

Hopkins County District Leadership Assessment Report



01/08/2012 - 01/13/2012



District Leadership Assessment Executive Summary

Hopkins County School District

1/8/2012 - 1/13/2012

James Lee Stevens, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Hopkins County School District during the period of 1/8/2012 - 1/13/2012. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	There is a lack of clarity among district and school staff of the roles, responsibilities and the authority of the district administrators.
Next Steps	The superintendent should lead the district team in the development and implementation of a clear set of roles and expectations for all leadership personnel that will directly support student achievement. These roles and expectations should establish clear lines of responsibility, the necessary authority to fulfill them and the accountability for implementation. These roles, authority and accountability should be communicated to all district and school staff through a transparent system of communication. The superintendent should ensure that these expectations are non-negotiable.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	There is a wide-spread perception that the failure to value education in a segment of the community limits the effectiveness of instruction in persistently low achieving schools.

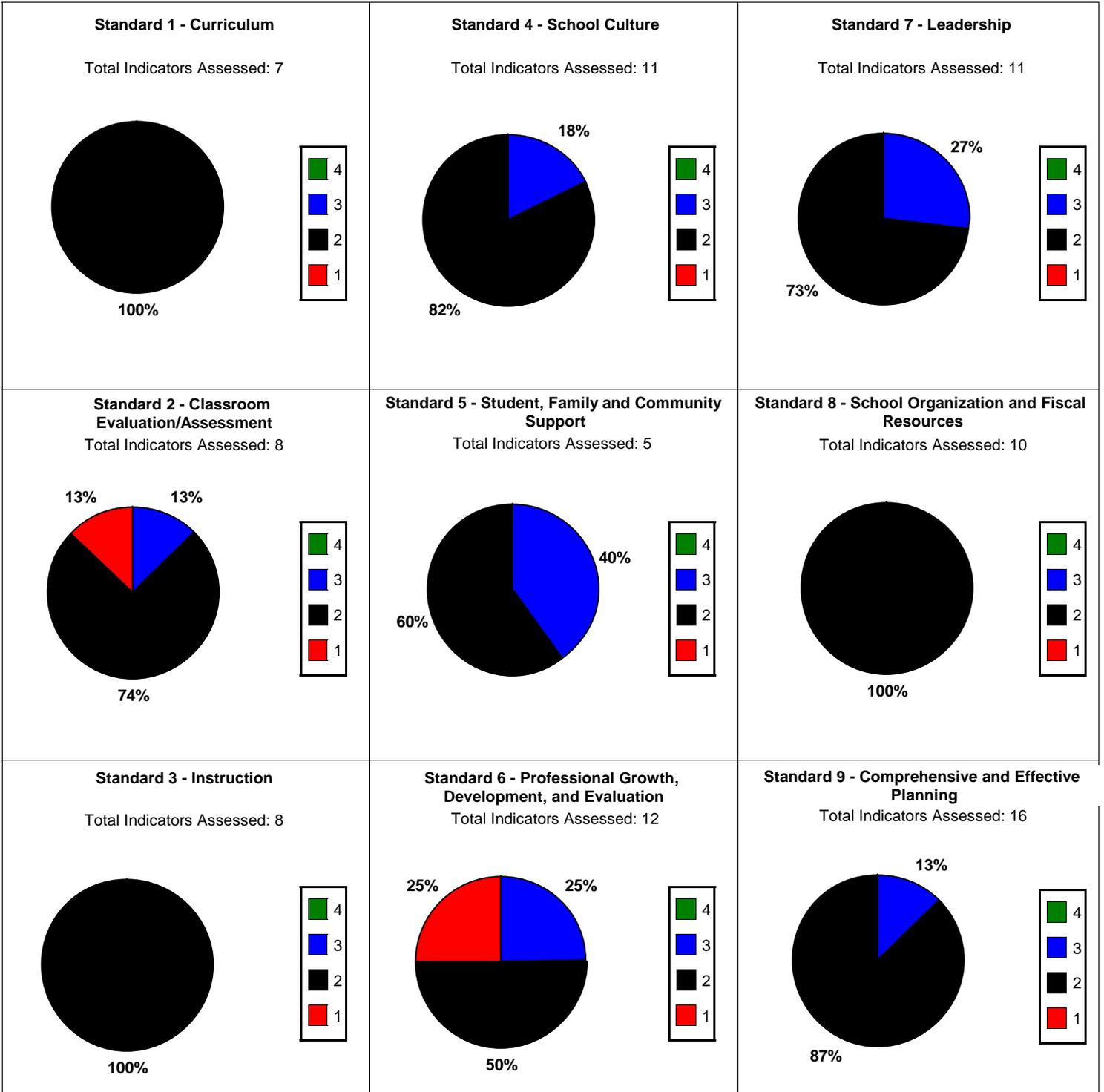
Next Steps	The superintendent and school board should lead an active, aggressive and comprehensive campaign to promote the value of education throughout the community. This campaign should engage community, church, business and civic leaders to plan, create, implement and evaluate the effectiveness of a variety of ongoing strategies to involve parents and families in the education of their children. There should be a strong media component to the initiative. A central theme to the initiative should be the promotion of equality of educational opportunity for children in all parts of the community.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	District leadership has not perpetuated a culture of high expectations for all students among all district staff and stakeholders, particularly in persistently low achieving schools.
Next Steps	District leadership should develop and communicate a culture of high expectations for themselves and all stakeholders (e.g., students, teachers, parents, community). District leadership should ensure that all staff receives the necessary training and support to adequately address identified social, cultural or economic barriers to student achievement. The superintendent should hold all staff accountable for student success and failure through an effective evaluation process based on data and student learning needs. District leadership should monitor school council academic, discipline and classroom management policies and ensure that they are effectively implemented by school leadership.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	Classroom assessments are not always rigorous, relevant and aligned with Kentucky standards nor are they used to guide instruction.
Next Steps	The superintendent should ensure that district leadership provides training in the development of effective and varied classroom assessments. District leadership should systematically monitor to ensure that these assessments are frequent, rigorous, authentic, aligned with current Kentucky standards and used to inform instruction.
District Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
5. Deficiency	The district leadership does not monitor the implementation or effectiveness of professional learning communities.
Next Steps	District leadership should oversee the development of a systematic professional learning community process with a formal protocol that includes curriculum development and analysis of formative student data. Teacher leaders should be well-trained in this process in order to lead the work. An intentional plan for monitoring this work and its impact on student growth and achievement should be developed collaboratively between district and school leadership.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	District leadership does not effectively monitor instruction to ensure that it is rigorous, relevant, varied and effective.
Next Steps	District and school leadership should collaboratively develop a walk-through instrument that monitors instructional practice to ensure use of rigorous, relevant, varied and effective strategies (e.g., Characteristics of Highly Effective Teaching and Learning, non-negotiables developed from district and school mission and vision statements). District leadership should ensure that the walkthrough process includes formal procedures for consistently providing feedback and opportunities for teachers to develop next steps based on the data.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Hopkins County
KDE 2012 District Leadership Assessment Report
At-a-Glance

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

- 4- Exemplary level of development and implementation
- 3- Fully functional and operational level of development and implementation
- 2- Limited development or partial implementation
- 1- Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Hopkins County

<p>Standard - 1 - Academic Performance</p> <p>Curriculum</p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment</p> <p>School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency</p> <p>Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance</p> <p>Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment</p> <p>Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p>Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance</p> <p>Instruction</p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</p> <p>Professional Development</p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p>Professional Growth and Evaluation</p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning</p> <p>Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p>Implementation and Documentation</p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>
<div style="border: 1px solid black; padding: 10px;"> <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> </div>		

Focus on Student Academic Performance

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

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

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

Identify the implications of this report for stakeholders.

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

District Leadership Assessment Summary Report

Hopkins County

School District

1/8/2012 - 1/13/2012

Introduction

The Kentucky Department of Education conducted district leadership assessment of Hopkins County School District during the period of 1/8/2012 - 1/13/2012.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with teachers (11), students (27), parents (12), central office certified staff members (14), central office support staff members (9), the high school principal, assistant principals (2), guidance counselors (3), school curriculum coordinator (1), school curriculum specialists (3), Family and Youth Services Center Director (1), school council member (1), school classified employee (2), community members (17), board members (5) and the superintendent.

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

The chairperson of the team was Fred M. Simpson - District Administrator. The other team members were: Randell E. Harrison - Building Administrator; Jean Roberts - Teacher; John A Roberts - Higher Education Representative; Patricia H. Hale - Building Administrator; Sande Shepherd - Parent; Floyd Hines - District Administrator; Barbara W. McGinty - Building Administrator; Cynthia H. Williams - Higher Education Representative; Marti H. Stuckey - Teacher; Susan S. Brock - Educational Recovery Leader.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of curriculum maps, documentation of parent contacts, enrollment data, Individual Learning Plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, list of co-curricular offerings, master school schedule, perception survey results, schedule for co-curricular offerings, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, student handbook and student/parent/staff handbooks

Interviews with students, superintendent and teachers

Observations of classrooms, common areas, hallways and media center

Performance Rating 2

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

District leadership ensures that teachers have access to the Kentucky Core Academic Standards, Kentucky Core Content for Assessment, version 4.1, the Program of Studies for Kentucky Schools and the Academic Expectations. Copies of these documents are in each classroom. District leadership has facilitated the process of aligning curriculum documents to current content standards (e. g., Kentucky Core Academic Standards, Quality Core standards, End of Course standards, Core Content for Assessment, version 4.1). High school teachers have developed pacing guides for the core content courses.

- 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 assigned curriculum coordinators and coaches to each school. Curriculum coordinators work with school leadership to lead the staff in discussions regarding curriculum issues. Prior to this school year, district leadership held monthly curriculum meetings with appropriate staff. Only one curriculum meeting has been held this year. The superintendent has assigned district staff to each of the schools to mentor school leadership and to monitor for progress in improving instructional practice; however, monitoring does not always take place. Three years ago, district leadership facilitated discussions between the two high schools. Content areas met to develop common

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

curriculum maps and pacing guides. District leadership does not have a process in place to facilitate continuous discussions between and among schools to ensure vertical and horizontal alignment of curriculum.

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

District leadership has not developed a process specifically to eliminate curricular gaps and overlaps. Hopkins County Central High School teachers meet regularly in professional learning communities and in content areas to address standards, curriculum, assessments, instructional strategies and pacing guide development and revisions. District leadership does not monitor to ensure that professional learning community activities are effective. The middle schools and high schools rarely meet together to discuss curriculum issues.

- 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 discussions between elementary and middle schools regarding key transition points or to address curriculum issues but has not initiated these discussions between middle and high schools. Some schools have informal discussions concerning transition of students from 5th to 6th grade and from 8th to 9th grade. Some teachers within the schools and between the schools have informal discussions concerning curriculum issues in their content area.

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

District leadership ensures that the high school curriculum has intentional connections (e. g., dual credit courses, articulated credit courses, business certifications, advanced placement courses) to familiarize students with a variety of post secondary and career options. Students have the opportunity to earn credits through Madisonville Community College. District leadership explores community partnerships (e.g., job shadowing, businesses adopting a school) for the purpose of applying skills and concepts in real world settings. All students complete Individual Learning Plans, some collaborating with both an advisor and a parent; however, not all parents are involved in the

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

development of these plans.

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

The board has adopted a Curriculum policy (08.1) which delegates the responsibility of developing and approving a curriculum to the school council. School councils provide a copy of their policies to the district which uses a checklist to ensure that the council has adopted all required policies, but little or no feedback is provided to councils or schools. District leadership has a districtwide curriculum committee to address curriculum issues; however, most of the committee membership is the curriculum coordinators, and the meetings are not regularly scheduled events. The Hopkins County Central High School council identifies its responsibilities in council policy (Section 4.0, 4.1) in determining curriculum development, aligning curriculum with state standards and describing the duties of the curriculum committee, but school leadership has not established clearly defined procedures for monitoring, evaluating and reviewing the curriculum. District leadership does not currently conduct classroom walkthroughs at Hopkins County Central High School to monitor the delivery of the curriculum.

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

District leadership reviews high school master schedules and states that all students should be able to enroll in a common academic core curriculum that is required for graduation. The district has not implemented a monitoring process to ensure all students have access to the common core curriculum and that students are enrolled in challenging courses of academic rigor. District leadership encourages schools to use the co-teaching model for students with disabilities to allow all students the opportunity to participate in a common core curriculum.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

District Leadership Assessment Summary Report

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

District leadership should work with school leadership to develop and implement a procedure to facilitate vertical communication within and between schools to review key curriculum transition points (e.g., elementary to middle, grade level to grade level, middle to high school). This process should be systematic and involve all relevant staff.

District leadership should assist all school councils in the development, review and revision of a curriculum policy and monitor to ensure that school leadership implements the policy.

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

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

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

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

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, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district technology plan, Extended School Services program overview and data, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, organizational charts, professional development records, rubrics, samples of classroom assessments, school council meeting agenda and minutes, school council policies and bylaws and School Report Card data

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

Observations of classrooms, common areas and hallways

Performance Rating 3

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

The district assessment coordinator provides Administrative Code training on procedures for the ethical administration of the state assessment program to building assessment coordinators and/or guidance counselors either in face-to-face training or with webinar sessions. At the Hopkins County Central High School, the guidance counselor (building assessment coordinator) provides this training to all certified and classified staff involved in the assessment process. This training is held at the beginning of each school year. Subsequent training is given throughout the school year for teachers and other personnel involved in administering different parts of the assessment, including training for administering the alternate portfolio. The board adopted an Assessment policy (08.222) that addresses the administration of the state's assessment and accountability system.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

District leadership does not ensure that there is a procedure in place for district personnel to work with schools to ensure that classroom assessments are aligned with the current Kentucky standards (e.g., Kentucky Core Academic Standards, Kentucky Core Content, version 4.1). The superintendent conveys the expectation that school leadership will assist teachers in this alignment. The board has adopted an Assessment policy (08.222) which only addresses meeting state requirements. It was adopted in 1993. The Hopkins County Central High School council does not have an assessment policy, but assessment is included as a part of the instruction policy (4.1) adopted in 2011. District leadership does not ensure that the policy and procedures are implemented in all classrooms. The district leadership team provides opportunities for school curriculum coordinators and some teachers to attend professional development and the expectation is that the principal will ensure that the school faculty is then trained. Twelve hours of professional development on Senate Bill 1 and Kentucky Core Academic Standards (KCAS) were mandated for all teachers at the beginning of the school year. District instructional leadership has not provided continuous, job-embedded training for teachers in the development of classroom assessments that are standards-based, rigorous and authentic. There is no process in place for district personnel to systematically monitor to ensure that teachers are using assessments that are frequent, authentic and require students to think critically.

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

District leadership communicates the expectation that the curriculum coordinator, under the direction of the principal, will work with teachers during professional learning communities and department meetings to collaboratively develop authentic assessments that are rigorous and tied to Kentucky standards. At Hopkins County Central High School, the curriculum coordinator helps with planning these sessions but does not actively participate. District leadership does not have a procedure for monitoring to ensure that these sessions are occurring and that they are effective.

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

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

District leadership communicates the expectation that school leadership will regularly analyze multiple kinds of assessments but does not monitor to ensure that classroom assessments are included in the analysis. District leadership provides the school principal with disaggregated data from state and national assessments (e.g., Kentucky Core Content Test, No Child Left Behind report). Data analysis documents were shared with building assessment coordinators and principals. Hopkins County Central High School has a system in place for analyzing Kentucky Core Content Test data, and Measures of Academic Progress (MAP) data will be added this year. The high school analyzes the Kentucky Core Content Test data by content areas, and district support and assistance are provided as needed. These analyses are used to identify achievement gaps rather than gaps in the curriculum.

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

There is no procedure in place for district leadership to regularly monitor to ensure that teacher-designed assessments are varied, can be used to provide feedback on student learning and are used to inform instruction. Teachers at Hopkins County Central High School use a variety of formative assessments; however, the district leadership does not communicate to teachers the expectation that the results of these assessments should be analyzed, and the analyses used to determine the effectiveness of the assessments or to guide teachers in differentiating instruction in order to help those students who did not master the content.

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

District leadership does not regularly monitor to ensure that Student Level Performance Descriptors are clearly communicated, visible in classrooms and observable in student work. District leadership conveys the expectation that school leadership will monitor to ensure that this occurs. At Hopkins County Central High School, these descriptors were not seen in classrooms and common areas. Some examples of student work were displayed, but rubrics were not usually included. While "I Can" statements were visible in most classrooms, not all were connected to the standard being taught. Rigor, relevance and high levels of performance were not always seen in student work samples or student work displayed.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

District leadership communicates the expectation that school leadership will ensure that teachers collaboratively analyze student work and use the information gained from these analyses to guide their instruction and make curricular decisions. However, the district has no formal process in place to make certain that this is occurring. District leadership has not provided all teachers with training in the knowledge and skills needed to effectively analyze student work nor has a protocol for use in analysis been provided to all teachers. Some teachers at Hopkins County Central High School meet as departments to analyze student classroom assessments, but often the results of these analyses are used for re-teaching content.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

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

District leadership does not presently conduct walkthroughs or monitor classrooms at Hopkins County Central High School to ascertain that students can articulate what is expected academically in each class and that students understand what they need to know and be able to do to be proficient in all content areas.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The superintendent should ensure that district leadership monitors classroom assessments to ensure that they are rigorous, authentic and aligned with current Kentucky standards.

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

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

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

The superintendent should lead the school board in reviewing and revising the district Assessment policy (08.222).

District leadership should make certain that school leadership monitors to ensure that the school council policy and procedures on assessment are clearly defined and implemented in all classrooms.

Resources:

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

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

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of categorical program financial reports, classroom assessments, classroom assignments, comprehensive district improvement plan, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, curriculum documents, curriculum maps, district technology plan, employee handbooks, eWalk data, faculty meeting agenda, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, needs assessment data, professional development records, samples of classroom assessments, samples of student work products, school council policies and bylaws, school mission, belief and vision statements, School Report Card data and student work

Interviews with assistant superintendent(s), central office staff, counselor, curriculum resource specialist, district leadership, principal and superintendent

Observations of common areas and hallways

Performance Rating 2

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

District leadership communicates the expectation that school leadership will ensure that all teachers use a variety of effective, research-based instructional strategies to differentiate instruction in the classroom. The superintendent has assigned a district person to serve as a mentor at each school to facilitate and monitor progress toward meeting this expectation. However, the superintendent later responded to feedback from some principals and teachers and asked the mentors to reduce their presence in classrooms unless invited. As a result, not all mentors have completed their walkthroughs with specific look-fors to monitor the instructional program. In addition, district leadership does not consistently analyze the results of the walkthrough data for instructional implications or next steps.

- 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 supports school leadership with some resources and opportunities to align learning activities with student goals and assessment expectations. Professional development opportunities (e.g., Common Core

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

alignment, Quality Core alignment, SBDM training, Co-teaching training, ISLN) are provided to align instructional strategies with student learning goals. The superintendent provides financial resources for additional professional development if requested by school leadership and for additional employees (e.g., curriculum coaches, educational consultant, building coaches) to assist with connecting student learning activities and assessment expectations. District leadership does not consistently monitor instruction to determine if skills acquired through professional development are embedded in instructional practices.

- 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.

The superintendent states the expectation that school principals monitor classroom instruction and teacher planning to ensure that instruction is rigorous and relevant. District leadership has not provided a systematic process or timeline for this monitoring. Some schools use common planning time during the school day while all schools are at varying levels of implementation with the professional learning community model for guiding and modifying instruction. District leadership does not monitor professional learning communities or other planning meetings in order to extend student growth and achievement by modifying instruction to meet student learning needs.

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

District leadership actively recruits personnel certified to teach in their assigned areas and grade levels. Regular contacts are made to surrounding universities each semester to locate qualified teacher candidates. District leadership collaborates with the Concerned Citizens Club and the Multi-Culture Club to promote multi-cultural hiring and promote minority students entering the teaching field but have not been successful in hiring a diverse professional staff. District leadership retains highly qualified personnel by offering teacher incentives (e.g., The Badgett Professional Scholarship that pays for graduate hours for Hopkins County teachers, a stipend for National Board Certification, membership in the New Teacher Cadre, a benefit package that includes free vision and dental services and a Jump Start program providing district funded training). District leadership does not ensure

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

that all teachers have an opportunity to participate in professional development focused on extending their content knowledge.

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

District leadership provides a technology director and technology technicians to provide technology support for teachers and has selected instructional technology as an instructional component in the growth plans of most instructional staff. However, there is no systematic process for documenting or ensuring that teachers and students are using technology to improve student growth and achievement in classrooms. District leadership relies on school leadership to develop and submit a technology policy for approval, but there is no formal process for reviewing policies to ensure equity or access by all students. District leadership provides professional development to accompany the purchasing of all new technological devices for teachers and uses a New Teacher Cadre format to train recently-hired teachers.

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

District leadership allocates resources as required by state regulations. School leadership may complete a form to request additional resources based on current need from the superintendent; however, there is no systematic process in place to assess the direct impact of the expenditures on student growth and achievement. District leadership provides access to technology for school leadership as well as the classroom teachers but the level of use in classrooms is left to the expertise or comfort level of the teachers.

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

District leadership states the expectation that the school leadership will lead the analysis of student work and use the results to inform instructional practice. Professional development in using the Measures of Academic Progress assessment as a predictor of student progress was provided in a train-the-trainer model to school leadership. Content area professional learning communities occur at Hopkins County Central High School two hours per week with the responsibility of analyzing student data, but no formal

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Standard 3 **Instruction**

Performance Rating 2

protocol has been assigned by district or school leadership. Some teachers have received training in analyzing student work but without follow up or impact checks. Informal discussions between professional learning community leaders and the curriculum coordinator occur, but no formal monitoring takes place.

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

The board has adopted a homework policy (08.211) that assigns school leadership the responsibility of writing policy and guidelines to govern homework practices with the specifications that the homework is “a reasonable amount” and “extends learning.” All school policies are submitted to district leadership, but there is no systematic process for reviewing the policies or for providing relevant feedback.

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Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

District leadership should oversee the development of a systematic professional learning community process with a formal protocol that includes curriculum development and analysis of formative student data. Teacher leaders should be well-trained in this process in order to lead the work. An intentional plan for monitoring this work and its impact on student growth and achievement should be developed collaboratively between district and school leadership.

District and school leadership should collaboratively develop a walk-through instrument that monitors instructional practice to ensure use of rigorous, relevant, varied and effective strategies (e.g., Characteristics of Highly Effective Teaching and Learning, non-negotiables developed from district and school mission and vision statements). District leadership should ensure that the walkthrough process includes formal procedures for consistently providing feedback and opportunities for teachers to develop next steps based on the data.

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

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

Gay, G, and Banks, J. A. (2000). *Culturally Responsive Teaching: Theory, Research and Practice*. New York, NY: Teachers College Press.

Gurian, M. & Hensley, P. (2002). *Boys and Girls Learn Differently!* San Francisco, CA: Jossey-Bass. ISBN: 0787964859

District Leadership Assessment Summary Report

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Summary Findings in: **Learning Environment**

Standard 4 School Culture

Findings For This Standard Are Based On:

Review of brochures, pamphlets, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, facility inspection reports, Kentucky Performance Report disaggregated data, newspaper clippings/press releases, newspapers, safe schools data reports, school calendar with motivational and celebratory events, school mission, belief and vision statements, school Web pages, school/district safety plan, student handbook and student/parent/staff handbooks

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

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

Performance Rating 3

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

The board has adopted a Grading policy (08.221) that outlines the reporting schedule (i.e., every six weeks) of student progress to families. Hopkins County Central High School grade reports are generated every six weeks (e.g., mid-term and trimester reports) via Infinite Campus. Trimester performance reports are distributed to students and sent home to parents via mail. Computer-generated responses are frequently used to document teacher comments. Teachers collaborate with students to create individual learning plans that are available on-line through the Infinite Campus Parent Portal.

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

District leadership has established a public relations position to promote communications among the district, the schools and the community. District leadership disseminates information to families and the community through multiple venues (e.g., district Web site, The Messenger newspaper, Facebook, voice mail, One Call, email, Isurf Hopkins Web site).

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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).

The board has adopted a Safety policy (05.4), which requires the district to use information from school safety reports and student discipline data to address safety and discipline issues. District leadership has developed procedures, the Emergency Operations Plan, to ensure students have a safe, orderly and equitable learning environment. District leadership ensures school Emergency Operations Plans contain current and specific contact information. District leadership has implemented emergency procedures (e.g., fire, earthquake, tornado, scheduled and unscheduled lockdowns) and mock activities (e.g., fire, bus accident, hostage incidents), which are performed in collaboration with local agencies including Madisonville police and fire departments, the Hopkins County sheriff's department and the Trover Regional Medical Center. A school resource officer from the sheriff's department is situated at Hopkins County Central High School. All district and school employees wear identification badges. Safety precautions at the high school consist of a buzzer entry system with surveillance, visitor signature (sign in and sign out) and identification tags, locked entries, 32 security cameras and two security monitors. All school administrators and some maintenance personnel use radios to communicate with one another, and the principal carries a radio to communicate with district safety personnel. The board has adopted a Grievances policy (09.4281) which identifies an order of appeal. Grievance procedures are included in the Hopkins County Central High School Agenda Handbook but are not generally understood by parents and students. The Kentucky Center for School Safety conducted an assessment in 2010, but district leadership does not use results of this assessment to inform safety decisions at the schools.

- 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 communicates high expectations for all students through several venues (e.g., mission statement, individual school mission statements and district Web site). However, district and school staff, parents and community representatives often state that parents and students in persistently low achieving schools negatively impact student learning by not valuing education, unintentionally countering the statements of high

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Standard 4 **School Culture**

Performance Rating 2

expectations for all students espoused by the district. District leadership ensures school leadership provides opportunities (e.g., common planning for core content teachers and freshman academy team) for teachers to collaborate and share with colleagues “what works” strategies that impact student success. District leadership recognizes some student successes (e.g., district Web site, The Messenger newspaper, Isurf Hopkins Web site). Student art exhibits are displayed at the Glema Mahr Center for the Arts. District leadership has hired a public relations person to promote the Hopkins County School District and its students and staff.

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

The Hopkins County Central High School council has incorporated academic, discipline and classroom management policies. High school students receive the Hopkins County Central High School Agenda Handbook that explains academic and behavior expectations for students. District leadership expects school leadership to monitor classroom management and instructional practices through walkthrough observations. District leadership collects required school council policies but does not monitor the implementation of academic, discipline and classroom management procedures to ensure a culture of high academic and behavior expectations for all students.

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

District leadership consults with some teaching staff in district decisions regarding teaching and learning. Some teaching staff provides input through representation on the principal leadership team. Non-teaching staff members, however, are rarely invited to assist in decision-making. District leadership does not have a formal process for recruiting or selecting staff to serve on committees to provide for equitable representation from each school and all employee groups.

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

District leadership has charged school leadership with the responsibility of holding all staff members accountable for their role in student success and failure. District leadership does not ensure that school leadership holds all

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Standard 4 **School Culture**

Performance Rating 2

staff members accountable for demonstrating high expectations for themselves and students. District leadership and some teachers blame external circumstances (e.g., poverty, student apathy, lack of parental support, community devaluing of education) for student failure.

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

The board has adopted a School Staffing policy (02.4331) that does not address a student-teacher ratio. While the Hopkins County Central High School council has not adopted a school staffing policy, the superintendent and board have implemented a 24:1 student to teacher ratio. District leadership expects school leadership to organize staff to maximize student learning and engages them in informal discussions regarding the placement of staff. School leadership makes some intentional effort to meet the unique learning needs of students (e.g., Freshman Academy, college and career ready courses, dual credit, Advanced Placement), and some staff members are assigned based on their instructional strengths.

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

District leadership uses perception survey data to gather information pertaining to the ability of the school staff to inspire the best efforts of all students; however, Hopkins County Central High School did not successfully complete the TELL survey in time to receive the results to report to the leadership assessment team. District and school leadership do not consistently use survey and audit results (e.g., safety and perception data) to identify ways to support students and families.

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

District leadership has not developed procedures to recognize student academic successes or to publicly display student work in all content areas. High school student successes are occasionally recognized through the district Web site, The Messenger newspaper, Isurf Hopkins Web site, board meetings and Facebook. Public exhibitions of student art are displayed at the Glema Mahr Center for the Arts. District leadership has employed a public relations person who is responsible for all district communications.

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Standard 4 **School Culture**

Performance Rating 2

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

The Hopkins County School Board of Education policy manual includes an adopted position statement, "Race Relations, Ethnic Relations and Multiculturalism." The statement references board commitment to ". . . assign high priority to its policy on race relations, ethnic relations, and multiculturalism. . . [and] to provide education that is antiracist and multicultural." This statement is also found in the Hopkins County Central High School Agenda Handbook. Multicultural considerations are not an integral part of school programs and activities. To increase awareness of these issues, district leadership has employed a multicultural specialist and human relations coordinator to ". . . assist with student affairs . . . [and] emphasize the educational, cultural, and social needs of minority students." District leadership provides some diversity training (e.g., mandatory book study on Ruby Payne's Framework for Understanding Poverty for new teachers, Shellie Cheirs presentation). The Family Resource and Youth Services Center provide resources and support for students and families (e.g., Encourage Good Opinion, Backpack program, Parents as Teachers, Sweet 16th birthday initiative). District and school leadership, however, does not ensure staff receives the necessary training and support to adequately address the social, cultural or economic differences and learning needs of all students. District efforts to recruit a diverse highly qualified staff have not achieved the desired result.

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Standard 4 **School Culture**

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

District leadership should develop a written, publicized formal school communication plan. The plan should address strategies to create a culture of high expectations throughout the district for all students. The plan should also include strategies to recognize student academic successes and celebrate cultural diversity (e.g., racial, ethnic, religious, social).

District leadership should develop and communicate a culture of high expectations for themselves and all stakeholders (e.g., students, teachers, parents, community). District leadership should ensure that all staff receives the necessary training and support to adequately address identified social, cultural or economic barriers to student achievement. The superintendent should hold all staff accountable for student success and failure through an effective evaluation process based on data and student learning needs. District leadership should monitor school council academic, discipline and classroom management policies and ensure that they are effectively implemented by school leadership.

District and school leadership should consider engaging the minority community in creating an initiative to expand efforts to intentionally recruit a diverse highly qualified staff.

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Performance Rating 3

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

Services are provided (e.g., extended school services, summer school, credit recovery courses) to help students who need assistance in mastering core content. In an attempt to curtail student drop outs and truancy, the district has established an Adolescent Training Program (ATP), a separate training facility which allows students to attend school part-time and have time remaining for opportunities to work. In cooperation with Madisonville Community College, dual credit classes are available in health science, engineering, technology and information technology. Summer school and the Advanced Placement Examination Review (APEX) program are provided for students who need credit recovery. District leadership coordinates support programs to provide services for students to eliminate barriers to learning and assist in their completion of high school credits.

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

District leadership has established and implemented procedures for the maintenance and security of student records. Records at Hopkins County Central High School are in a secure room monitored by a records clerk. Infinite Campus is in use throughout the district, and there are efforts in place to encourage parents to use Parent Portal to track their students' progress. Individual learning plans have been initiated for all students, and the high school has a career class to assist students in completing these plans.

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

The board has adopted a Relationships with Community Organizations policy (10.3) that addresses working cooperatively with community organizations in matters that promote the well-being of the schools and the community as a whole. District leadership has developed community partners with over 200 agencies (e.g., civic clubs, Salvation Army, Madisonville Community College which sponsors the School Counts program, Hopkins County Health Department which provides a nurse in every school) to promote programs and services for all students and their families. District leadership does not always implement programs that facilitate interactions with teachers, students and their families. District leadership has led discussions regarding dropout and transfer students, particularly with the two high schools in the district but has not fully developed options for reducing unusually large numbers of transfers.

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

The Extended School Services program is available at all secondary schools. Tutoring is available to students before and after school. The Board has adopted an Extended School/Supplemental Educational Services policy (08.133) which permits daytime waivers for in-school participation which occurs during teacher planning periods. Teachers receive additional compensation for these tutoring sessions. Student participation in the after school session is limited due to transportation issues. Each school attempts to ensure all students have equal access to the common academic core. The high schools offer co-curricular courses if the number of student requests is sufficient to warrant staffing. All students have access to the services of Family Resource/Youth Services Centers at every school. School guidance counselors and nurses are available to assist students in eliminating barriers to learning. The district has provided extensive technology to the schools. However, research has determined that not all teachers make regular use of this equipment. Hopkins County Central High School is not a Title I school. However, Title II funds have been used to provide mentors for a New Teacher Program and to provide programs such as Study Island, Advanced Placement Examination Review (APEX) at the high schools and additional teachers at

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

Performance Rating 2

elementary schools.

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

The board has adopted a Student Welfare and Wellness policy and procedures (09.2) and a Health Requirements and Services policy and procedures (09.21) to promote the health and welfare of the students. Some training has been provided for staff to identify students with learning needs, but district leadership does not monitor to ensure that the school councils are maintaining an appropriate focus on meeting these learning needs. District leadership collaborates with community agencies (e.g., Hopkins County Health Department, family court system, local law enforcement) for assistance in eliminating barriers to learning. Family Resource/Youth Services Centers also provide daily living needs (e.g., food, clothing, utilities) to students, parents and families needing assistance. In order to receive this service, the district has placed the condition that parents must participate in at least two parent workshops offered at the service centers. Food service programs are available to support students through the weekend backpack food distribution and the summer feeding program, which is funded by grants. District leadership encourages individual schools to intentionally match student needs to teacher strengths. Teachers have received some training in understanding the impact of cultural and socio-economic differences on learning.

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

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Summary of recommendations in: **Learning Environment**

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

District and school leadership and staff should embrace the belief that all children can learn at high levels and demonstrate to all schools and to the community their commitment to this belief. District policies and procedures should reflect high expectations for staff and for student behavior and academic performance. The board and the superintendent should monitor implementation of these policies and hold district and school staff accountable for results. Staff members should accept their role in student success and failure.

The superintendent and board should lead an active, aggressive and comprehensive campaign to promote the value of education throughout the community. This campaign should engage community, church, business and civic leaders to plan, create, implement and evaluate the effectiveness of a variety of ongoing strategies to involve parents and families in the education of their children. There should be a strong media component to the initiative. A central theme to the initiative should be the promotion of equality of educational opportunity for children in all parts of the community.

Resources:

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

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York, N. Y.: The New Press.

Mosaic Youth Center Board. (2001). *Step by Step: A Young Person's Guide to Positive Community Change*. Minneapolis, MN, Search Institute.

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, employee handbooks, professional development records and professional resource materials

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

Performance Rating 3

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

The board adopted an Evaluation policy (03.18) on August 5, 2002, and approved the certified evaluation plan on July 20, 2009. District and school leadership implement procedures that meet the state requirements for the evaluation of all personnel.

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

The board adopted a Professional Development policy (03.19) and procedures to guide the equitable allocation of professional development resources among all schools. District leadership supplements professional development from various funding sources including state and federal funds and grants. District leadership collaborates with school leadership to ensure that additional funding is available for schools when necessary to have a significant impact on the identified needs of students.

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

The board has adopted an evaluation plan that requires multiple observations per year with scheduled feedback opportunities and that describes the process for and frequency of completing and reviewing individual growth plans. The plan was approved July 22, 2009, by the Kentucky Department of Education and meets all requirements of state statute and regulation. District leadership provides technical assistance training to all evaluators in the implementation of this plan. However, training in the development of personnel evaluation skills, including coaching and providing feedback, are not as effectively presented.

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Summary Findings in: **Learning Environment**

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

Performance Rating **3**

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

District leadership supports instructional and leadership growth by requiring all staff to develop an individual growth plan with the assistance of their evaluator; however, not all of the growth plans are developed collaboratively. Some district leaders view professional development more as a requirement to be met than as a tool for school change over time. Professional development activities are more a series of events than a coherent, ongoing series of professional growth opportunities. District leadership provides financial assistance, trainers, and other professional development when requested by staff. District leadership allows school leadership the choice of their professional development.

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

Professional development opportunities for district staff are determined by their individual needs. The comprehensive district improvement plan provides a variety of professional development activities (e.g., new teachers training, media specialist training to incorporate Kentucky Core Academic Standards and Lexile information, reading activities for content area teachers). District leadership does not ensure professional activities are intentionally connected to evaluation of the staff member through individual growth plans.

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

District leadership has employed curriculum coordinators and specialists for Hopkins County Central High School to work with teachers individually and in groups to improve teacher instruction by mentoring, coaching and modeling. These activities are not effectively monitored by district staff.

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

District leadership has employed curriculum coordinators and specialists for Hopkins County Central High School to work with teachers individually and in groups to improve teacher instruction by mentoring, coaching and modeling. These activities are not effectively monitored by district staff.

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

Performance Rating 2

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

District leadership conveys the expectation that all individual growth plans are developed collaboratively and are connected to identified needs of the employee. They are not always directly connected to the employee's evaluation. The completion of growth plans is monitored by the supervisors or principals, but they are not consistently monitored for implementation.

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

District leadership monitors the implementation of the evaluation process for compliance with policy and statute. Monitoring of the process for quality, timeliness and impact on professional practice is not as consistently implemented.

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

Performance Rating **1**

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

District leadership has not collaborated with school leadership to develop a multi-year, job-embedded professional development plan at each school. While school leadership provides 24 hours of professional development, there is not a plan that guides the provision of these activities to build a high level of competence in the instructional staff.

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

District leadership does not consistently monitor professional development activities listed in the district and school improvement plans to ensure that they are connected to staff development priorities and goals for student learning.

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

The comprehensive district improvement plan does not address leadership needs.

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

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Summary of recommendations in: **Learning Environment**

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

District leadership should develop a multi-year professional development plan that is based on student data and staff needs assessment. Professional development should be continuous, job-embedded, sustained and monitored for impact on professional practice and on student growth and achievement.

District leadership should ensure that district and school comprehensive improvement plans address identified leadership needs of school and district personnel. The Effective Instructional Leadership Act (EILA) should be used as a resource in meeting these needs. These leadership needs should be encompassed in intentional plans at both the school and district level that focus on providing ongoing, job-embedded, multi-year programs of professional development that build on previous work and training experiences and that increase the level of competence of the instructional and leadership staff.

District leadership should ensure that all district evaluators are provided training to increase their expertise in providing coaching and feedback during the evaluation process in order to increase the quality of professional practice in both instruction and leadership. District monitoring of the evaluation process, including the development and implementation of growth plans, should be ongoing and focused on moving beyond compliance to improving the quality of practice of those being evaluated.

Resources:

Developing Individual Professional Growth Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). SISI Toolkit, Standard 6.
http://www.education.ky.gov/SISI_Toolkit/Standard%206/Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc

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

DuFour, R. (2004). Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn. Bloomington, IN: National Educational Service.

Professional Development Resources. ((Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://education.ky.gov/KDE/Administrative+Resources/Professional+Development/>

District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, categorical program financial reports, certified personnel evaluation plan and process, classroom assessments, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, facility inspection reports, fire marshal reports, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, organizational charts, perception survey results, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school financial reports, school mission, belief and vision statements, school Web pages and school/district safety plan

Interviews with assistant superintendent(s), central office staff, district leadership, local board of education members, principal, school nurse, students and superintendent

Observations of classrooms, common areas, computer lab and hallways

Performance Rating **3**

7.1a Leadership has developed and sustained a shared vision.

The district mission and vision statement was developed in 2002 by a committee comprised of board members, school and district staff, parents and community representatives. The statement was reviewed in 2006 and again in 2009, when some revisions were made. The mission statement, "The Hopkins County Schools Community will educate every child using every effort every day." appears on the district Web site, district documents and publications and is publicly posted in all buildings. It is referenced at the beginning of board meetings and administrative staff meetings to guide decision making. The district staff and all school staffs have developed theory of action descriptors based on the guiding triad of Pride (what are we doing?), Progress (how are we doing?) and Potential (what can we do?) in support of the vision and mission statement.

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

The individual growth plan of each administrator is based on four Interstate Leadership Licensure Consortium standards selected by the superintendent. At least one of the standards chosen is intended to build administrator

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Performance Rating 3

capacity to support teaching and learning, with a focus this year on instructional technology. The superintendent or evaluator and the administrator collaborate in selection of descriptors within each standard, in development of the actual growth plan and in connection of the growth plan to the comprehensive school or district improvement plan. The superintendent and administrators meet during the year to discuss progress on meeting individual growth plan goals.

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

The board has adopted a Safety policy (05.4) and a Security policy (05.5). District leadership implements procedures that ensure Hopkins County Central High School has the necessary resources to assure a safe, healthy and orderly learning environment for students and staff. District leadership cooperatively develops and disseminates a safety manual with high school leadership. Review of safety issues, including evacuation drills and emergency situations, is provided before the opening of school. District leadership routinely monitors the implementation of the safety plan.

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Performance Rating 2

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

The board has adopted an Accountability (SBDM) policy (02.44) that requires annual school council reports of academic progress. District leadership presents the board with the Kentucky Interim Performance Report, PLAN Report and No Child Left Behind data upon receipt of these reports from the Kentucky Department of Education. District leadership and high school leadership present some ongoing progress reports on academic growth throughout the school year. District leadership does not always collaborate with school leadership to secure input before making decisions that guide student achievement.

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

District leadership engages in regular review and analysis of disaggregated data; however, this data is not always intentionally used by district leadership to inform Hopkins County Central High School or district improvement plans. District leadership conducts analysis of disaggregated data to determine academic achievement of sub-populations, and this data is shared with school leadership and staff. District and school leadership were trained in a protocol to analyze disaggregated data three or four years ago, and district support is provided to schools to assist in this effort as requested. Sharing of the information with the community is limited.

- 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 Hopkins County Central High School staff access to current Kentucky curriculum documents in hard copy and through the district Web site, which has links to the Kentucky Department of Education Web site. District leadership provides limited guidance and assistance to school leadership and teachers in using the curriculum resources. District leadership does not systematically monitor to determine if the high school curriculum is aligned or is sufficient to ensure all students have the opportunity for academic growth.

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Performance Rating 2

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

District leadership is not involved with Hopkins County Central High School leadership in minimizing disruptions of instructional time, designating this as a school council and school leadership responsibility.

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

District leadership considers the unique needs of Hopkins County Central High School in the allocation of resources by providing supplemental staffing for course offerings and support staff. Resource allocation formulas intended to create equality among schools drive the allocation process with the exception of Section 7 Funds. The district school staffing allocation formula has not been revised to reflect existing and anticipated funding cuts. District leadership assures compliance with policies and regulations of state and federal funds allocations but does not systematically monitor the effectiveness and impact of resources on student growth and achievement. District leadership has not clearly defined or appropriately assigned organizational roles, expectations and accountability for duties to support continuous school improvement.

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

The board has adopted a School Council Policies (SBDM) policy (02.4241) requiring school councils to submit all new or revised policies to the board for review. A member of the district leadership team serves as Hopkins County Central High School mentor and provides some guidance to the council in the form of information and resources. District leadership does not monitor implementation and impact of school council policies.

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

District leadership has assigned a member of the leadership team to act as Hopkins County Central High School mentor to serve as a resource and a

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Standard 7 **Leadership**

Performance Rating 2

source of communications between the district and the school. District leadership seldom attends high school council activities and meetings, although they are expected to do so. District leadership does not ensure the Hopkins County Central High School council is intentionally focused on instructional matters that affect student achievement.

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

The superintendent communicates the expectation that all principals ensure that all students achieve at high levels and works to hold them accountable to this expectation. He communicates regularly with the principals and works to ensure that they have the support and access to resources necessary to be successful. While administrators are usually provided with solid support to address individual growth needs, individual growth plans do not always address these needs. Assessment of the effectiveness of instructional leadership in the evaluation process is heavily reliant on test data. Processes to systematically monitor the effectiveness of principals in ongoing leadership of daily classroom instruction are not fully developed, clearly communicated or systematically implemented. The superintendent readily develops improvement and corrective action plans for principals and other administrators when he identifies persistent weaknesses that impede their ability to effectively carry out job responsibilities or meet expectations. Communication between and among school and district administrators is generally open, if sometimes somewhat disjointed, leading to occasional misunderstandings or disingenuous behavior.

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

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

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

Resources:

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

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

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.

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, master school schedule, school budget and allocations, school council policies and bylaws, school financial reports, School Report Card data, school Web pages and student/teacher ratio

Interviews with assistant superintendent(s), central office staff, community members, district leadership, local board of education members, principal and superintendent

Performance Rating 2

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

The board has adopted a Program Evaluation policy (08.5) that states, "The Superintendent shall develop and implement a plan for the evaluation of educational programs focused primarily on objective and subjective measures of student outcomes." However, district leadership has not implemented formal procedures for monitoring the impact of these programs on student growth and achievement and classroom instructional practices. District leadership informally monitors the use of school resources for impact on the learning needs of all students and instructional needs of staff. The superintendent has some formal and informal discussions (e.g., monthly principal meetings, individual principal meetings) with school leadership to monitor the use of school resources. District leadership follows all state and federal regulations in monitoring the allocated resources and expenditures provided to Hopkins County Central High School. District leadership provides limited input to the principal in organizing the programs of the school.

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

The superintendent states the expectation that the principal will ensure that sufficient core courses in the master schedule are available to all students. District leadership does not collaborate with school leadership in the development of the master schedule; however, district leadership requires the principal to submit the master schedule to the central office. Staffing allocations to the high school meet or exceed state requirements.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

The board has adopted a School Staffing policy (02.4331) that states, "Allocations, at a minimum, shall budget funds sufficient for the council to meet staffing needs of the school." The high school council receives staffing allocations based on projected student enrollment. The principal and council may request additional staff above the allocation to address specific needs. District leadership also provides additional staff (e.g., additional teachers, curriculum coordinators, educational consultant, building coach) above the school's projected allocations. District leadership does not formally monitor and analyze the impact of these allocations on student growth and achievement. District leadership does not collaborate with the principal on assigning teachers to meet the unique learning needs of the students. The district staffing policy of 24:1 student-teacher ratio exceeds the minimum state requirements.

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

The superintendent states the expectation that the principal will monitor the use of resources and classroom management practices to ensure that instructional class time is being used efficiently. However, district leadership has not developed a formal process to monitor that this occurs. District leadership does not presently perform walkthroughs in Hopkins County Central High School to ensure that best instructional practices are being used and instructional time is being protected. The board has not adopted a policy and district leadership has not implemented procedures to protect instructional time. District leadership does not effectively monitor the use of resources and their impact on student growth and achievement.

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

The superintendent states the expectation that school principals will provide time for collaborative planning for all staff in the master schedule; however, district leadership does not monitor to ensure that this occurs at Hopkins

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Performance Rating 2

County Central High School. District leadership has provided few opportunities for vertical planning and transition planning opportunities (e.g., elementary to middle), but this is not an ongoing process across all grade levels.

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

The superintendent states the expectation that the principals will design a master schedule to maximize instructional time to meet the specific needs of the students. However, district leadership does not collaborate with school leadership or monitor to ensure that this occurs. District leadership requires principals to submit the master schedule to the central office for review.

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

The board adopted a Budget Planning and Adoption policy (04.1) that allocates funds to the schools. District leadership allocates funds to the schools according to a formula based upon projected student enrollment rather than on the student instructional needs. School leadership may request Section 7 funds from the superintendent for specific school needs. The superintendent requires school leadership to provide justification for the funds; however, these requests are not always connected to the comprehensive school improvement plan. At the end of the school year, school leadership is expected to provide results of the impact on student growth and achievement. All funding allocations meet state and federal regulations and guidelines. District leadership does not provide support for school council budget development unless requested to do so. District leadership provides budget reports to the board to ensure that all program guidelines are being followed.

- 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.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

The board has adopted a School Budget and Purchasing policy (02.4242). School leadership may submit requests to district leadership for additional funds above the required allocation. District leadership uses a formula to allocate discretionary funds but often allocates resources beyond the initial amount in order to meet specific needs of the school. District leadership has not developed a formal process for monitoring the use of discretionary funds or for measuring the impact on classroom instruction and student growth and achievement beyond those outlined in program guidelines.

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

The board has adopted a District Planning policy (01.111) that states, "The plan shall include a mission statement, short and long term goals and objectives, established target gaps, strategies and activities along with supporting budgetary information, opportunities to collaborate with businesses, colleges and community organization and a method of and schedule for evaluating the plan that includes implementation and impact checks on completion of plan activities and achievement of plans goals and objectives." The board has adopted a Budget Planning and Adoption policy (04.1) that allocates funds to the schools. These policies are not fully implemented as written. The board does not have a formal process in place to require district leadership to explain or to justify the relationship between the proposed budget and its impact on student growth and achievement. District leadership consults with board members when preparing the draft budget. The board members expect district leadership to ensure that fiscal resources connect to the comprehensive district and school improvement plans. District leadership provides budget and financial reports to the board.

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

Categorical funds are allocated by a formula rather than being based on the unique learning needs of the students. District leadership monitors the categorical programs according to the state and federal requirements and guidelines. District and school leadership integrate some funds (e.g., Title I,

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Performance Rating 2

Title II, Extended School Services) to address the goals identified in the comprehensive district and school improvement plans. However, district leadership does not monitor the use of the funds for their impact on student growth and achievement.

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Standard 8 **School Organization and Fiscal Resources**

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

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

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

Resources:

Kentucky School Board Association - www.ksba.org

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

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

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

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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 assignments, committee rosters, comprehensive district improvement plan, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, samples of classroom assessments, samples of student work products, school mission, belief and vision statements, school profile, School Report Card data and school Web pages

Interviews with district leadership

Performance Rating 3

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

District leadership collaborated with school leadership in a committee to collect, manage and analyze data to develop goals, objectives, strategies and activities in the comprehensive district improvement plan. The district mission statement and the Kentucky Standards and Indicators for School Improvement were reviewed by the committee to identify areas of concern. These documents and data collected from various sources [e.g., No Child Left Behind reports, Interim Performance Report data, Group Mathematics Assessments Diagnostic Evaluation (GMADE), Group Reading Assessment Diagnostic Evaluation (GRADE), district wide data, data collected to comply with the district programs, Proficiency Quest Analysis data] were analyzed to develop the components of the plan. Some student work and classroom assessments have been reviewed. Previous comprehensive district improvement plans served as a "blueprint" for the current plan. The No Child Left Behind data is the primary source for the reading, math and the multicultural academic performance components. The career/technical education component uses data from multiple sources (e.g., Individual Learning Plans, college/career readiness) to develop activities and strategies to improve graduation rates. Classroom assessment and analysis of student work are considered as referenced in comprehensive school improvement plans. The comprehensive district improvement plan is aligned with the school improvement plans.

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

District leadership relies on the No Child Left Behind reports to provide demographic data to be considered in district improvement planning. Needs

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Performance Rating **3**

are identified by reviewing Proficiency Quest Analysis data, Interim Performance Report data and data collected as a part of compliance with programs to develop the goals, objectives, strategies and activities in the comprehensive district improvement plan.

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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

In 2009, district leadership facilitated a collaborative process involving a variety of stakeholders, with the assistance of a consultant, to review the district mission statement, "Hopkins County Schools will educate every child with every effort, every day." The beliefs of the district are detailed in a "Top Ten List" provided in the comprehensive district improvement plan and other district publications. The core of the mission statement, "Every Child—Every Effort—Every Day," also serves as the vision of the district and is found in the district logo. Goal statements have not been included in the plan. The approval of the mission statement by the board occurred at an open meeting in conjunction with the approval of the comprehensive district improvement plan. Public comment was solicited through e-mail and the district Web site.

- 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 reviewed some research to guide the interpretation of data in the development of the comprehensive district improvement plan and to ensure instructional strategies and activities included in the plan are research based. District, state and national standards (e.g., No Child Left Behind, Kentucky Standards and Indicators for School Improvement, Partnership Institute for Mathematical Reform) assist in determining the needs, causes, goals and objectives of the plan.

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

Disaggregated data (e.g., No Child Left Behind, Interim Performance Report) are used to identify achievement gaps in addressing the unique learning needs of students. District leadership uses some disaggregated data results (e.g., free and reduced lunch, African American, socio-economic, gender, gifted and talented, students with disabilities) to determine if the strategies and activities of the plan meet the needs of all student populations.

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

The desired results for student learning are not clearly and concisely defined

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Performance Rating 2

in all activities and are often described in general, non-measurable terms. The impact of strategies and activities is defined as the “expected impact in terms of progress and success” of each strategy and activity. Benchmarks are not included at regular intervals to measure short and long term progress toward goals.

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

District leadership informally collects, analyzes and uses data to evaluate the overall effectiveness of the instructional and organizational structures throughout the district. However, district leadership relies primarily on the No Child Left Behind data to determine the strengths and limitations in both the instruction and organization of the schools. District leadership uses the comprehensive school improvement plans in the development of the district plan. The causes and contributing factors are clearly identified.

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

Goals in the comprehensive district improvement plan for building capacity are stated in clear and concise terms that are not always measurable. District leadership, through informal discussions with school leadership, offers assistance with planning and building capacity for instructional and organizational effectiveness.

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

Comprehensive district and school improvement plans are, in part, intentionally focused closing achievement gaps. The goals, objectives and activities in the plan are aligned with the comprehensive school improvement plan. Some activities in the plan are research based. Some action steps refer to research based practices (e.g., Reading First, Success for All, Measures of Academic Progress) that support the objectives in the plan.

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

Each component of the comprehensive district improvement plan identifies a

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manager who is responsible for implementation and review of the component. The strategies and activities identify specific persons responsible for implementation. Funding sources are identified as necessary. Most timelines are general with a one year implementation period and, therefore, may not be designed to have an immediate impact on student performance.

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

The comprehensive district improvement plan includes a process for determining the “expected impact in terms of progress and success” with each strategy and activity. District leadership has not regularly or formally conducted implementation and impact checks to be presented, reviewed and evaluated by the board. School councils annually report on student achievement.

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.

Many action components in the comprehensive district improvement plan are aligned with the district mission statement, but the alignment is not always intentional. Most strategies in the plan have been proven to yield predictable results for student learning.

9.6a The plan is implemented as developed.

District leadership provides some direction and support to effectively implement the comprehensive district improvement plan. The impact of the 2011-12 plan will be determined by the “progress and success” activities in the plan. The board has adopted a Planning policy (01.111) that provides direction for the implementation of the plan. However, this policy is not being fully implemented as written. District leadership provides resources (e.g., professional development, technology) to implement the plan. Most district leadership are aware of the comprehensive district improvement plan and have some involvement in the implementation process.

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

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District leadership bases an annual evaluation of the comprehensive district improvement plan on the state and national test scores. There are no interim evaluations to monitor progress of the goals and objectives of the plan. A formal process for reporting progress is currently being initiated in the plan as the “expected impact in terms of progress and success” of each component; however, there are no benchmarks included in this process.

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

District leadership does not intentionally and deliberately use data analysis to formatively monitor and ensure implementation of the comprehensive district improvement plan. Limited data is used to summatively analyze progress over time. Classroom practice and student performance are primarily evaluated by state and national test scores and an analysis of No Child Left Behind data.

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

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

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Standard 9 **Comprehensive and Effective Planning**

District leadership should ensure a connection between the comprehensive district improvement plan and classroom instruction by providing training in the strategies and activities included in the plan. Strategies and activities should be monitored at regular intervals through various evaluation procedures including classroom walkthroughs by district leadership that lead to continuous student growth and achievement.

District leadership should ensure that all goals and objectives are written in measurable terms accompanied by benchmarks. Benchmarks for the goals and objectives leading to an evaluation process for each component should be completed at regular intervals to determine the impact of the strategies and activities in the comprehensive district improvement plan. Revisions and modifications should be made to the plan as dictated by the evaluation process. Reviews and revisions should concentrate on planning to improve instruction and increase student growth and achievement.

District leadership should lead a collaborative process with all stakeholders to revise and develop vision, mission, goal and belief statements based on the critical needs and identified priorities of the district to drive school improvement. These statements should provide direction for the district to begin a process that focuses on students, classroom practice and the belief that all students can learn at high levels regardless of their life circumstances.

District leadership should ensure that the District Planning policy (01.111) is fully implemented as written.

Resources:

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

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

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

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Summary of Next Steps:

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

The superintendent and school board should lead an active, aggressive and comprehensive campaign to promote the value of education throughout the community. This campaign should engage community, church, business and civic leaders to plan, create, implement and evaluate the effectiveness of a variety of ongoing strategies to involve parents and families in the education of their children. There should be a strong media component to the initiative. A central theme to the initiative should be the promotion of equality of educational opportunity for children in all parts of the community.

District leadership should develop and communicate a culture of high expectations for themselves and all stakeholders (e.g., students, teachers, parents, community). District leadership should ensure that all staff receives the necessary training and support to adequately address identified social, cultural or economic barriers to student achievement. The superintendent should hold all staff accountable for student success and failure through an effective evaluation process based on data and student learning needs. District leadership should monitor school council academic, discipline and classroom management policies and ensure that they are effectively implemented by school leadership.

The superintendent should ensure that district leadership provides training in the development of effective and varied classroom assessments. District leadership should systematically monitor to ensure that these assessments are frequent, rigorous, authentic, aligned with current Kentucky standards and used to inform instruction.

District leadership should oversee the development of a systematic professional learning community process with a formal protocol that includes curriculum development and analysis of formative student data. Teacher leaders should be well-trained in this process in order to lead the work. An intentional plan for monitoring this work and its impact on student growth and achievement should be developed collaboratively between district and school leadership.

District and school leadership should collaboratively develop a walk-through instrument that monitors instructional practice to ensure use of rigorous, relevant, varied and effective strategies (e.g., Characteristics of Highly Effective Teaching and Learning, non-negotiables developed from district and school mission and vision statements). District leadership should ensure that the walkthrough process includes formal procedures for consistently providing feedback and opportunities for teachers to develop next steps based on the data.

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In Conclusion:

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

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

District Authority:

District leadership does have the ability to manage the intervention of Hopkins County Central High School.

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

Commissioner, Kentucky Department of Education:

_____ Date: _____

I have received the leadership assessment report for Hopkins County District and Hopkins County Central High School.

Superintendent, Hopkins County Schools

_____ Date: _____

District Leadership Assessment Summary Report

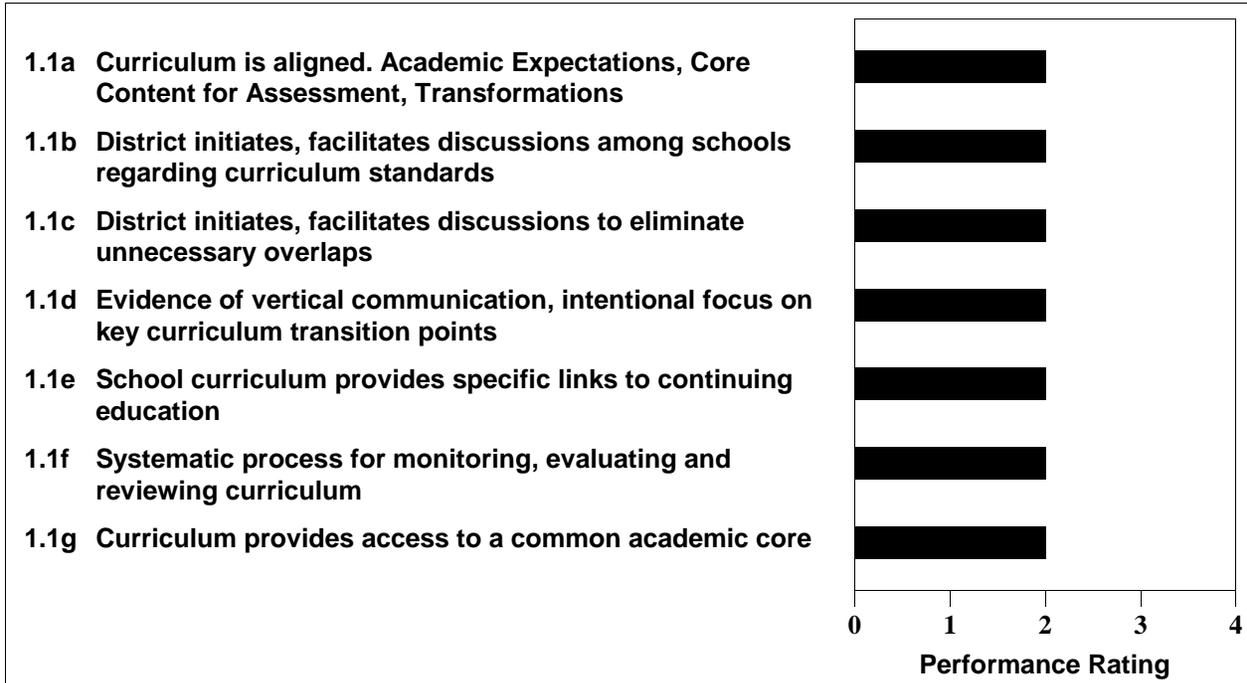
Hopkins County

School District

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1.1 Curriculum

Academic Performance



District Leadership Assessment Summary Report

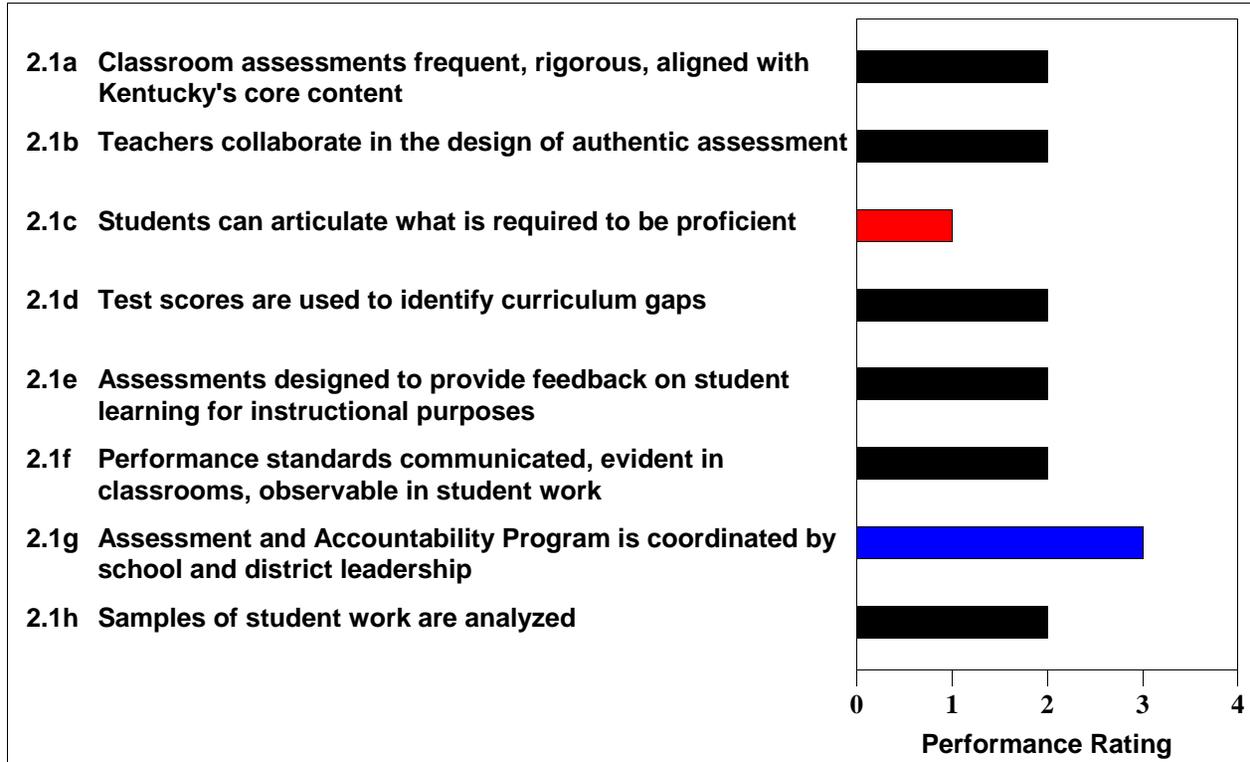
Hopkins County

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2.1 Classroom Evaluation/Assessment

Academic Performance



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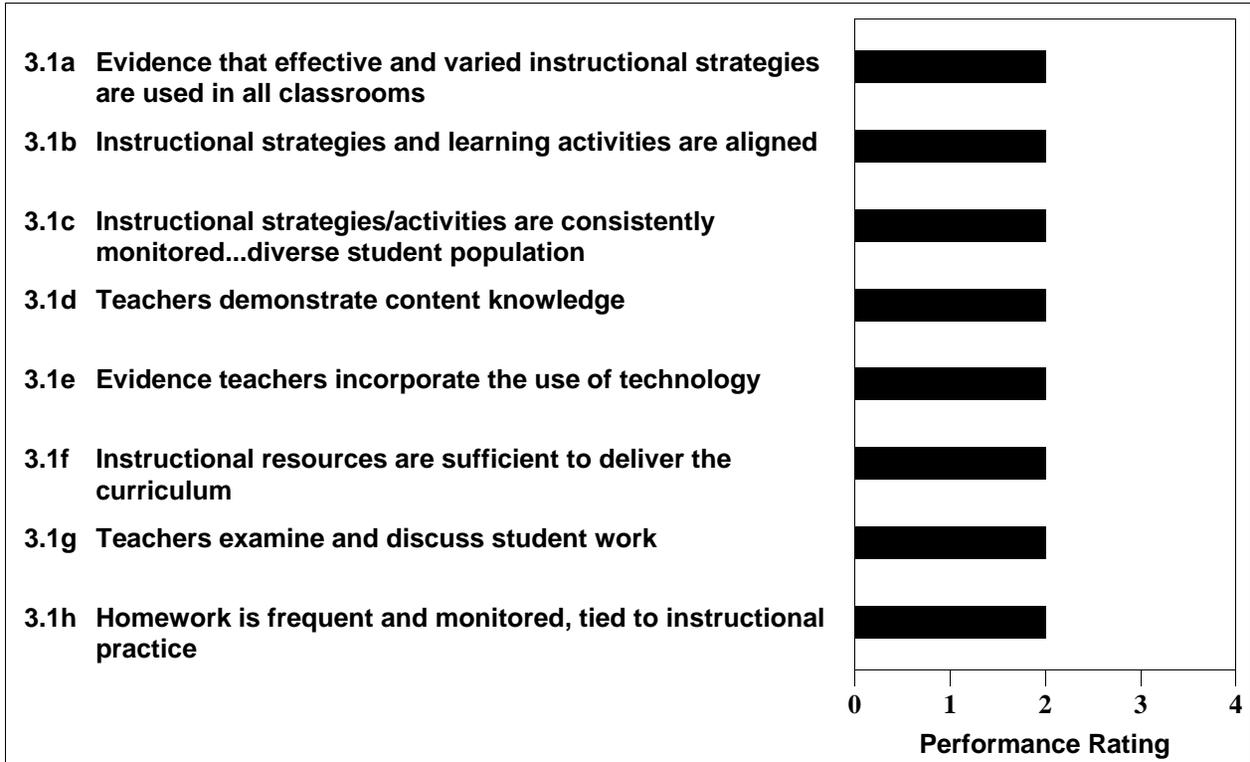
Hopkins County

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3.1 Instruction

Academic Performance



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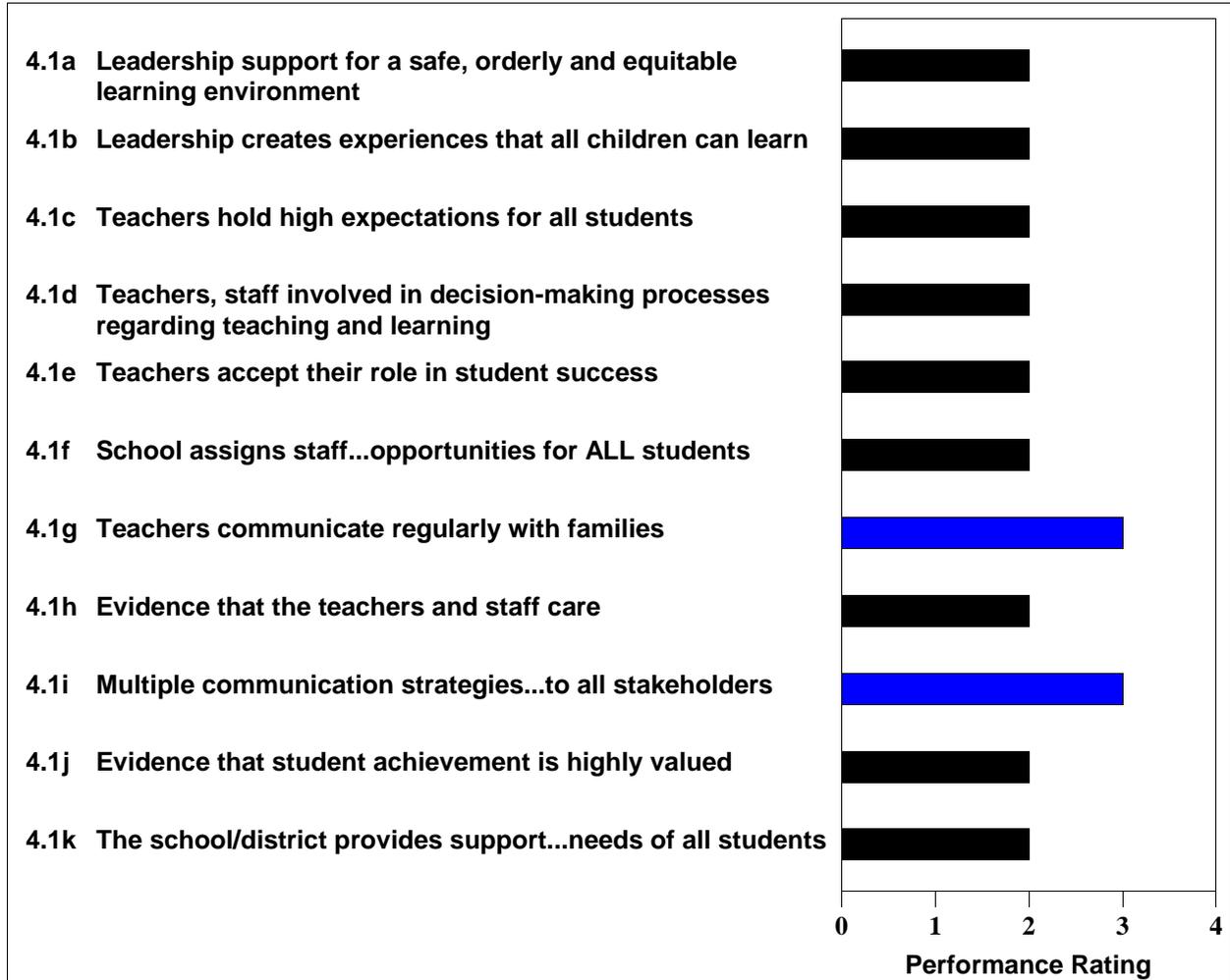
Hopkins County

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4.1 School Culture

Learning Environment



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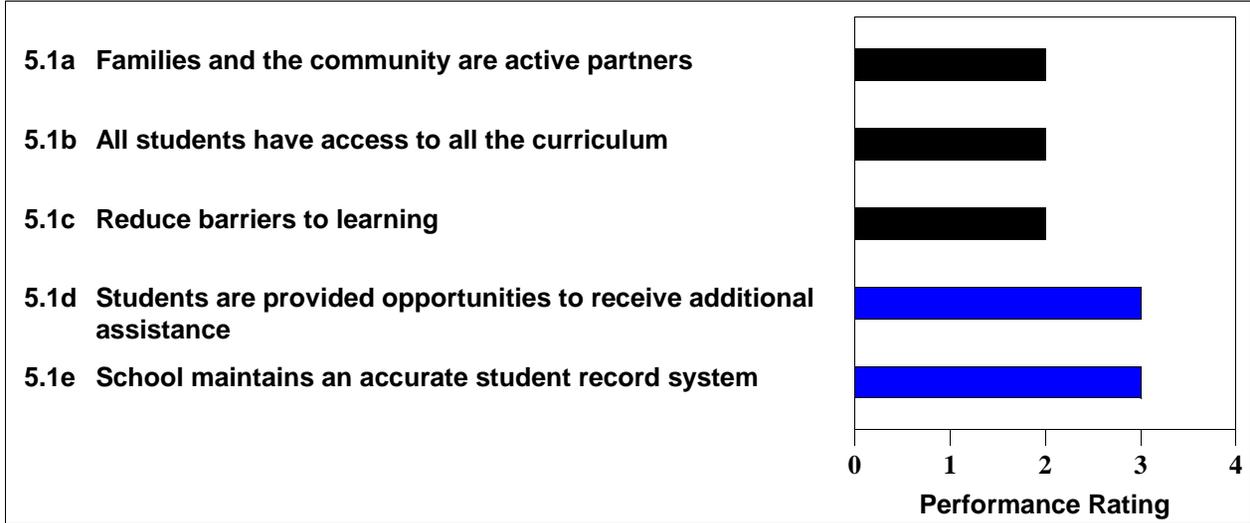
Hopkins County

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5.1 Student, Family and Community Support

Learning Environment



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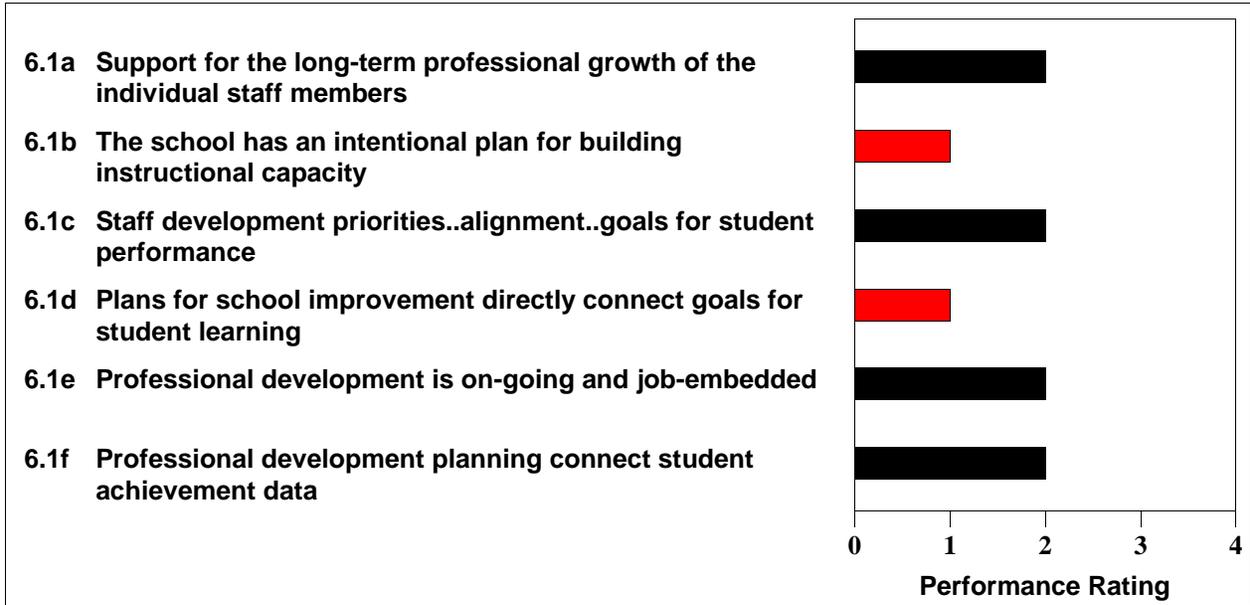
Hopkins County

School District

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6.1 Professional Development

Learning Environment



District Leadership Assessment Summary Report

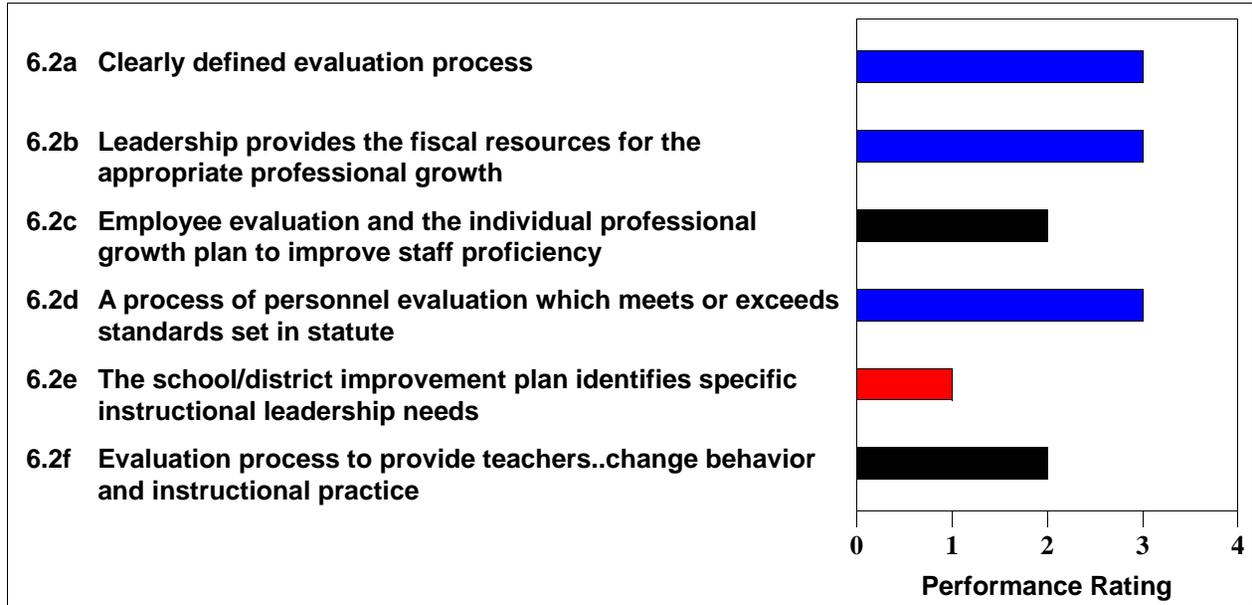
Hopkins County

School District

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6.2 Professional Growth and Evaluation

Learning Environment



District Leadership Assessment Summary Report

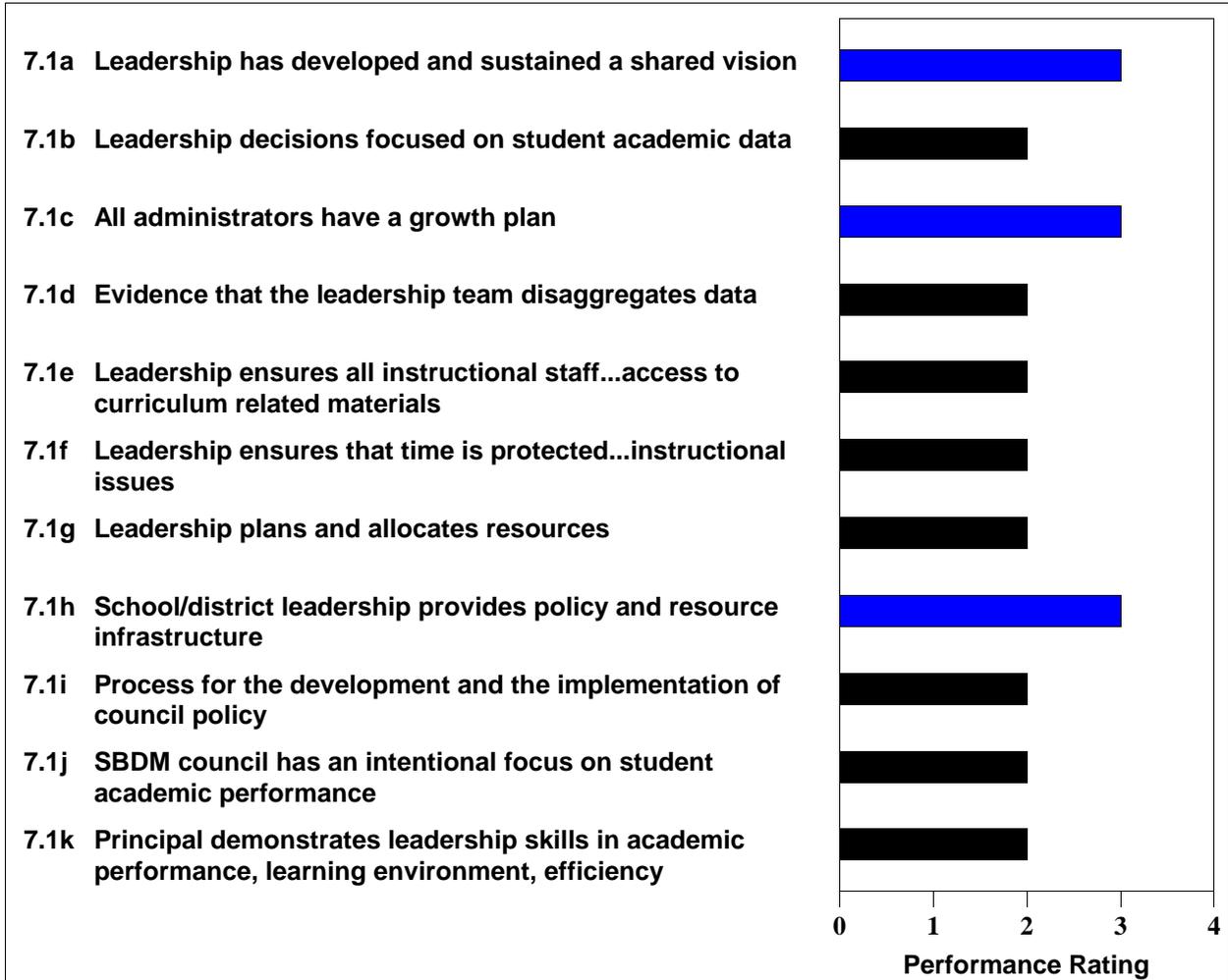
Hopkins County

School District

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7.1 Leadership

Efficiency



District Leadership Assessment Summary Report

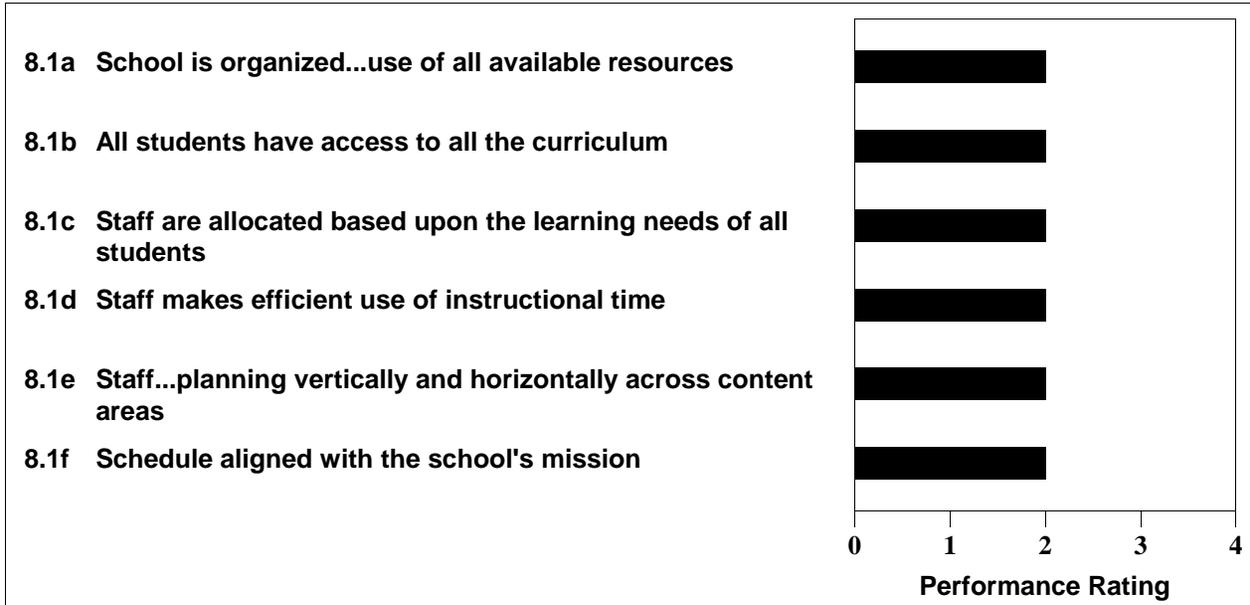
Hopkins County

School District

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8.1 Organization of the School

Efficiency



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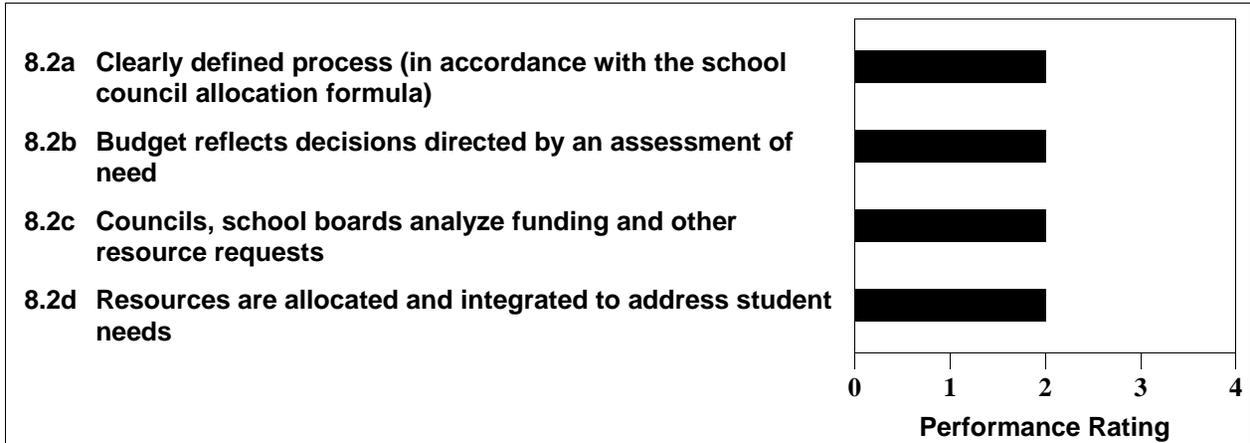
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8.2 Resource Allocation and Integration

Efficiency



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Hopkins County

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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



District Leadership Assessment Summary Report

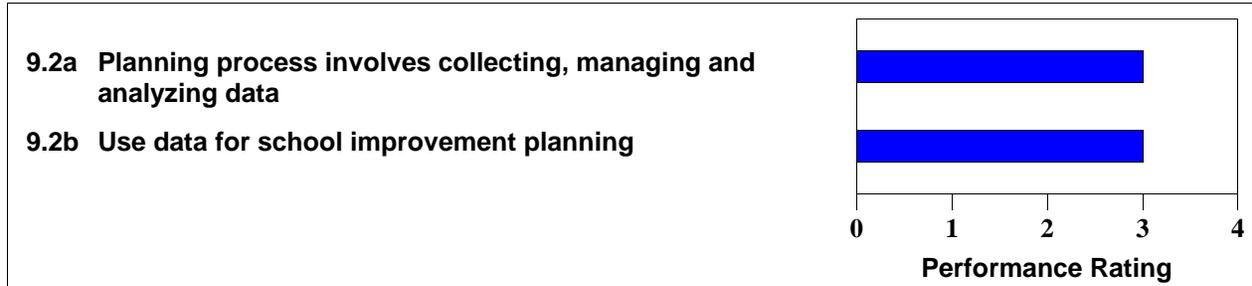
Hopkins County

School District

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9.2 Development of the Profile

Efficiency



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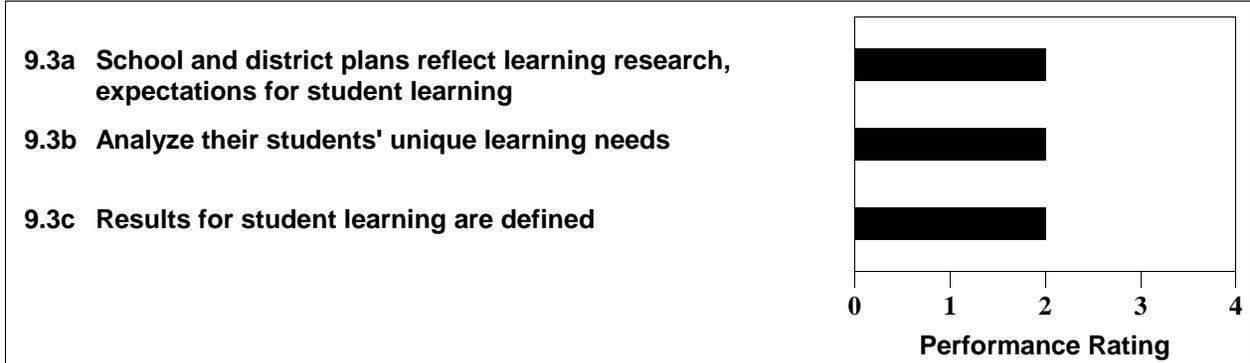
Hopkins County

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9.3 Defining Desired Results for Student Learning

Efficiency



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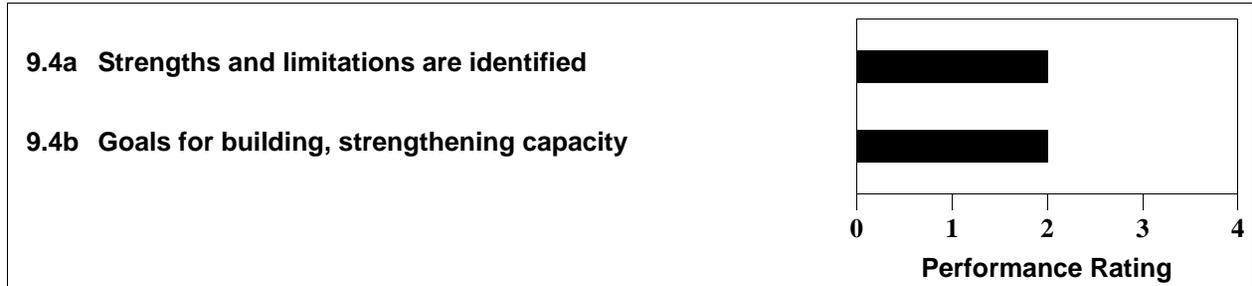
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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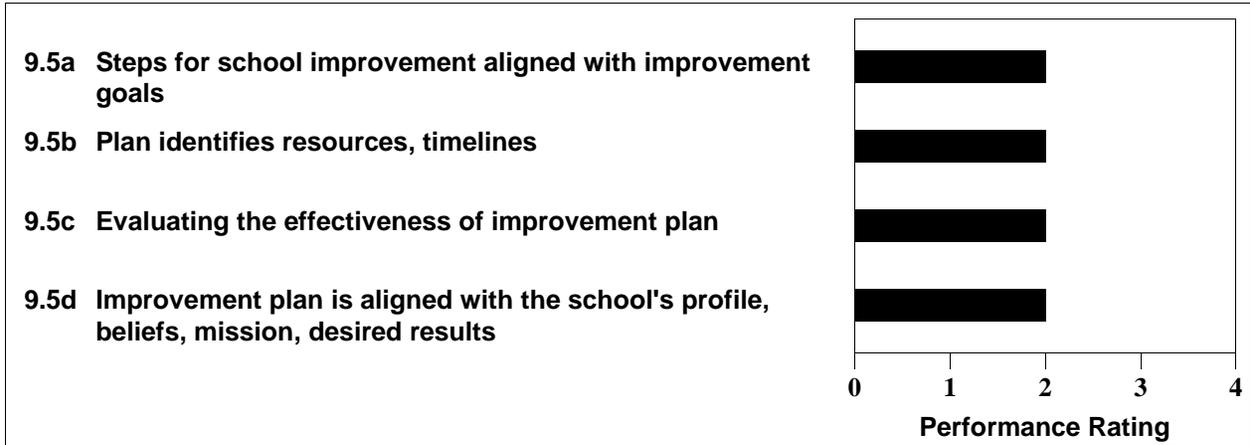
Hopkins County

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9.5 Development of the Improvement Plan

Efficiency



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9.6 Implementation and Documentation

Efficiency

