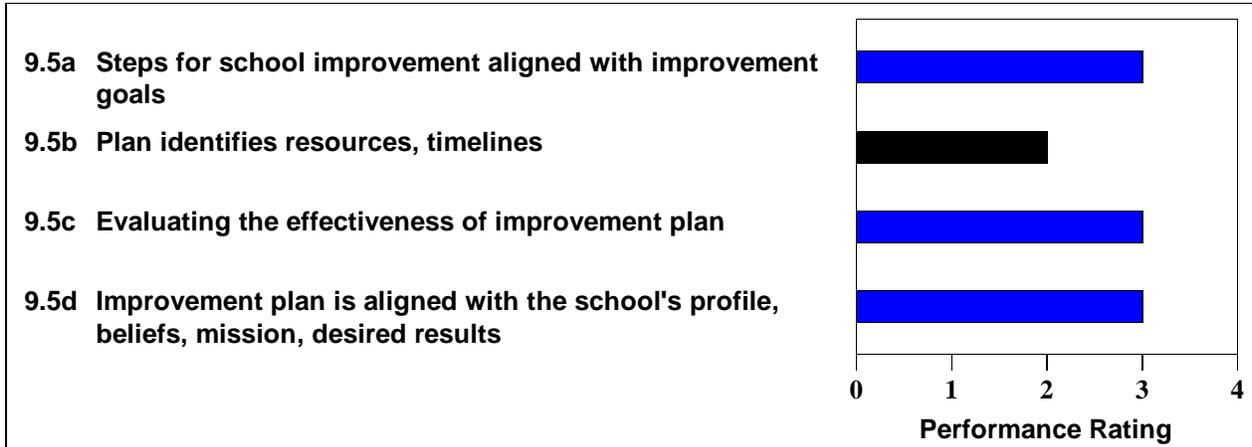
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9.5 Development of the Improvement Plan

Efficiency



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9.6 Implementation and Documentation

Efficiency

