

Jefferson County Public Schools District Leadership Assessment Report



04/11/2010 - 04/16/2010



District Leadership Assessment Executive Summary

Jefferson County Public Schools School District

4/11/2010 - 4/16/2010

Sheldon H. Berman, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Jefferson County Public Schools School District during the period of 4/11/2010 - 4/16/2010. 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	District and school leadership in persistently low achieving schools have failed to establish a culture of high expectations and academic rigor for all students.
Next Steps	District and school leadership should ensure that all teachers hold high academic expectations for all students. District and school leadership should monitor instructional practices to ensure a high level of academic rigor, notably at persistently low achieving schools. District and school leadership should ensure that all teachers actively engage students in meaningful instruction from bell-to-bell. District leadership should work with school leadership and staff to create a student-centered learning environment that uses authentic assessment tasks to guide instructional next steps, particularly in reading and math. School leadership should hold teachers accountable for establishing high academic expectations and for ensuring rigorous daily instruction.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The superintendent has not ensured that principals in persistently low achieving schools are held accountable for effectively monitoring and evaluating classroom instruction.

Next Steps	The superintendent should hold district staff and school leadership accountable for monitoring classroom instruction to ensure it is rigorous, effective, and student-centered. This process should include immediate and meaningful feedback to teachers to guide refinements in their instructional practices. The monitoring system should include data collection at regular intervals to measure the impact instructional practices have on individual student learning and achievement. The superintendent ensure that district leadership and the principals in all schools, particularly in the persistently low achieving schools, effectively use the certified personnel evaluation system to improve the proficiency of their staffs and to increase accountability for student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	District staffing patterns have not ensured that proficient and highly competent teachers and administrators are placed and retained in persistently low achieving schools.
Next Steps	The superintendent and district leadership should ensure that all persistently low achieving schools are staffed with experienced, effective teaching and administrative staff who possess the greatest potential for enhancing student achievement. District leadership and school leadership should intentionally recruit proficient, highly competent teachers and administrators to fill vacancies at persistently low achieving schools. The board of education and Jefferson County Teachers Association should collaboratively negotiate revisions to the contract regarding transfer, first hire and other teacher contractual provisions, to reduce barriers to significantly increase student achievement in low achieving schools.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	High teacher turnover rates in persistently low achieving schools significantly reduces the ability to build school-wide instructional capacity.

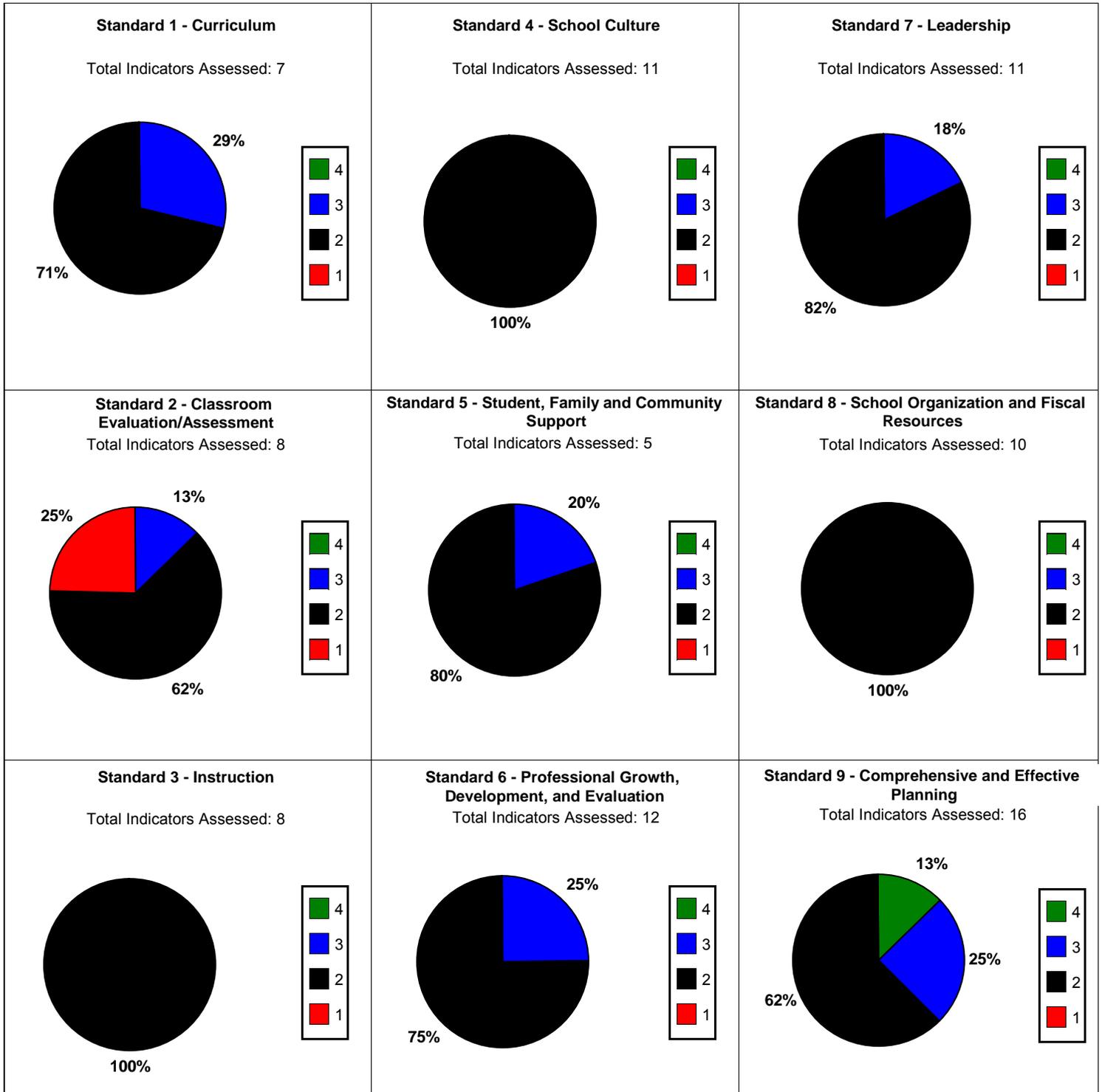
Next Steps	The superintendent should work with school leadership and staff at persistently low achieving schools to reduce the rate of teacher turnover. District leadership should analyze the cause and effect of high teacher turnover in these schools to assess its impact on student achievement and instructional capacity among teachers in these schools. District leadership should develop a plan to ensure that high-quality teachers are attracted to work at persistently low achieving schools.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The superintendent has not ensured that fiscal and human resources allocated to the persistently low achieving schools are fully evaluated to determine impact on student achievement.
Next Steps	District leadership should systematically monitor the effectiveness of professional development and other resources allocated to persistently low achieving schools. These schools have been given a wealth of resources, but there is no formal infrastructure or policy that links accountability to results. District leadership should unite principals, priority managers and other district staff around clear goals and expectations and provide principals with individualized support framed within a strong accountability system for producing improved results.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The district improvement plan does not include specific and measurable goals, objectives and activities to improve student achievement, especially in reading and math.
Next Steps	District leadership should develop an improvement plan for increasing student achievement in reading and math. The plan should ensure the urgency for improvement is recognized by all stakeholders. Input from all should be actively solicited. The district improvement plan should define specific strategies for middle and high schools that will raise student achievement district-wide in reading and math. The goals, objectives and activities should have specific timelines and benchmarks to monitor progress at set intervals. Accountability for district staff, school leadership, teachers and students should be clearly defined in district improvement plan goals and activities.

District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Jefferson County Public Schools
KDE 2010 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 - Jefferson County Public Schools

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

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

Identify the implications of this report for stakeholders.

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

District Leadership Assessment Summary Report

Jefferson County Public Schools

School District

4/11/2010 - 4/16/2010

Introduction

The Kentucky Department of Education conducted district leadership assessment of Jefferson County Public Schools School District during the period of 4/11/2010 - 4/16/2010.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as classroom observations (116); formal interviews: principals (6); assistant principals (5); teachers (73); students (78); parents (50); counselors (9); YSC Directors (5); ECE School Coordinator; magnet school director, SBDM teachers (7); building assessment coordinators (2); ESS school coordinator; school college coach; school instructional coach (2); media specialist; classified staff (2); Assistant Superintendents (4); Executive Director, Accountability, Research and Planning; Testing Specialists II.; Specialist II; Coordinator, Systems Research, Accountability, Research, and Planning; Director, Student Development Services, Testing, Specialist III; Specialist, Analytical and Applies Sciences; Math Specialist, Analytical and Applied Sciences; Executive Director, Student Relations and Safety; Director, Family Resource and Youth Services Center; CARE for Kids Project Manager; Special Assistant to the Superintendent, Business Partnerships and Resource Development; Director of JCPS Public Education Foundation; Director, Resource Development; Greater Louisville Inc. Liaison; Coordinator, School District/ Business Partners; Executive Director, Human Resources; Chief Financial Office/ Treasure; Coordinator, ECE Programs; Specialist, School-Based Decision Making, Community Support Services; Director, Financial Planning and Management; Middle School Liaison; Program Specialist, Diversity, Equity, and Poverty Programs; Director, Personnel Services; Specialist III; Priority Managers (3); Executive Director, Exceptional Child Education; ESL Coordinator; SBDM Mentors (3); board members (2); district PTA President; Specialist, Parent Relations; Community members (18); JCTA representative and the superintendent.

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. All collected data were considered in the development of this report.

The district leadership assessment team report was based upon examination of the documents provided in the district portfolio, interviews and on-site experiences and observations of the district leadership assessment team. 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: Cynthia Lawson - Highly Skilled Educator; Patricia Ingram - Parent; Marilyn C. King - Teacher; Carol McKee - District Administrator; Bill R. Morgan - District Administrator; E. Jean Roberts - Teacher; John A. Roberts - Higher Education Representative; Suella F. Slibeck - Teacher; Janet Hurt - District Administrator; Joy Stinnett Waldrop - District Administrator; Margaret K. Dotson - Building Administrator; Nancy Jones Satterfield - District Administrator; Sheree W. Thompson - Teacher; Randell E. Harrison - Building Administrator; Patricia H. Hale - Building Administrator; Carolyn S. Falin - District Administrator; Margaret Cleveland - Parent; Carol Ann Higdon - Building Administrator; Nancy Gilligan - Teacher; Joseph Rocky Wallace - Higher Education Representative; Gayle Mills - Teacher; Sandra Swann - Parent; Anthony Muhammad, Kentucky Department of Education Persistently Low Achieving Schools Consultant.

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 classroom assessments, committee meeting minutes and agenda, comprehensive district improvement plan, curriculum documents, curriculum maps, eWalk data, Individual Learning Plans, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, samples of classroom assessments, samples of student work products, School Report Card data, school Web pages and student homework with teacher feedback

Interviews with assistant principal, central office staff, classified staff, counselor, curriculum resource specialist, district leadership, media specialist, parents, principal, school council members, school leadership, students, superintendent and teachers

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

Performance Rating 3

- 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 facilitates the development of a district-wide curriculum aligned with the Program of Studies for Kentucky Schools, Academic Expectations and Kentucky Core Content for Assessment Version 4.1. The Jefferson County Public Schools' curriculum documents include curriculum maps, pacing guides and assessments. Curriculum documents are available on-line on the district web site. District and school leadership collaborates with community partners (e.g., businesses, universities, colleges) to generate resources to expand their curriculum and learning opportunities.

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

District leadership reviews school curricula and collaborates with community partners to provide students with learning experiences that expose them to a variety of career options and post-secondary education opportunities. High school master schedules include advanced placement classes. Dual credit courses are available through articulation agreements with a variety of post-secondary schools (e.g., University of Louisville, Jefferson Community and Technical College, Bellarmine University). Many high schools are designed as magnet career academies and provide apprenticeships as part of the

District Leadership Assessment Summary Report

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **3**

curriculum. Practical living and vocational classes are offered to middle and high school students to enhance their development of life-long skills. District leadership monitors the development of Individual Learning Plans to ensure they are completed but does not ensure that parents are involved in developing these plans.

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4/11/2010 - 4/16/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

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

District leadership seldom facilitates discussions with school faculties regarding curriculum standards to enhance an understanding of content taught in all grade levels. District leadership provides opportunities for designated district and school staff members (e.g., district specialists, district resource teachers, content teacher leads, department chairs) from different schools to discuss curricular and instructional topics in regularly scheduled meetings throughout the year. These discussions occasionally address the vertical sequencing of curriculum standards across all grade levels. District leadership expects school representatives to share information from these discussions at their respective schools but does not always monitor to determine that classroom teachers align or appropriately sequence their curriculum. District leadership primarily addresses curriculum sequencing between and among grade levels, horizontally and vertically, through curriculum maps and pacing guides provided for teachers in all content areas. District specialists and resource teachers assist teachers with curriculum delivery when requested. District resource teachers are assigned to persistently low achieving schools to provide support especially in the areas of curriculum, assessment and instruction; however, the number of schools to which they are assigned and a lack of clear expectations to measure the outcomes of their work sometimes impedes their impact on curriculum implementation.

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

District leadership seldom facilitates discussions between school staffs to address sequencing of curriculum. District leadership has not fully developed a process to monitor the implementation of appropriate curricula to ensure students receive instruction that is aligned with curriculum standards. District leadership provides all teachers in all content areas with curriculum maps and pacing guides in an attempt to eliminate unintentional curriculum overlaps and gaps. District leadership works collaboratively with teacher representatives to develop and revise curriculum maps and pacing guides to avoid curriculum inconsistencies. District and school leadership conduct learning walks and use some assessment data (e.g., Core Content Assessments, Interim Performance Report, No Child Left Behind reports) to determine if the

District Leadership Assessment Summary Report

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

curriculum being taught matches maps and pacing guides.

- 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 not established a process for holding discussions between feeder and receiver schools to address transition points. District leadership occasionally engages school leadership in discussions regarding curriculum transition points between grade levels within a school. All persistently low achieving high schools have implemented a freshman academy to ease social and emotional transition for students leaving middle school and entering high school; however, this initiative does not address curriculum transition points.

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

The Board of Education has adopted four policies (i.e., Board Policy IF: Curriculum Adoption, Board Policy IFD: Curriculum Development and Implementation, Board Policy IG: Curriculum Design, Board Policy IGA: Basic Instructional Practices) to address curriculum issues. The superintendent ensures that district leadership has developed a district-wide curriculum to be implemented in all schools. District leadership reviews school council policies to confirm that each council adopted the required curriculum policy. District leadership expects school leadership to establish procedures to ensure implementation of curriculum policies, but monitoring of implementation does not regularly occur. District and school leadership conduct learning walks in classrooms using the Classroom Instructional Framework instrument and provide some feedback to teachers regarding curriculum issues and concerns. Some curriculum modifications and revisions are made as a result of this feedback. Pacing guides for high schools with trimester schedules have been revised to meet guidelines for curriculum delivery. A formal district wide curriculum committee has not been established, but the Gheens Professional Development Resource staff, consisting of district directors and specialists, occasionally discuss curriculum concerns at their meetings.

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

District leadership ensures that students in persistently low achieving schools

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

have access to a common core curriculum that is aligned with the Academic Expectations, Program of Studies for Kentucky Schools and Kentucky Core Content for Assessment 4.1. District leadership has access to student enrollment in classes and demographic data through Infinite Campus. District leadership does not consistently collaborate with school leadership to review master schedules and student enrollment in classes to verify that all students are enrolled in rigorous core curriculum classes.

District Leadership Assessment Summary Report

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The superintendent and his leadership team should develop a clearly defined process to ensure that the implementation of an aligned curriculum is monitored and refined as needed.

District leadership should initiate an on-going and systematic process to engage school leadership and teachers in focused discussions on key curricular transition points. District leadership should monitor and support these discussions between and among schools (elementary to middle and middle to high) to identify curriculum gaps and overlaps.

District and school leadership should develop a process to ensure all students are enrolled in core classes. District leadership should monitor this process to guarantee all students are exposed to a rigorous and challenging curriculum in these classes.

Resources:

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.

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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 displays, comprehensive district improvement plan, curriculum maps, eWalk data, Kentucky's Core Content for Assessment, master school schedule, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, School Report Card data, student work and teacher portfolios

Interviews with assistant principal, assistant superintendent(s), curriculum resource specialist, district leadership, parents, school leadership, students and teachers

Observations of classrooms and common areas

Performance Rating 3

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

The board of education adopted the Testing Programs policy (IL), and district assessment coordinators implement procedures to address the administration and ethical procedures of the state assessment and accountability system. District assessment coordinators provide on-going training on confidentiality, testing practices, inclusion and testing schedules for various assessments given during the school year. District and school leadership monitor the implementation of these procedures to ensure that federal and state accountability assessments are conducted according to federal, state and board of education guidelines. District leadership makes certain all personnel involved in administering state assessments participate in the required training regarding the administration of and ethical procedures for the state assessment program.

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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.

The board of education adopted a Testing Programs policy (IL). Many school councils, however, have not adopted a separate policy addressing assessments. District leadership does not ensure that teachers in persistently low achieving schools include classroom assessments as well as Kentucky Core Content for Assessment 4.1 data and No Child Left Behind report information when analyzing and reviewing data for planning instruction. District leadership provides a variety of resources (e.g., human resources, sample assessments, training), to support these schools in developing classroom assessments aligned with Kentucky curriculum standards and in the analysis of assessment results. Resource teachers and content specialists sometimes model both the development and use of authentic assessments that are rigorous and standards based. District leadership, however, does not hold school leadership accountable for monitoring to ensure that classroom teachers in persistently low achieving schools develop authentic, rigorous and standards based assessments and use them to guide instruction. Intensive follow-up support needed by teachers to implement changes in instruction is not provided in persistently low achieving schools and classrooms. All students regularly participate in the Core Content Assessments developed by the district. The Classroom Assessment System and Community Access Dashboard for Education is used to develop benchmarks to measure school and individual progress. District leadership does not ensure that school leadership requires teachers to use classroom data to inform instruction.

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

District resource teachers, content specialists and school-based instructional coaches occasionally collaborate with classroom teachers to design authentic assessment tasks that are rigorous and aligned with the Kentucky Core Content for Assessment 4.1. Many teacher-designed assessments lack rigor and are intentionally aligned with the content. District leadership provides embedded professional development that could be used for the purpose of designing assessments but does not effectively monitor the use of this resource. Some of the persistently low achieving schools fail to use this time.

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 provides schools with a variety of data sources (e.g., No Child Left Behind reports, Interim Performance Report, ACT, PLAN, EXPLORE, Jefferson County School District Middle School Core Content Assessments, Classroom Assessment System and Community Access Dashboard for Education); however, school use of these data to identify specific curriculum gaps varies among schools. District leadership provides support personnel (e.g., priority managers, resource teachers, content specialists) to assist teachers with disaggregation of data.

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

District leadership has established a comprehensive software program called Classroom Assessment System and Community Access Dashboard for Education to make a variety of data easily accessible to district and school leadership and staff members. District leadership requires teachers to administer Core Content Assessments to determine mastery of content objectives and to generate class and individual student results to identify gaps in instruction. District leadership expects teachers to use formative and summative assessments to identify student needs and adjust instructional practices. District and school leadership, however, do not always provide follow-up to determine if instructional adjustments or re-teaching occur when content is not mastered. District leadership provides resource teachers and instructional coaches to assist with analysis of student assessment data. However, district leadership does not have a systematic process to ensure that all assessment data are effectively used for instructional purposes.

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

District leadership expects school leadership to ensure that all teachers analyze samples of student work and use the results to inform instruction, but they do not monitor to ensure that this occurs in persistently low achieving schools. District leadership provides Core Content Assessments aligned with district pacing guides and uses the Classroom Assessment System Community Access Dashboard for Education to disaggregate data for teachers. District leadership offers professional development on the use of this tool for the analysis of student work. Some teachers have received this training, but all teachers are not adept at analyzing student work to inform

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Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

instruction. Resource teachers, content specialists and in-school instructional coaches sometimes work with classroom teachers to support and guide them in analyzing student work.

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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.

Efforts of district and school leadership to monitor professional practice of teachers do not include a process to measure whether students are able to articulate the characteristics of proficiency. Few students in the persistently low achieving schools are able to explain the attributes of proficient work in all content areas.

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

District leadership does not effectively monitor to ensure that Student Level Performance Descriptions and models of proficient student work and corresponding rubrics are displayed or referenced for learning in persistently low achieving schools. Although district and school leadership conduct learning walks, these are not intentionally used to determine if teachers have communicated the characteristics of proficient work to students.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District leadership should ensure that school leadership is monitoring to make certain that formative assessments are used in the classroom to inform instructional practices, and that teachers receive support and guidance in the development of authentic, rigorous and standards-based assessments.

District leadership should monitor to ensure that teachers effectively implement the Classroom Instructional Framework model in their classrooms. During learning walks, district and school leadership should intentionally focus on student understanding of academic expectations to ensure teachers are clearly communicating what is expected. Clearly defined rubrics and examples of proficient student work should be evident in the classroom to guide student work and clarify what students should know and be able to do.

District leadership should maintain a focus on assessment for identifying student learning needs and develop a monitoring system to ensure that teachers effectively analyze student work and use findings to inform instructional practice.

Resources:

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

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

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4/11/2010 - 4/16/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom displays, curriculum documents, curriculum maps, examples of school to home communications, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, protocols for analyzing student work, records of teacher certification/experience, samples of student work products, school council policies and bylaws, school Web pages and student work

Interviews with parents, school leadership and teachers

Observations of classrooms, common areas and media center

Performance Rating 2

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

District and school leadership do not hold teachers accountable for designing and using effective, varied and rigorous instructional strategies. Many teachers in persistently low achieving schools are not using a variety of instructional strategies to actively engage students in meaningful learning tasks. Although district and school leadership conduct learning walks and provide teachers with copies of the observation instrument, this process has not resulted in the use of research-based instructional strategies by most teachers in the persistently low achieving schools. School leadership has not established a systematic process to continuously monitor classroom instruction and provide meaningful and timely feedback to teachers to increase instructional capacity. District leadership offers a number of professional development activities regarding research based pedagogy. District math, science and literacy resource teachers assist in the design and implementation of research based instruction. Behavior Education and Support Team mentors support teachers who need assistance in demonstrating effective teaching competencies. District leadership does not make certain that teachers provide challenging student-centered instruction that is culturally responsive and addresses the learning needs of all students.

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

District leadership provides a variety of professional development activities to increase teacher instructional capacity. District leadership invests time and

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Standard 3 **Instruction**

Performance Rating **2**

financial resources to secure and implement inquiry-based math, science, and social studies programs. District math and science resource teachers assist with the implementation of these programs (e.g., coaching, demonstrating strategies, mentoring, learning walks). District leadership has not established a systematic process to monitor the effectiveness of these programs. Teachers administer Core Content Assessments to determine if learning goals have been met. Most formative assessments are textbook or program driven and seldom meet assessment expectations.

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

District leadership charges school leadership with the responsibility of monitoring classroom instructional practices and for modifying instruction to meet the unique needs of a diverse student population. District leadership does not consistently hold school leadership accountable for establishing and implementing a systematic process for monitoring classroom instructional practices and evaluating their impact on student achievement. Most teachers have been trained and participate in discussions regarding the results from Core Content Assessments. District leadership collaborates with school leadership to examine student results from district assessments. District leadership has provided several teachers with training on using formative assessment results to guide next instructional steps; however, district leadership has not ensured that school leadership uses embedded professional development time to implement this professional practice. Some teachers who received training in the district-wide initiative on formative assessment participate in district-wide lesson studies and are asked to share their learning with their peers to build school and district instructional capacity. District leadership assist teachers to design and implement instruction and assessment strategies through a variety of venues (e.g., resource teachers, math and science programs, optional district professional development opportunities).

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

District leadership recruits teachers from a variety of colleges and universities located within a 300 mile radius of the district. District leadership specifically recruits minority teachers. At persistently low achieving schools, school

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Standard 3 **Instruction**

Performance Rating 2

leadership is given the right of first refusal for early hires. District leadership provides mentors and some professional development activities for new teachers. Many district-wide professional development activities target specific content areas and update teacher content knowledge. District resource teachers design and implement embedded professional development in some content areas (e.g., math, science, literacy). There are six National Board Certified teachers in persistently low achieving schools (e.g., one teacher and one administrator at Shawnee High School, one at Western High School, three at Valley High School). The percent of highly qualified teachers in the persistently low achieving schools often falls below the district average of 98% (e.g., 100% at Frost Middle School and Fern Creek High School, 97.5% at Shawnee High School, 88.8% at Valley High School, 86.7% at Western Middle School, 81.7% at Western High School).

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

District leadership has ensured technology policies have been adopted in the persistently low achieving schools with school councils; however, few policies address how to monitor or evaluate the use of technology as an instructional tool. Although technology is allocated to all schools, district leadership does not routinely monitor how it is used to challenge or motivate students to learn at high levels. Some teachers use technology in their instructional designs but most are not routinely designing learning tasks that include student-centered technology.

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

District leadership allocates resources equitably. State and federal guidelines are followed when dispersing program (e.g., Title I, Individual with Disabilities Education Act, Extended School Services) funds. District leadership allocates sufficient materials and resources (e.g., time, staff) to increase instructional capacity and promote high levels of student learning in persistently low achieving schools. In some of the persistently low achieving schools, district leadership has not ensured that school leadership makes certain that these resources, particularly technology, are effectively used to support and extend student learning and school improvement.

3.1g Teachers examine and discuss student work collaboratively and use this

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Standard 3 **Instruction**

Performance Rating 2

information to inform their practice.

District leadership works with school leadership to provide time (e.g., common planning, faculty meetings, embedded professional development, lesson studies, professional learning team meetings) for teachers to examine student work. District leadership has not ensured that leadership in all schools maximizes the planning time to increase instructional capacity. District leadership provides professional development activities regarding analyzing formative assessment data but fails to hold principals accountable for implementing these professional practices during embedded professional development time. Teachers analyze results from core content assessments, but the results are not consistently driving instructional improvements or used to target student needs.

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

District leadership seldom holds school leadership accountable for monitoring and refining the implementation of homework practices. District leadership provides guidance for establishing a systematic process for reviewing all school council policies, including homework. School leadership has not ensured that all teachers in persistently low achieving schools develop homework assignments to extend learning beyond the classroom or to provide additional independent practice. Some teachers allow students to complete their homework during instructional time, and a few teachers assign homework as punishment.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

District leadership should develop a monitoring system to ensure all classroom instruction is rigorous, effective and student centered (e.g., cooperative learning, differentiation based on readiness to learn, student interests, learning profile). The process should include immediate and meaningful feedback to teachers so they may use it to refine their instructional practices. The monitoring should be ongoing and data should be collected at regular intervals to measure the impact of instructional practices on individual student learning and student achievement.

District leadership should ensure that instructional technology is being used in every school. Each school should be provided with the technology resources that will have the greatest potential for immediately impacting student achievement. The teachers should receive embedded professional development on the effective instructional use of technology in the classroom. District leadership should systematically and directly monitor the implementation of the use of technology to enhance student learning.

District leadership should monitor the implementation of school council homework policies, procedures and practices to ensure homework is equitable, developmentally appropriate and a meaningful extension of classroom learning.

District leadership should directly monitor schools to ensure teachers regularly collaborate to analyze student work and use findings to inform instruction and provide meaningful and timely feedback to students.

Resources:

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

Marzano, R. J. (2003). *What works in Schools: Translating Research into Action*. Alexandria, VA: Association of Supervision and Curriculum Development.

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, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, cumulative folders system/student working folders/portfolios, curriculum documents, curriculum maps, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, documentation of parent contacts, employee handbooks, eWalk data, examples of school to home communications, facility inspection reports, facility work orders, Family Resource Youth Services Center grant proposal, Individual Learning Plans, individual professional growth plans, lesson plans/units of study, master school schedule, newspapers, notes from parent conferences, perception survey results, policies and procedures on access to student records, professional development records, report cards/progress reports, rubrics, samples of classroom assessments, samples of student work products, school calendar with motivational and celebratory events, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school Web pages, student handbook, student work, student/parent/staff handbooks, student/teacher ratio and trophy cases

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

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

Performance Rating 2

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

The board of education has adopted the Support Services policy (E) that addresses safety and the Student Conduct policy (JFC) to ensure a safe learning environment for staff and students. Additionally, the Code of Acceptable Behavior and Discipline and the Student's Bill of Rights provide specific guidelines for student conduct and attendance. District leadership has adopted The Student Management Plan to provide behavioral support that establishes a three-tier framework to support staff and meet individual needs. District leadership promotes a safe learning environment at persistently low

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Standard 4 **School Culture**

Performance Rating 2

achieving schools by providing surveillance cameras, telephone security systems, school resource officers and security guards. However, some school leadership and staff in persistently low achieving schools do not use effective classroom management procedures nor apply consistent discipline to ensure a safe and successful learning environment. Emergency procedures are posted in most classrooms, and school leadership conducts routine mandatory drills (e.g., fire, tornado, earthquake, lockdown), secures an evacuation site and updates safety plans. The board of education has adopted the Staff Complaints and Grievances policy (GBM) and the Student Rights policy (JF), and these are available on the district Web site. District leadership has an Attendance and Truancy Prevention Plan, and leadership at each school develops a set of standards and expectations for its student body. District leadership has a policy of no student expulsions and provides “A Place for Every Child” through various alternative schools (e.g., Jefferson County High School, Teenage Pregnancy Program, Buechel Metropolitan High School) to meet individual student needs. District leadership conducts annual surveys to gather information from district and school staffs, parents and students. Few stakeholders from persistently low achieving schools participate in these surveys.

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

District leadership articulates high expectations for all students and communicates these to stakeholders through a variety of venues (e.g., mission statement, core beliefs, district goals and strategies, “We Won’t Stop Until...” statement). District support teams work with instructional leadership teams to foster high expectations for all students; however, these expectations are not embraced by all staff members at persistently low achieving schools. District leadership recognizes student and school efforts and celebrate successes in multiple ways (e.g., “Kudos” in the Monday Memo, banners provided to schools, certificates and congratulatory notes to students, Outstanding Senior—Dinner with the Mayor, Parent Connection newsletter, PTA Reflections Programs). District leadership provides several opportunities (e.g., Core Content Focus groups, teacher exchange days, accountability teams) for school leadership and teachers to share successful strategies that impact student learning. District leadership supports staff at persistently low achieving schools by assigning instructional coaches and specialists to assist teachers and enhance their instructional practices. District

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Standard 4 **School Culture**

Performance Rating 2

leadership has formed Cultural Competency teams to lead efforts at persistently low achieving schools to promote internal capacity for cultural competency among staffs. The high rate of teacher turnover in persistently low achieving schools impedes staff teamwork and results in a lack of trained teachers to support continuous improvement in student achievement.

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

District leadership has ensured that school councils at persistently low achieving schools have policies that address academics, classroom management and discipline. Western Middle School does not have a school council. District leadership has written guidelines for student conduct in the Code of Acceptable Behavior and Discipline and Student Bill of Rights. District leadership encourages a culture of high expectations through rewards and recognition for student academic achievement (e.g., prizes for "25 Books Campaign," board of education meetings, letters of commendation) and establishes partnerships with the community and businesses to promote high academic and behavioral expectations. District leadership provides coaching teams to assist teachers with classroom management and other professional practices. These teams occasionally conduct walkthroughs. Middle and high school liaisons work with assistant principals on classroom management and discipline. District leadership efforts have not resulted in consistent implementation of discipline and classroom management procedures at persistently low achieving schools. District leadership clearly communicates the expectation that teachers hold high academic and behavioral expectations for all students; however, the level of academic rigor in many classrooms at persistently low achieving schools does not reflect a culture of high expectations. Some teachers fail to actively engage students in meaningful instruction from bell-to-bell. Many teachers identify cooperative and compliant student behavior as the sole indicator of student success.

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

District leadership provides opportunities for certified staff, and occasionally for non-certified staff, to participate in decision making regarding teaching and learning in a variety of capacities (e.g., textbook consideration committee, accountability teams, General Electric grant committee, Family Resource and Youth Services Center councils). District leadership does not ensure school

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Performance Rating 2

leadership involves non-certified staff in decision making at persistently low achieving schools.

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

District leadership clearly communicates expectations for staff and their professional role in student success and failure (e.g., core belief statements, Code of Ethics). District leadership has implemented processes (e.g., learning walks, use of the Classroom Instructional Framework, analysis of Classroom Assessment Systems Community Access Dashboard for Education data, professional development opportunities in analyzing student work) to encourage teachers to reflect on their instructional practices and the impact of their efforts on the success or failure of students. District leadership provides multiple resources (e.g., physical, human, fiscal, technological) to assist teachers with effective instruction; however, this investment has not routinely resulted in higher student achievement in persistently low achieving schools. District leadership has not established clear, measurable targets for evaluating the effectiveness of resources.

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

District leadership has assigned a school council mentor to ensure all required school council policies are adopted. All school councils at persistently low achieving schools do not have policies that address effective student-teacher ratio necessary to meet the needs of students. Western Middle School does not have a school council. District leadership allocates adequate staff to maintain teacher-student ratios as specified by state requirements and has added additional teachers at high schools at implementing the 3 x 5 trimester schedule. District leadership has made additional staffing allocations (e.g., literacy coaches, math and science resource teachers, school council mentors, priority managers) to assist school leadership and staff at persistently low achieving schools to improve student achievement. District leadership does not ensure school leadership intentionally matches teacher strengths with student needs. District and school leadership do not systemically make appropriate changes in schedules to meet the individual academic needs for students at persistently low achieving schools.

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Standard 4 **School Culture**

Performance Rating 2

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

District leadership has developed a JCPS Student Progression Promotion and Grading Handbook and has implemented procedures for communicating student progress to parents and guardians. This handbook is distributed to all families and outlines expectations regarding how district and school leadership reports student progress. Families can access student grades and other relevant information through the Parent Portal in the Infinite Campus database; however, many parents of students from persistently low achieving schools do not have access to the Internet. Progress reports to parents of persistently low achieving schools rarely include explanations of student performance beyond the computer-generated statements. District leadership provides two annual parent-teacher conference opportunities for families to discuss student achievement.

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

District leadership has implemented some strategies (e.g., freshman academies, trimester schedules, Creating a Respectful Environment for Kids, Every 1 Reads) to promote positive learning environments and improve student achievement. However, these strategies have not significantly impacted academic achievement in persistently low achieving schools. While student behavior has improved, it continues to be a significant barrier to learning in some of these schools. Community and business partnerships (e.g., Louisville Education Employment Partnerships, Junior Achievement, University of Louisville, volunteer tutors) offer opportunities to develop relationships and inspire students to improve academic performance, attendance and behavior. District leadership provides various support staff (e.g., coaching teams, guidance counselors) to work with persistently low achieving schools to nurture relationships between students and staff. District leadership administers surveys to gather data from staff, students, and parents concerning their perception of district leadership's commitment to educating the whole child and publishes results on the district Web site. Few families from persistently low achieving schools participate in these surveys.

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

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Standard 4 **School Culture**

Performance Rating 2

District leadership has developed a Community Relations Department to ensure there are multiple forms of communication (e.g. Parent Connection eNews, Parent Portal on Infinite Campus, two cable television programs, Youth Service Center newsletter, translation of information into all languages, brochures and various printed materials, agenda planners for all students) available for dissemination of information to stakeholders. Some families in persistently low achieving schools cannot access resources electronically. District leadership has not ensured that school leadership monitors and implements a formal communication plan in all persistently low achieving schools to ensure that families receive timely information about the school and their child.

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

District leadership has developed a process to recognize and celebrate student and staff achievements (e.g., "Kudos" in Monday Memo, monthly board of education recognitions, superintendent letters of commendation, awards banquets, banner). District leadership has a Community Relations department to assist with recognitions and dissemination of positive information regarding the district and schools. Student celebrations of academic success vary greatly across persistently low achieving schools.

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

District leadership has initiated a variety of programs to address physical and socio-economic barriers to learning, (e.g., Youth Services Centers, migrant program, homeless education program, Extended School Services, behavioral coaches, Safe and Drug Free Schools, Positive Outreach Programs). District leadership addresses cultural and intellectual needs in goal three of district leadership's theory of action (e.g., Adventures in Peacemaking, Creating a Respectful Environment for Kids, Facing History in Ourselves curriculum). District leadership does not expel students; rather, they provide alternatives (e.g., Buechel Metropolitan High School, Teen Pregnancy Program, Kennedy Metropolitan Middle School) to keep every student in school and tailor instruction to meet individual student needs. District leadership provides a range of initiatives to remove barriers (e.g., Teenage Parent Programs, Fatherhood Male Initiative, mentoring programs).

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Standard 4 **School Culture**

Performance Rating 2

District leadership intentionally recruits and participates in diversity programs (e.g., Minority Teacher Recruitment Program, Black Colleges and University Showcase) that reflect the commitment of district leadership to cultural diversity. District leadership provides additional human and fiscal resources to remove barriers for students (e.g., schools with the highest percent of students receiving free and reduced lunch receive greater allocations of Title 1 funding, Extended School Services funds, Student Recovery Allocation funds). The curriculum and assessment department allocate additional resource teachers and specialists time to assist persistently low achieving schools. District leadership does not effectively monitor each initiative and assess its impact on student achievement at these schools. District leadership does not ensure that school leadership requires staff to fully participate in embedded professional development activities to acquire culturally responsive instructional practices. District leadership has not ensured that school leadership and staff meet the cultural needs and eliminate the achievement gaps for targeted students in persistently low achieving schools.

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

District leadership should work with school leadership and staff at persistently low achieving schools to reduce the rate of teacher turnover. District leadership should analyze the cause and effect of high teacher turnover rates in persistently low achieving schools and assess the impact on continuous student and school improvement. District leadership should provide support (e.g., professional development, coaching, mentoring, observations with meaningful feedback, opportunities for reflection, higher education classes) to ensure that highly qualified teachers are attracted to work at persistently low achieving schools.

District and school leadership should ensure that all teachers hold high academic expectations for all students. District and school leadership should monitor instructional practices to ensure a high level of academic rigor, especially at persistently low achieving schools. District and school leadership should ensure that all teachers actively engage students in meaningful instruction from bell-to-bell. District leadership should work with school leadership and staff to produce a student-centered environment and promote and support authentic assessment and instruction for learning. School leadership should hold teachers accountable for setting high academic expectations and for ensuring rigorous daily instruction.

District leadership should evaluate the effectiveness of all resources (e.g., physical, human, fiscal, technological) that assist teachers with professional practices and ensure that these investments result in significant advancement in student learning in persistently low achieving schools. District leadership should ensure that support staff allocations (e.g., literacy coaches, resource teachers, school council mentors, priority managers) are used to effectively impact student achievement.

Resources:

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

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

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

Schlechty, P. (2001). *Shaking Up the School House*. San Francisco, CA: Jossey-Bass.

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, categorical program financial reports, civic group programs/agenda, community involvement programs, comprehensive district improvement plan, district budget and allocations, Extended School Services program overview and data, Individual Learning Plans, list of co-curricular offerings, policies and procedures on access to student records, school newsletter, school Web pages and student/parent/staff handbooks

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

Observations of classrooms and common areas

Performance Rating 3

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

The board of education has adopted a Student Records policy (JO), and district and school leadership collaborate to ensure that the maintenance, security and quality of student records complies with state regulations. The database system, Infinite Campus, is used to record information pertaining to student academic progress, attendance and other relevant data. All records are secured in a centralized database. Parents with Internet access can view their students' records using an authorized password through the Infinite Campus Parent Portal. Classroom Assessment System and Community Access Dashboard for Education provides data for classroom teachers to analyze student progress to guide instruction. Schools and students develop Individual Learning Plans, which are housed and accessible through the Infinite Campus database.

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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.

District leadership reaches out to engage many stakeholders in the education of students. District leadership has established over 4,000 partnerships with businesses in 154 schools. Business initiatives include adopting schools, making financial contributions, offering mentors, providing speakers and various programs (e.g., Every 1 Reads More, Add It Up Math and Science, General Electric College-Bound District Program Focusing on Math and Science, Louisville Education Employment Partnership Mentoring Program) to promote student learning. The Volunteer Talent Center recruits, trains and places volunteers to meet identified student needs. Partnerships are formed with many community organizations (e.g., KidTrax, Greater Louisville, Inc., Men of Quality, University of Louisville, Junior Achievement, Jefferson County Technical College, Kentucky Center for the Arts). Many of these organizations are actively involved at persistently low achieving schools in a collaborative effort to improve these schools and increase learning opportunities for students. Neighborhood Place staff collaborate with local agencies to create a network of community-based, "one-stop" service centers, and their efforts have recently been nationally recognized as an example of excellence in government innovation. District leadership worked with over 400 business, civic, government, community and faith-based organization leaders, as well as America's Promise Alliance organization, to conduct a Greater Louisville High School Dropout Solutions Summit. The Louisville Education and Employment Partnership project is a collaborative effort with Louisville Metro Government, Metro United Way and KentuckianaWorks to encourage students to remain in high school, graduate and successfully transition to post-secondary education, military service or employment. District leadership has created several venues (e.g., Teenage Pregnancy Program, JCPS eSchool, Jefferson County High School) for students to continue their education in alternative settings. District leadership provides opportunities for parent input and dissemination of information (e.g., annual surveys, Parent Connections newsletters and eNews, Parent University, Active Parenting Program, magnet career academy design team membership, Web site). The parent page on the district Web site provides a variety of resources and answers frequently asked questions for families. The board of education has policies regarding Public Complaints (KL) and Parent Involvement (KC). Few families are involved at persistently low achieving schools and are not routinely included as active decision makers on committees and in other capacities. The

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

distance that many students travel to school under the current student assignment structure may prevent many families from being involved in their children's education. Although district leadership has established a multiplicity of partnerships, they have not developed a process to monitor the impact these programs have on students and families.

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

District leadership provides guidance for programs, services and funding (e.g., Family Resource Youth Services Centers, Title I, grants, technology, Exceptional Child Education) to ensure that families and students have the support needed to eliminate barriers to learning. District leadership does not always monitor the implementation of programs and services to ensure that they are effectively used to increase student achievement at persistently low achieving schools. Extended School Services are used in various ways (e.g., daytime waiver, summer school, after-school) to extend learning; however, recent budget cuts have reduced some services for struggling students. The Title V program provides a safety net for targeted students with low attendance. District leadership has created a Homeless Education Program to eliminate barriers for these students. District leadership has provided extensive technological resources (e.g., Smart notebook software, SuccessMaker Math, History Alive, InDesign) to address student needs. Opportunities (e.g., online college credit, virtual middle and high school) are available to meet the needs of individual students. District leadership actively seeks federal and state grants to enhance learning. Alternative schools (e.g., Breckinridge Metropolitan High School, Kennedy Metropolitan Middle School) provide a place for every child to support the district goal of no student expulsions. The board of education adopted the Curriculum Issues policy (IG) that requires school leadership to provide all students access to a challenging curriculum.

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

District and school leadership collaborate with business and community partners to provide an extensive variety of resources and instructional materials for student learning. The Gheens Academy staff provides professional development opportunities to ensure teachers have access to

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

Performance Rating 2

appropriate training in research-based instructional strategies. District and school leadership do not ensure teachers are adequately trained to implement instruction and use materials that are culturally responsive. District leadership has not ensured that décor in all instructional materials are culturally responsive. The board of education has not adopted a policy addressing health and social services referrals; however, most schools have procedures in place to refer students for health and social services (e.g., Seven County Services, Family Resource Youth Services Centers, Neighborhood Place, Creating A Respectful Environment for Kids, Emergency Children's Center). These services are communicated to students, staff and families through a variety of means (e.g., newsletters from Family Resource Services Centers and Parent Teachers Association, mass media, district Web site). Some schools do not have on-site school nurses. District leadership ensures services (e.g., Exceptional Child Education, English as a Second Language) support the inclusion of students in core curriculum classes. There are some procedures to assign students to classes based on their identified needs; however, student placement often depends on course and teacher availability.

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

District leadership supports students who need additional time to master content through a variety of programs (e.g., Ramp Up, Pathway to Proficiency, reading and math recovery, credit recovery, reading labs). District leadership does not regularly monitor all programs to evaluate their effectiveness for increasing student achievement, especially in persistently low achieving schools. In some high schools, a trimester schedule has been adopted to provide additional opportunities for students to repeat classes in which they have been unsuccessful. Students who transfer between high schools with a 3 x 5 trimester schedule and schools with a different schedule often experience difficulties. Extended School Services programs are provided through a variety of venues (e.g., during and after school, Saturdays, summer programs). State funding was cut at the beginning of 2010, and district leadership elected to use the remaining flexible allocations to purchase textbooks rather than continue to fund Extended School Services. District leadership coordinates programs and services to eliminate gaps and overlaps in delivery of services (e.g., Title I and V, Family Resource Youth Services Centers).

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Summary of recommendations in: **Learning Environment**

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

District leadership should collaborate with school leadership to establish a comprehensive monitoring process, including clear measurable objectives, to evaluate the effectiveness of all programs and services to determine impact on advancing student achievement, particularly at persistently low achieving schools.

District leadership should collaborate with school leadership to ensure that struggling students at persistently low achieving schools receive academic assistance (e.g., Extended School Services, response to intervention classes) to meet their individual academic needs. District leadership should monitor the use of all funds to ensure that they are used to meet the individual needs of struggling students.

Resources:

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

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 certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, individual professional growth plans, professional development records, protocols for analyzing student work, samples of written correspondence to staff/stakeholders, school improvement planning team meeting minutes and agenda and teacher portfolios

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

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

Performance Rating 3

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

The board of education has adopted a Supervision and Evaluation of Teachers policy (GCN), and district leadership has implemented procedures for the evaluation of all certified and classified staff. The district evaluation plan meets local and state requirements and has been approved by the Kentucky Department of Education.

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

The board of education has adopted the Budget Allocation policy (DBAA), and district leadership has established procedures to ensure the equitable allocation of appropriate resources among all schools. Assistant superintendents review school improvement plans of persistently low achieving schools to ensure that professional development offerings have the funding needed to significantly impact the identified needs of students. The district provides additional funds to these schools through Title 1, Section g, which can be used for professional development depending on the individual school needs.

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.

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

Performance Rating **3**

The district improvement plan addresses specific instructional leadership needs for district staff and school leadership in persistently low achieving schools. The Effective Instructional Leadership Act serves as a resource for instructional leadership activities embedded in the district improvement plan (e.g., Classroom Instructional Framework, the Leadership Competencies and Core Practices for a Great School).

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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 provides extensive professional development offerings to promote instructional and leadership growth. However, the level of monitoring, evaluation and feedback does not provide a support structure to ensure that the professional development has a significant impact on student achievement. Many professional development offerings are single events rather than ongoing processes designed to build instructional capacity. Many persistently low achieving schools have not implemented professional development (e.g., Creating A Respectful Environment for Kids, Conversation Help Activity Movement Participation, Curriculum Instructional Framework) effective enough to cause a significant improvement in classroom management or delivery of instruction. District leadership does not ensure that principals of persistently low achieving schools require all staff members to engage in learning experiences to support their ability to be successful in the ongoing change process at the school.

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

District and school leadership at each of the persistently low achieving schools collaborate to develop and implement a professional development plan to build competence in the instructional staff. District leadership does not ensure that school leadership implements the job-embedded professional development identified in the professional development plan. Few of the professional development offerings build on previous experiences (e.g., Curriculum Instructional Framework, Creating A Respectful Environment for Kids). The school-based professional development offerings do not always support goals identified in the school improvement plans of persistently low achieving schools. District and school leadership do not effectively monitor to ensure that strategies learned in these professional development offerings are effectively implemented by each staff member to significantly impact student achievement.

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

Professional development plans for district staff members are aligned with the

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

Performance Rating 2

district goals for student performance and individual growth plans of the staff. Each persistently low achieving school is assigned a priority manager who reviews the school improvement plan and the school restructuring plan (which includes a professional development component for school leadership) and monitors the implementation of the plans. The monitoring process does not determine if professional development for school administrators and staff is aligned with the school improvement plan or individual professional growth plans.

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

District and school leadership collaborate to monitor staff development activities in the district and school improvement plans. Extensive monitoring (e.g., priority manager reports, school restructure plan, principal committee meetings notes, Adaptive Leadership Case Consultation Summary Report) occurs to track development of the school improvement plan; however, the monitoring is centered on what happens during the professional development activities rather than examining the impact of professional development on student achievement.

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

Many professional development activities are designed to be on-going and job-embedded, but few are sustained over time. District leadership has initiated professional development that focuses on lesson study and establishing professional learning teams. District leadership has assigned priority managers to persistently low achieving schools to collaborate with and mentor principals. District leadership provides literacy and math coaches to increase teacher instructional capacity. Staff at the persistently low achieving schools have not fully embraced district initiatives, and some staff members at these schools do not participate in job-embedded professional development opportunities.

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

District leadership reviews school improvement and restructuring plans at persistently low achieving schools to ensure a direct connection to the learning needs of students based on an analysis of student achievement

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

Performance Rating 2

data. District leadership requested that school leadership revise the school improvement plans at Frost Middle School and Western Middle School. Those plans were resubmitted in late November. District leadership provides student achievement data to schools, and school leadership reviews the findings to make some changes in the professional development activities embedded in their restructuring plans to align them with student achievement data. Priority managers are available to school leadership to assist with revision of the professional development component of the school improvement and restructuring plans to ensure their connection to student achievement data.

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

The district evaluation plan describes the process for completing individual professional growth plans, but district leadership does not ensure that principals of persistently low achieving schools effectively implement this process. Teachers in these schools do not consistently collaborate with the principals to develop individual professional growth plans. District leadership does not ensure that principals in persistently low achieving schools regularly review individual professional growth plans for progress throughout the year.

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

School administrators at persistently low achieving schools received training on the implementation of the district evaluation plan (e.g., strengthening the employee evaluation process by fostering more effective growth plans, practicing quality observations, engaging in more in-depth post-observation conferences, crafting more meaningful, written recommendations and challenges for continuous growth). All persistently low achieving schools are assigned a priority manager to assist administrators in the evaluation process. The Human Resources Department supports the evaluation process by providing on-line resources (e.g., regulations, instructions, reporting forms), which are accessible by certified and classified staff. The district certified personnel evaluation process meets or exceeds all requirements of the Kentucky Department of Education and the Kentucky Revised Statutes. The district evaluation plan requires multiple annual observations for all non-tenured staff. The plan requires tenured staff be formally evaluated at least once every three years. District leadership does not ensure all principals of

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

Performance Rating 2

persistently low achieving schools are effectively implementing all components of the district evaluation plan (e.g., collaborative individual growth plans, timely, specific feedback) to improve teacher practice and enhance student achievement.

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

District leadership monitors to ensure that principals in persistently low achieving schools conduct the required formative evaluations. District leadership, however, does not routinely monitor to ensure that formative evaluations are used effectively by principals in these schools to increase the instructional capacity of teachers. District leadership monitors the completion of teacher individual professional growth plans; however, district leadership does not hold principals of persistently low achieving schools accountable for on-going monitoring of and refinements to teacher individual professional growth plans and for providing the feedback and support necessary for teachers to improve their professional practices.

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Summary of recommendations in: **Learning Environment**

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

District leadership should systematically monitor the effectiveness of professional development resources allocated to persistently low achieving schools. These schools have been given a wealth of resources, but there is no formal infrastructure or policy that links accountability to results. District leadership should focus the principals, priority managers, and other district staff around clear goals and expectations and provide the principals with individualized support and strong accountability for producing improved results.

District leadership should integrate a system of formative assessment at each persistently low achieving school to provide timely data to drive on-going professional development to meet the unique learning needs of the students. District leadership, principals, priority managers, resource teachers, instructional coaches and facilitators, and classroom teachers should collaboratively set learning targets based on the formative assessment data and be held mutually accountable for the results.

The superintendent should ensure that district leadership and the principals in all schools, particularly in the persistently low achieving schools, effectively use the certified personnel evaluation system to improve the proficiency of their staffs and to increase accountability for student achievement. They should ensure that individual growth plans are collaboratively developed and targeted to district, school and individual needs. They should ensure that all principals and evaluators are trained and supported in coaching and feedback techniques to support improved instruction and that they are accountable for successful implementation.

Resources:

Danielson, C. & McGreal, T. (2000). *Teacher Evaluation to Enhance Professional Practice*. 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.

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

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

District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, classroom displays, comprehensive district improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, eWalk data, examples of school to home communications, faculty meeting agenda, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Implementation and Impact Checks, individual professional growth plans, Infinite Campus Reports, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, needs assessment data, newspaper clippings/press releases, newspapers, organizational charts, perception survey results, professional development records, report cards/progress reports, samples of classroom assessments, school budget and allocations, school communications plan, School Report Card data and state statute and regulation

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, counselor, curriculum resource specialist, district leadership, Family Resource/Youth Services Center personnel, local board of education members, parents, principal, school council members, school leadership, school nurse, students, superintendent, teachers and volunteers

Observations of classrooms, common areas, hallways and outdoor areas

Performance Rating **3**

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

The board of education, superintendent and district leadership collaborate with school leadership to regularly analyze data to determine district-wide academic progress to inform instructional decisions. The district Research and Planning Department staff analyze several forms of data (e.g., core content assessment, Interim Performance Report, No Child Left Behind report) and disaggregates and converts these data into indices for school evaluation to determine progress toward reaching proficiency. These data are reported by district leadership at school board meetings and during weekly update meetings with district and school leaders. District leadership confers with school leadership on instructional issues.

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

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Standard 7 **Leadership**

Performance Rating **3**

The superintendent has assigned mentors to assist school councils in persistently low achieving schools. District leadership provides school councils with sample policies and by-laws. District leadership reviews school council policies and by-laws to ensure they are up-to-date. District leadership uses the Kentucky Department of Education Required Policies and Best Practice Checklist to determine whether school council policies are in compliance.

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Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The superintendent, district leadership and other stakeholders collaborated during the 2007-2008 school year to develop a vision statement that provides direction and depth of understanding for the Jefferson County Public Schools. The leadership team met with a consultant recommended by Harvard University and the Wallace Foundation that provided guidance during some of the meetings to develop the vision. The four Core Beliefs (e.g., enhance effective teaching, enhance effective leadership, strengthen organizational culture, improve organizational effectiveness) were developed as a result of these discussions. District leadership has established a vision that defines short and long range goals. The superintendent articulates his vision through public presentations and publications displayed throughout the district; however, this vision has not consistently translated into practice at persistently low achieving schools.

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

All administrators have individual professional growth plans focused on enhancing leadership skills and anchored in the Interstate School Leaders Licensure Consortium standards and district leadership's theory of action. Principals discuss their individual professional growth plans at monthly meetings facilitated by district assistant superintendents. Principals in persistently low achieving schools use self-assessment tools during critical friend sessions with other principals and priority managers. District leadership implements an ongoing formative growth planning process, which is a collaborative effort between principals and supervisors and includes a peer review process. Individual professional growth plans are aligned with school and district improvement plans. District leadership provides additional support for principals of persistently low achieving schools. Although a multi-layered support structure is established, a disconnect exists among recurring low student performance and toxic school cultures and principal training, support, and accountability. A few professional growth plans have not been signed by their supervisor. These plans have not been reviewed in a timely manner to determine progress toward meeting professional growth goals.

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

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Standard 7 **Leadership**

Performance Rating 2

school's plan.

District leadership disaggregates and analyzes many forms of school data (e.g., Interim Progress Report data, core content assessments, No Child Left Behind reports) to develop the district improvement plan and uses findings to assist school leadership in designing school improvement plans. Disaggregated data are used to compare student subgroup achievement, identify gaps, achievement targets and timelines at individual schools for developing school goals to meet SB 168 guidelines. District leadership assists school leadership in persistently low achieving schools to examine and analyze data. Revisions in persistently low achieving school improvement plans are expected to address and align with No Child Left Behind expectations. Strategies developed as a result of disaggregating data have not been fully embedded in instructional practices to create sustained improvement in persistently low achieving schools.

- 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 school leadership and staffs an aligned curriculum (e.g., The Program of Studies for Kentucky Schools, Kentucky Core Content for Assessment 4.1 curriculum guides, pacing guides, curriculum maps, assessment tools). District leadership provides a menu of professional development activities (e.g., on-line, on-site, after school, job-embedded, Saturdays) and provides periodic follow-up and support to build teacher capacity in using curriculum, instruction, resources and data. District leadership and school leadership in persistently low achieving schools, however, have not ensured that all teachers have the capacity to consistently design and deliver meaningful and rigorous instruction that positively impacts student achievement.

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

District leadership encourages school councils in persistently low achieving schools to protect instructional time by adopting policies. District leadership has not monitored to ensure that school leadership has established procedures to eliminate unnecessary field trips, telephone calls, announcements and other interruptions to fully protect instructional time.

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Standard 7 **Leadership**

Performance Rating 2

Many teachers in persistently low achieving schools use a great deal of their instructional time to deal with behavior issues.

- 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 provides physical, human and fiscal resources that go beyond the state minimum funding requirements. They provide additional support and resources to persistently low achieving schools. District leadership attempts to build a support system for persistently low achieving schools by establishing a variety of structures (e.g., instructional coaches, priority managers, principal cohorts, professional development activities, high school restructuring plans); however, district leadership has not established a systematic monitoring process that includes measurable goals and regular benchmarks to determine the progress of these initiatives. There is often a disconnect among the district theory of action, district and school organizational structures and teacher instructional practices in persistently low achieving schools.

- 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 of education developed a thorough set of safe school policies, and district leadership has implemented procedures to ensure a safe and effective environment. District leadership assigns security officers to schools as needed. District leadership has encouraged school leadership to adopt the Care for Kids initiative in some of the persistently low achieving schools. District leadership has established a variety of systems (e.g., safety audits, safety policies, safety training, crisis response team planning, district facilities plan, principal training in safe and caring learning environment, Safety, Health, and Emergency Procedure Plan) to ensure the safety of staff and students. District leadership has ensured that schools have a safety response plan to guide staff in emergency situations. District and school leadership have not effectively implemented behavior management procedures at all persistently low achieving schools.

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

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Standard 7 **Leadership**

Performance Rating 2

The superintendent has assigned school council mentors to persistently low achieving schools to encourage a sustained focus on building school-wide capacity. Mentors review all school council policies and committee meeting agendas and minutes. Data collection forms and restructuring progress reports specifically documenting information and activities are submitted to district leadership. These reports are forwarded to priority managers who share them with principals. The board of education has adopted the Implementation of School Based Decision Making policy (BL) requiring school council to submit copies of school council and standing committee meeting agenda and minutes to districts for review. The findings from these reviews are submitted to respective school council chairpersons who compile the scores and forward the reports to assistant superintendents. These reviews are also sent to the appropriate board of education member. A newsletter entitled SBDM Connection is provided to all school council members and contains pertinent articles related to their responsibilities (e.g., council responsibilities, policy review, planning). Western Middle School does not have a school council. Some school councils in persistently low achieving schools are not fully functioning and do not have an intentional focus on instruction.

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

The superintendent, through his assistant superintendents, has established and implemented procedures intended to hold principals in persistently low achieving schools accountable for student achievement. This accountability is based on performance criteria taken from the Kentucky Administrator Standards. The vision communicated by the superintendent to his staff describes high expectations for the performance of principals of persistently low achieving schools in the creation of a strong, vibrant and caring learning environment for students and staff resulting in high student achievement. In practice, however, the accountability process has had a much greater impact on the effective performance of principals in these schools in the behavior management components and in efficiency rather than on higher academic performance. The overall performance of the instructional staff generally continues to produce low academic rigor and little active student engagement, and the culture of the schools is much more conducive to the control of student behavior than to engaging students in active learning. The evaluation process includes a well-defined corrective action component designed to provide support and accountability for principals demonstrating deficiencies in

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Standard 7 **Leadership**

Performance Rating 2

one or more of the administrator standards. None of the principals of the six persistently low achieving schools is currently on a corrective action plan. Most principal individual professional growth plans were collaboratively developed. Some goals in professional growth plans are based on completion of certain performance responsibilities rather than on the development of leadership skills necessary to carry out these and other responsibilities. The superintendent and district leadership have developed an extensive infrastructure of support for principals of these schools, including the provision of priority managers, resources teachers, data analysis services and support teams. Monitoring the effectiveness of these resources relies heavily on tracking the activity of the personnel assigned to provide support rather than on measuring the impact of their work against clearly defined, measureable goals or desired outcomes with clear benchmarks to measure incremental progress.

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The superintendent should ensure that individual professional growth plans of district and school leaders are grounded in effective leadership and instructional skills. The individual professional growth plans should contain benchmarks to measure progress toward reaching individual improvement goals at set intervals. The superintendent should hold district leadership and school principals accountable for embracing high academic standards and for building instructional capacity in persistently low achieving schools.

The superintendent and district leadership should ensure that all persistently low achieving schools are staffed with experienced and effective teaching and administrative staff who possess the greatest potential for enhancing student achievement. District and school leadership at persistently low achieving schools should intentionally recruit proficient, highly competent teachers and administrators to fill vacancies. The board of education and Jefferson County Teachers Association should collaboratively negotiate revisions to the contract regarding transfer, first hire and other teacher contractual provisions, which act as barriers to higher student achievement in low performing schools.

The superintendent and district leadership should commit to address the identified needs of struggling students in persistently low achieving schools and create structures necessary to retain proficient teaching and administrative staff.

Findings in the Leadership Assessment report should be reviewed within the context of how district practices impact persistently low achieving schools and identify the resources necessary to bring unprecedented change within each school according to the unique needs of all students in each school.

Resources:

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

O'Hallaron, R. & O'Hallaron, D. (1999). The Mission Primer: Four Steps to an Effective Mission Statement. Richmond, VA: Mission Incorporated.

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, categorical program financial reports, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, Kentucky Performance Report disaggregated data, master school schedule, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, School Restructuring Plan, District Plan for Section 1003(g) School Improvement Fund Plan, Tier 4 and Tier 5 Restructuring Monthly Progress Reports, Site-Based Budget Instructions 2010-2011 Manual - Financial Planning & Management and School Allocation Stand

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

Performance Rating 2

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

District and school leadership do not monitor to ensure that resources allocated to persistently low achieving schools are positively impacting student achievement. A priority school manager serves as a principal mentor at each of the identified schools. Priority managers coach school leadership on creating and refining organizational structures and support systems. District leadership assigns content-specific resource teachers to each persistently low achieving school to increase the instructional capacity of teachers but fails to ensure this support is effective. District and school leadership do not consistently review the organizational structures (e.g., master schedules, response to intervention time allocation) at each persistently low achieving school to identify and eliminate barriers that impede the learning of all students, especially those with diverse learning needs.

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

District leadership provides priority managers to assist school leadership at persistently low achieving schools in reviewing master schedules. District leadership provides school leadership with examples of effective master schedules to ensure student access to the core curriculum. District leadership worked with school leadership to include a 3 X 5 trimester schedule in high

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Performance Rating 2

school restructuring plans, which provides students with more opportunities to enroll in core curriculum classes; however, district and school leadership have not confirmed that students are enrolled in appropriately sequenced core and elective classes. District leadership allocations of staff to the persistently low achieving schools meet or exceed state and district student-teacher ratios.

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

District leadership expects school leadership to allocate and assign teachers to meet the unique learning needs of all students. District leadership does not consistently monitor the assignment of instructional staff in these schools. The high rate of teacher turnover at persistently low achieving schools impedes the achievement of significant gains in student achievement and instructional capacity within each school.

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

District leadership allocates staff (e.g., content-specific resource teachers, priority managers) to assist school leadership and teachers in persistently low achieving schools to implement research-based strategies that maximize instructional time and improve student learning. District leadership fails to hold school leadership accountable for monitoring the use of instructional time to ensure that no time is wasted. Many teachers in persistently low achieving schools are not actively engaging students in meaningful and purposeful learning tasks during instructional time. Student behavior at some of the persistently low achieving schools is the primary focus during instructional time.

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

District leadership provides embedded professional development time for each of the persistently low achieving schools for teachers to improve their instructional practices. District leadership has not ensured that school leadership at persistently low achieving schools facilitates horizontal and

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

vertical planning that focuses on school goals. District leadership provides content-specific resource teachers and other district support personnel to provide job-embedded professional development and instructional support.

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

District leadership assigns a priority manager at each of the persistently low achieving schools to collaborate with school leadership in designing a master schedule that maximizes instructional time to meet the learning needs of students. Priority managers or other district leadership fail to monitor the implementation of the master schedule to determine its effectiveness.

- 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 of education adopted the Budget Allocation Policy (DBAA, Revised November 13, 1995, Motion #27339) that allocates funds to school councils. The current policy does not address the unique instructional needs of the persistently low achieving schools. District leadership allocates additional funds to meet the learning needs of the students. Section 7 funds are divided into two tiers (i.e., At-Risk, Student Recovery Program). The At-Risk allocation is based on the identified at-risk students assigned to a school. The Student Recovery Program funds are allocated according to No Child Left Behind tier status or based on student dropout data. At-Risk funds must support strategies and activities in school improvement plans of persistently low achieving schools. The Financial Planning and Management Department staff provide an instructional manual and training to school councils and principals for use in development of the school budget.

- 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.

District leadership has established a process to allocate the distribution of discretionary funds to provide additional support to persistently low achieving schools but has failed to establish a comprehensive monitoring process to

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Performance Rating 2

determine the impact of program fund expenditures on student achievement. School councils may request additional funds through the At-Risk and Student Recovery Program coordinators to address the unique learning needs of their students.

- 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 of education does not require the superintendent to make clear connections between school council budgets and school improvement plans from the persistently low achieving schools. The Accountability, Research and Planning Department staff provides an annual review to the board of education that explains the connections between the proposed budget and the priorities identified in district and persistently low achieving school improvement plans. This annual report supplants school council yearly reports to the board of education. District leadership does not monitor to ensure that district efforts are sustained and adjusted. The Financial Planning and Management Department staff creates and presents budget and financial reports to the board of education.

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

District and school leadership integrate state and federal funds in persistently low achieving schools according to program guidelines. Program directors and other district personnel monitor the expenditure of categorical program funds; however, the impact on student achievement from program fund expenditures is not consistently and fully evaluated in all persistently low achieving schools. District leadership partners with a variety of businesses and community agencies to creatively integrate resources and revenues to enhance student learning. (e.g., General Electric, Dupont, Dixie Bowl, United Parcel Services, Leroy Jewelers, Thornton Oil, Fern Creek Fire Department).

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4/11/2010 - 4/16/2010

Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The board of education should revise Budget Policy (DBAA, Revised: November 13, 1995, Motion #22339) to provide equitable and consistent use of fiscal resources to meet the unique learning needs of all students in the persistently low achieving schools.

District leadership should ensure that the financial and human resources are regularly monitored and evaluated to determine their impact on student achievement in persistently low achieving schools.

Resources:

Kentucky School Board Association - www.ksba.org

Lezotte, L. W. Stepping Up: Leading the Charge to Improve Our Schools. Okemos, MI: Effective Schools Products, Ltd.

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, civic group programs/agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, professional development records, samples of student work products, school Web pages, District Web Page, Board Meeting Minutes, Self Study and District Programs Evaluations

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

Observations of classrooms and common areas

Performance Rating 4

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

District leadership created an extensive data management system which generates student achievement and performance data for developing district and school improvement plans. District leadership uses a comprehensive system to ensure availability of a variety of data (e.g., common core assessments, Interim Performance Report, ACT, No Child Left Behind report, attendance).

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

Data from the Interim Performance Report, Core Content Assessments, student demographic reports and comprehensive school surveys are reviewed to determine strengths and limitations in instructional areas. Several outside reviews (e.g., National Center for Culturally Responsive Educational Systems, Mid-continent Research for Education and Learning) also provided information defining district organizational needs.

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

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

During the 2007-08 school year, the superintendent led his leadership team in a collaborative process to develop core beliefs that guide the work of district and school staffs. During the summer of 2008, the leadership team collaborated and developed a theory of action, which included long- and short-term district goals. During the next year, the superintendent met with over 100 groups of community stakeholders to share these statements and solicit reactions. The four goals address effective teaching, effective leadership, organizational culture and organizational effectiveness. These goals support the broad long-term goals established by the board of education. The core beliefs, the theory of action and the district improvement plan are published on the district Web site, and "We Won't Stop Until..." posters that communicate the essence of district beliefs and goals are displayed in schools and throughout the community. District leadership connects the theory of action, core beliefs and district goals through a publication entitled, "Our JCPS Culture: Shaping the Way We Learn, Teach and Lead."

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

The district needs assessment process consists of a review and an analysis of multiple sources of data (e.g., Interim Performance Report, No Child Left Behind reports; implementation data from the 2008-2009 district improvement plan; District Scholastic Audit December, 2008; literacy program review October, 2008; Greater Louisville Education Project January, 2009; special education review February, 2009). Findings from the needs assessment were used to develop and define goals, priorities and action steps for inclusion in the district improvement plan.

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

Many action components of district and school improvement plans are designed to close achievement gaps for targeted groups of students. District goals and objectives addressed by the action components are broad enough to encompass school goals and objectives. Some instructional activities and professional development trainings are research-based (e.g., Response to Intervention, Reading Recovery). District improvement plan activities are

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

designed to address needs. Lack of measurable targets makes it difficult for district leadership to determine whether activities in the improvement plan are effective.

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

Action components in the district improvement plan are directly aligned to the theory of action, core beliefs and goals. Most action components include research-based strategies and have been identified specifically for addressing targeted populations.

District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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.

The district improvement plan includes research-based action steps, consultation with national experts and implementation of scientifically-based research strategies (e.g., Response to Intervention, Reading Recovery). The district improvement plan is reviewed annually. School improvement plans are reviewed by district leadership, but these reviews do not always result in quality plans, which include the identification of priority needs for school improvement.

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

The district-wide data management system provides district, individual school and population group performance results. District leadership disaggregates cognitive and non-cognitive data to identify and address achievement gaps among student populations. The district improvement plan includes action steps for all student groups identified in No Child Left Behind reports to reach their proficiency targets in math and reading. These action steps are broad with only one defined measurable target (i.e., all No Child Left Behind student groups to attain 68.69% proficiency or higher in reading by May, 2010).

9.3c The desired results for student learning are defined.

The desired results for student learning are broadly defined in the district core beliefs and theory of action. The four district improvement plan goals (i.e., enhance effective teaching, enhance leadership, strengthen organizational culture and improve organizational effectiveness) are not stated in measurable terms. No Child Left Behind proficiency targets for math are not defined.

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

One of the four district improvement plan goals is to improve organizational effectiveness. District goals do not include measurable benchmarks. District leadership provides training and tools to assist schools in developing school improvement plans. A rubric tied to the proficiency calculator is provided to assist school leadership in defining measurable goals for student

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

achievement. Some school improvement plans, however, lack clear, concise and measurable goals and activities focused on school improvement.

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

Timelines in the improvement plans at persistently low achieving schools are unrealistic. Action steps often have beginning and ending dates that do not reflect scaffolded, tiered or multi-year activities. The district improvement plan does not identify the fiscal resources needed to implement activities. Specific district staff members are identified as responsible for the implementation of each activity.

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

An annual evaluation of the effectiveness of the comprehensive district improvement plan is supported by an extensive collection of data. Ongoing evaluations and modifications to the plan rarely occur. Staff in the Research and Testing Unit provide annual presentations to the board of education describing school progress toward reaching No Child Left Behind and Interim Performance goals. In accordance with SB 168, Planning Unit staff annually report to the board of education on the progress of schools toward closing student achievement gaps. School councils do not publicly report to the board of education regarding progress toward attaining school improvement plan goals.

9.6a The plan is implemented as developed.

District leadership provides a variety of resources (e.g., professional development opportunities, data analysis, fiscal) and support (e.g., instructional coaches, priority managers) for implementation of the district and school improvement plans in the persistently low achieving schools. However, the lack of clear measurable objectives and targets significantly impedes the ability of school and district leadership to measure the impact of these resources on the implementation of the plan and to hold designated staff members accountable. Most district staff members can articulate some of the goals in the district improvement plan.

9.6b The school evaluates the degree to which it achieves the goals and objectives

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

for student learning set by the plan.

The district improvement plan is evaluated annually. There are no periodic Implementation and Impact Checks of activities in the district plan. No benchmarks are identified to measure progress. District leadership expects school leadership to complete and submit Implementation and Impact Checks. Monitoring for implementation and impact, however, is not consistently occurring, especially at persistently low achieving schools.

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 develops and maintains a variety of data collection systems to provide sufficient data for school and district leadership to continuously monitor and evaluate the impact of district improvement plan activities on student achievement. Evaluation of the plan occurs annually, reducing opportunities to identify needed modifications to the plan. District and school leadership do not consistently monitor the implementation and impact of activities and strategies in persistently low achieving schools. District and school leadership use periodic classroom learning walks and observations to observe the implementation of strategies identified in the district plan.

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

District leadership does not use the comprehensive management system to periodically evaluate the impact of activities in the district improvement plan on student achievement and continuous school improvement. End of year summary data are used to develop strategies and activities for future district improvement plans. Benchmarks are not articulated in the district improvement plan to periodically ascertain progress toward reaching goals.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The district improvement plan should include specific and reasonable timelines and benchmarks for incrementally measuring the success of activities and determining if funding is adequate to support the identified activities. The current plan is broad, vague and not measurable and does not address the critical learning needs of students as identified in state and national assessment reports (e.g., Interim Performance Report, No Child Left Behind report).

The district improvement plan should define specific strategies to effectively raise student achievement across the district in reading and math. Goals, objectives and activities should have specific timelines and benchmarks to monitor incremental increases in student achievement. District resources should be identified and targeted for increasing teacher capacity to engage students in higher levels of learning for reading and math.

The district plan for increasing student achievement in reading and math should be developed with input from all stakeholders, including district leadership, teachers, students, parents, community leaders, business partners and higher education to ensure the urgency for improvement is recognized and the pathway for improvement is clearly defined.

Resources:

Schmoker, M. (1999). Results: The Key to Continuous School Improvement. Alexandria, VA: Association for Supervision & Curriculum Development.

District Leadership Assessment Summary Report

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Summary of Next Steps:

District and school leadership should ensure that all teachers hold high academic expectations for all students. District and school leadership should monitor instructional practices to ensure a high level of academic rigor, notably at persistently low achieving schools. District and school leadership should ensure that all teachers actively engage students in meaningful instruction from bell-to-bell. District leadership should work with school leadership and staff to create a student-centered learning environment that uses authentic assessment tasks to guide instructional next steps, particularly in reading and math. School leadership should hold teachers accountable for establishing high academic expectations and for ensuring rigorous daily instruction.

The superintendent should hold district staff and school leadership accountable for monitoring classroom instruction to ensure it is rigorous, effective, and student-centered. This process should include immediate and meaningful feedback to teachers to guide refinements in their instructional practices. The monitoring system should include data collection at regular intervals to measure the impact instructional practices have on individual student learning and achievement. The superintendent ensure that district leadership and the principals in all schools, particularly in the persistently low achieving schools, effectively use the certified personnel evaluation system to improve the proficiency of their staffs and to increase accountability for student achievement.

The superintendent and district leadership should ensure that all persistently low achieving schools are staffed with experienced, effective teaching and administrative staff who possess the greatest potential for enhancing student achievement. District leadership and school leadership should intentionally recruit proficient, highly competent teachers and administrators to fill vacancies at persistently low achieving schools. The board of education and Jefferson County Teachers Association should collaboratively negotiate revisions to the contract regarding transfer, first hire and other teacher contractual provisions, to reduce barriers to significantly increase student achievement in low achieving schools.

The superintendent should work with school leadership and staff at persistently low achieving schools to reduce the rate of teacher turnover. District leadership should analyze the cause and effect of high teacher turnover in these schools to assess its impact on student achievement and instructional capacity among teachers in these schools. District leadership should develop a plan to ensure that high-quality teachers are attracted to work at persistently low achieving schools.

District leadership should systematically monitor the effectiveness of professional development and other resources allocated to persistently low achieving schools. These schools have been given a wealth of resources, but there is no formal infrastructure or policy that links accountability to results. District leadership should unite principals, priority managers and other district staff around clear goals and expectations and provide principals with individualized support framed within a strong accountability system for producing improved results.

District leadership should develop an improvement plan for increasing student achievement in reading and math. The plan should ensure the urgency for improvement is recognized by all stakeholders. Input from all should be actively solicited. The district improvement plan should define specific strategies for middle and high schools that will raise student achievement district-wide in reading and math. The goals, objectives and activities should have specific timelines and benchmarks to monitor progress at set intervals. Accountability for district staff, school leadership, teachers and students should be clearly defined in district improvement plan goals and activities.

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In Conclusion:

Members of the review team express their appreciation to the staff and community of Jefferson County Public Schools for their gracious hospitality. We encourage the stakeholders to review this report in depth, asking themselves deep reflective questions about the findings for each standard and recommendations for actions.

District Leadership Assessment Determination:

The district leadership assessment team has determined that the district has the capability and capacity to manage the intervention in the district's 6 persistently low achieving schools (Fern Creek Traditional High School, Robert Frost Middle School, Shawnee High School, Valley Traditional High School, Western MST Magnet High School and Western Middle School).

Commissioner, Kentucky Department of Education: _____

Date: _____

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

- The district must submit an application to receive SIG 1003g funds.
 - The application will outline the district's plan and annual goals for improving student achievement in the identified schools and must be approved by the Kentucky Department of Education (KDE).
 - The annual goals will be based on student achievement on the State's assessments in both reading/language arts and mathematics.
 - Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals by using a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

I have received the leadership assessment reports for: Jefferson County Public Schools, Fern Creek Traditional High School, Robert Frost Middle School, Shawnee High School, Valley Traditional High School, Western MST Magnet High School and Western Middle School. I understand the schools and district must meet the requirements listed above.

Superintendent, Jefferson County Public Schools: _____ Date: _____

District Leadership Assessment Summary Report

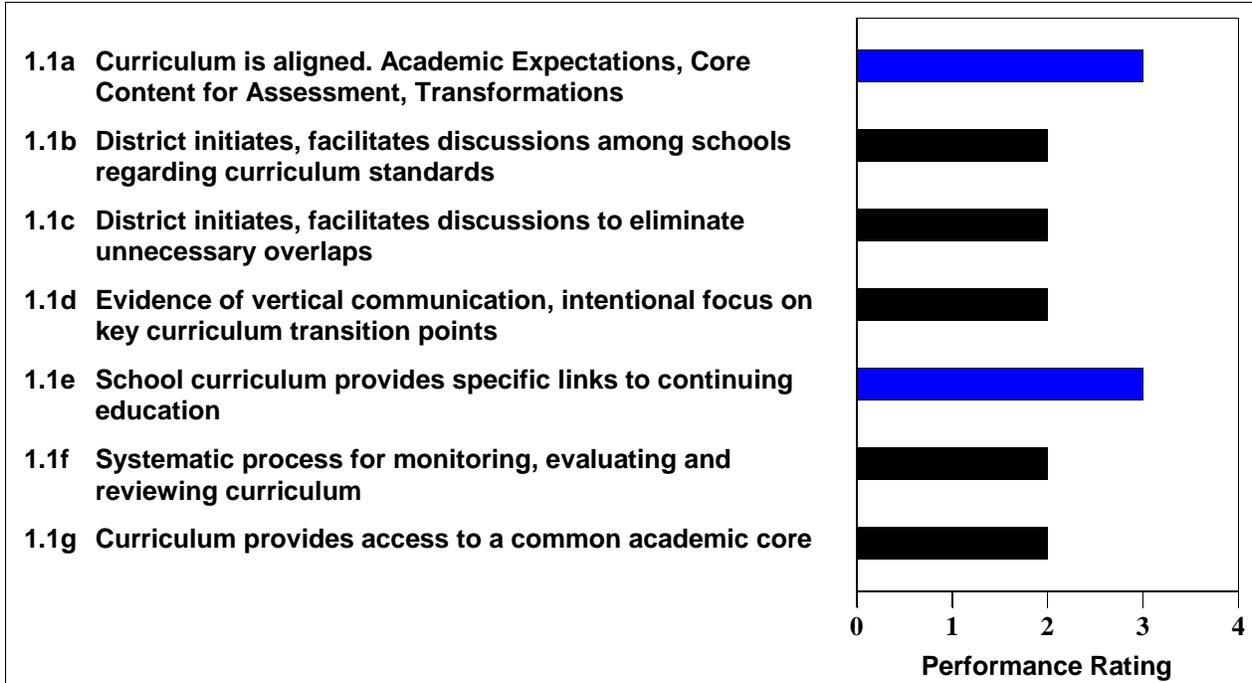
Jefferson County Public Schools

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1.1 Curriculum

Academic Performance



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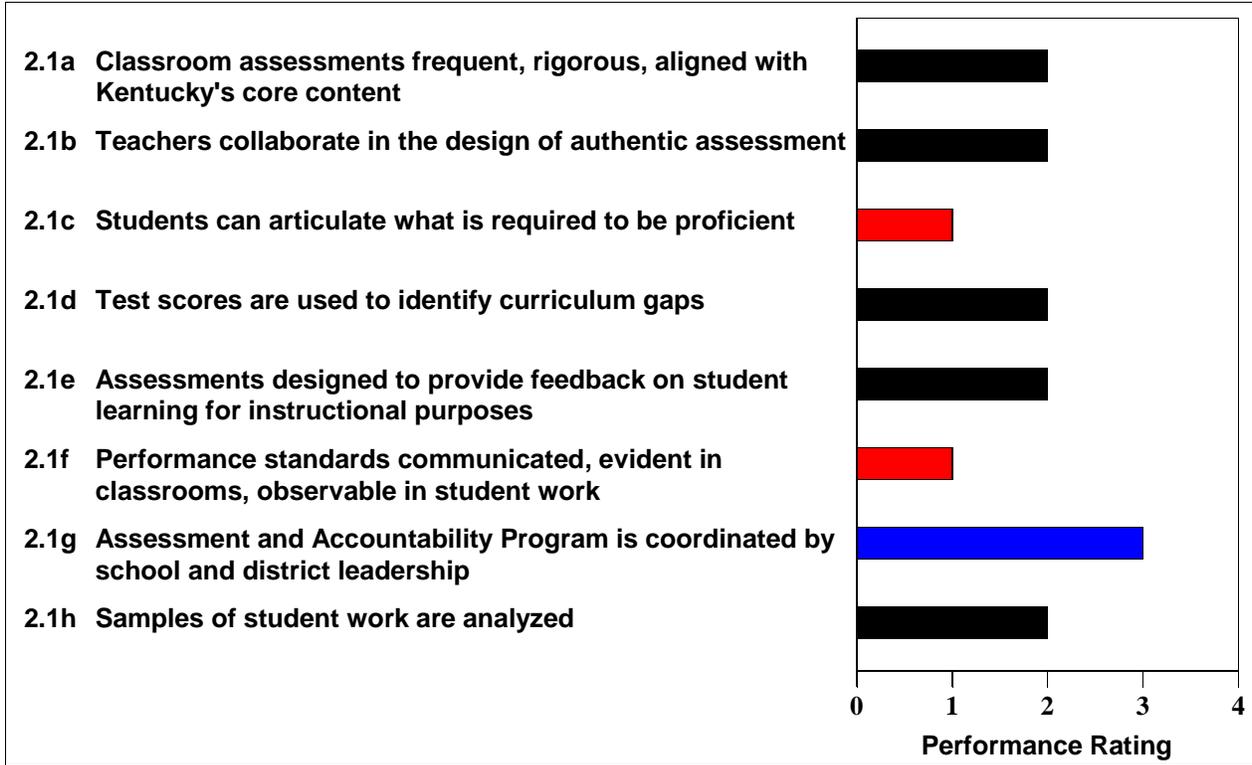
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2.1 Classroom Evaluation/Assessment

Academic Performance



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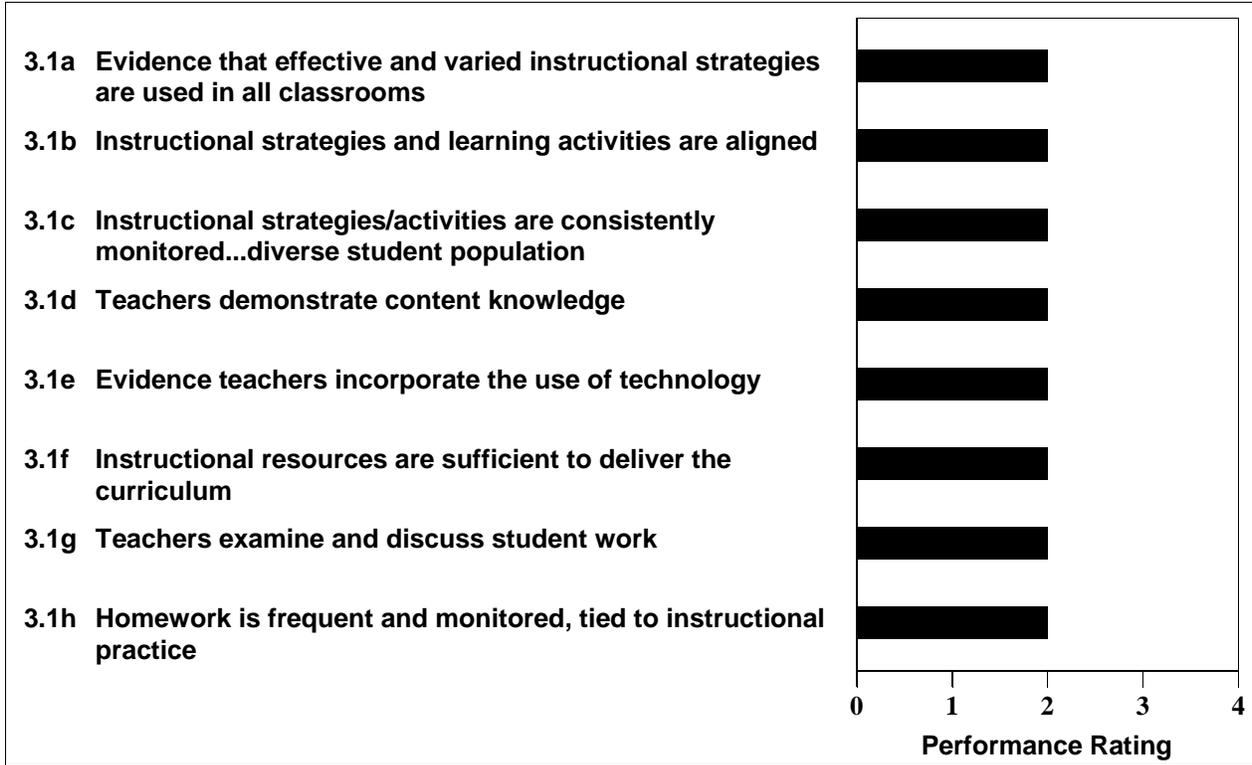
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3.1 Instruction

Academic Performance



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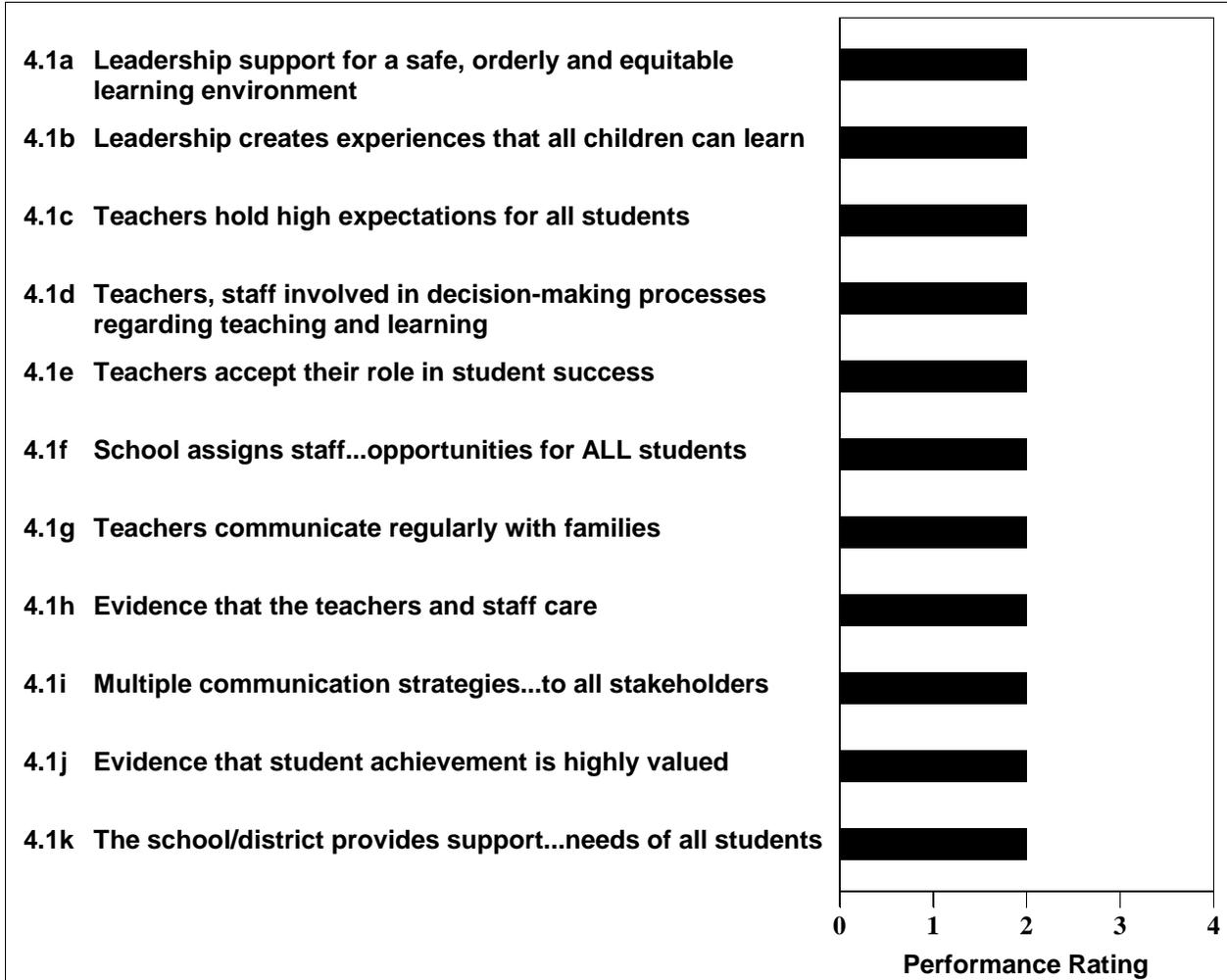
Jefferson County Public Schools

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4.1 School Culture

Learning Environment



District Leadership Assessment Summary Report

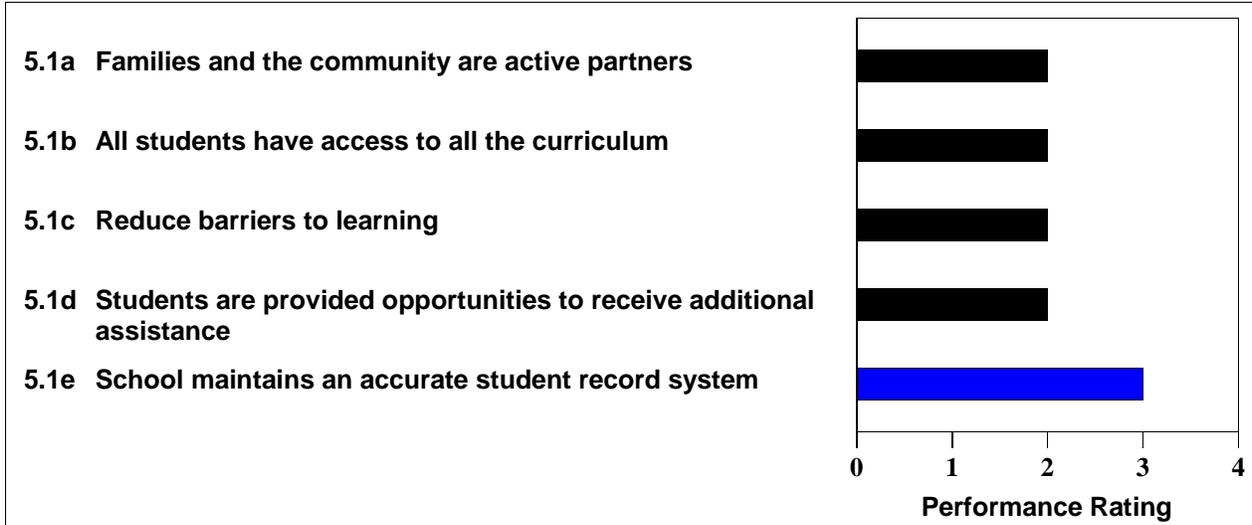
Jefferson County Public Schools

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5.1 Student, Family and Community Support

Learning Environment



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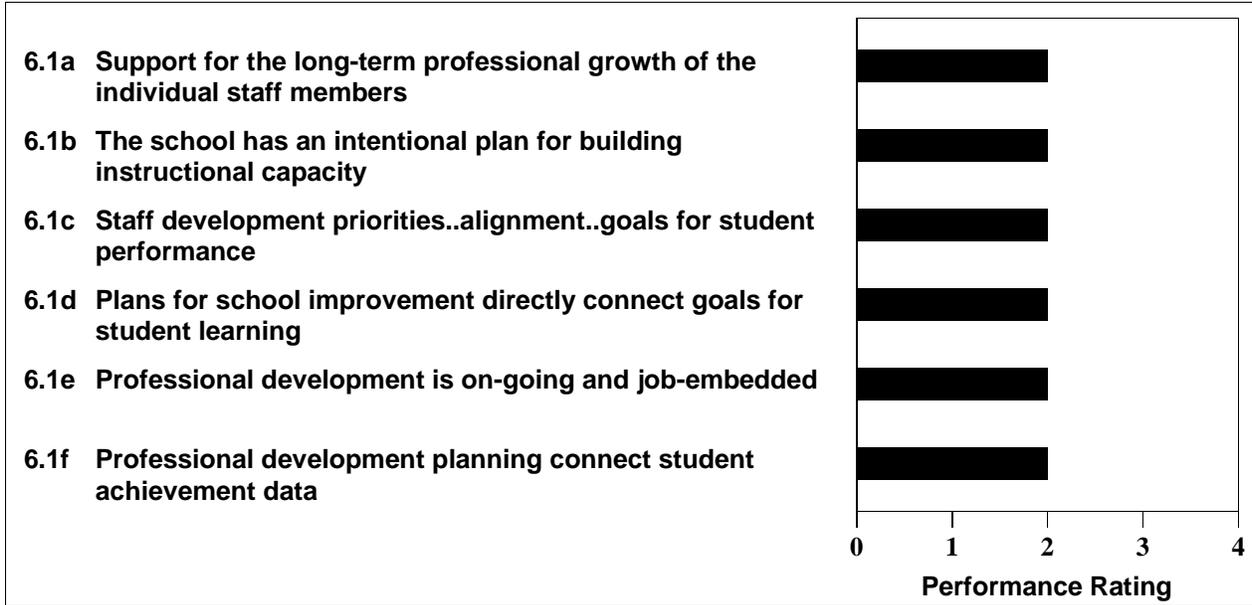
Jefferson County Public Schools

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6.1 Professional Development

Learning Environment



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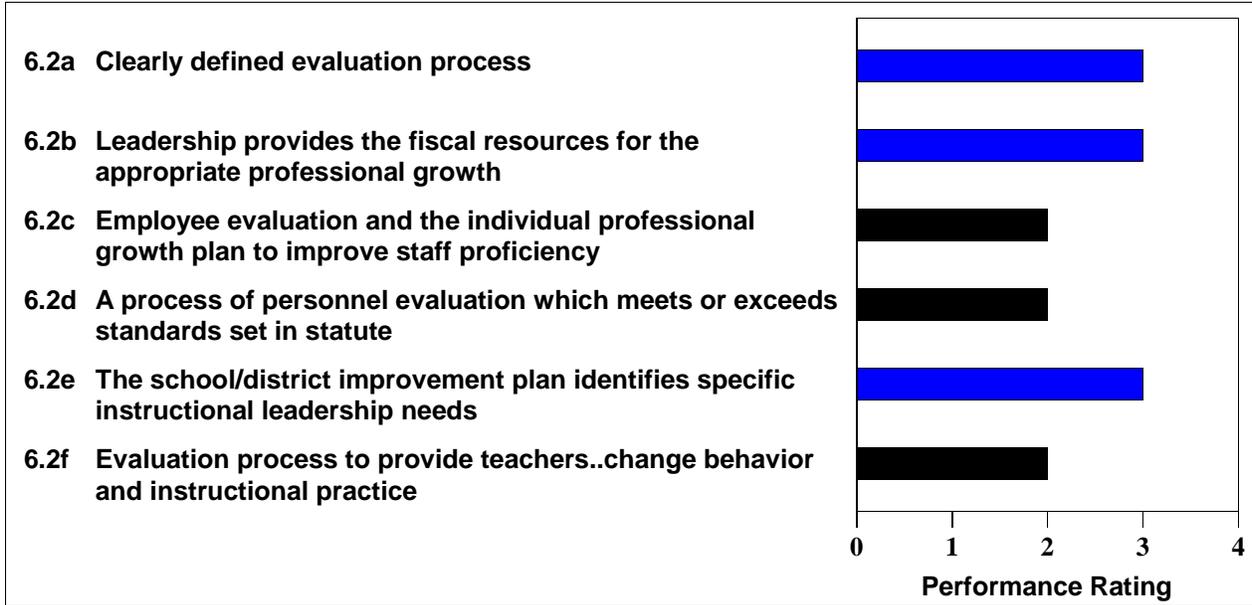
Jefferson County Public Schools

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6.2 Professional Growth and Evaluation

Learning Environment



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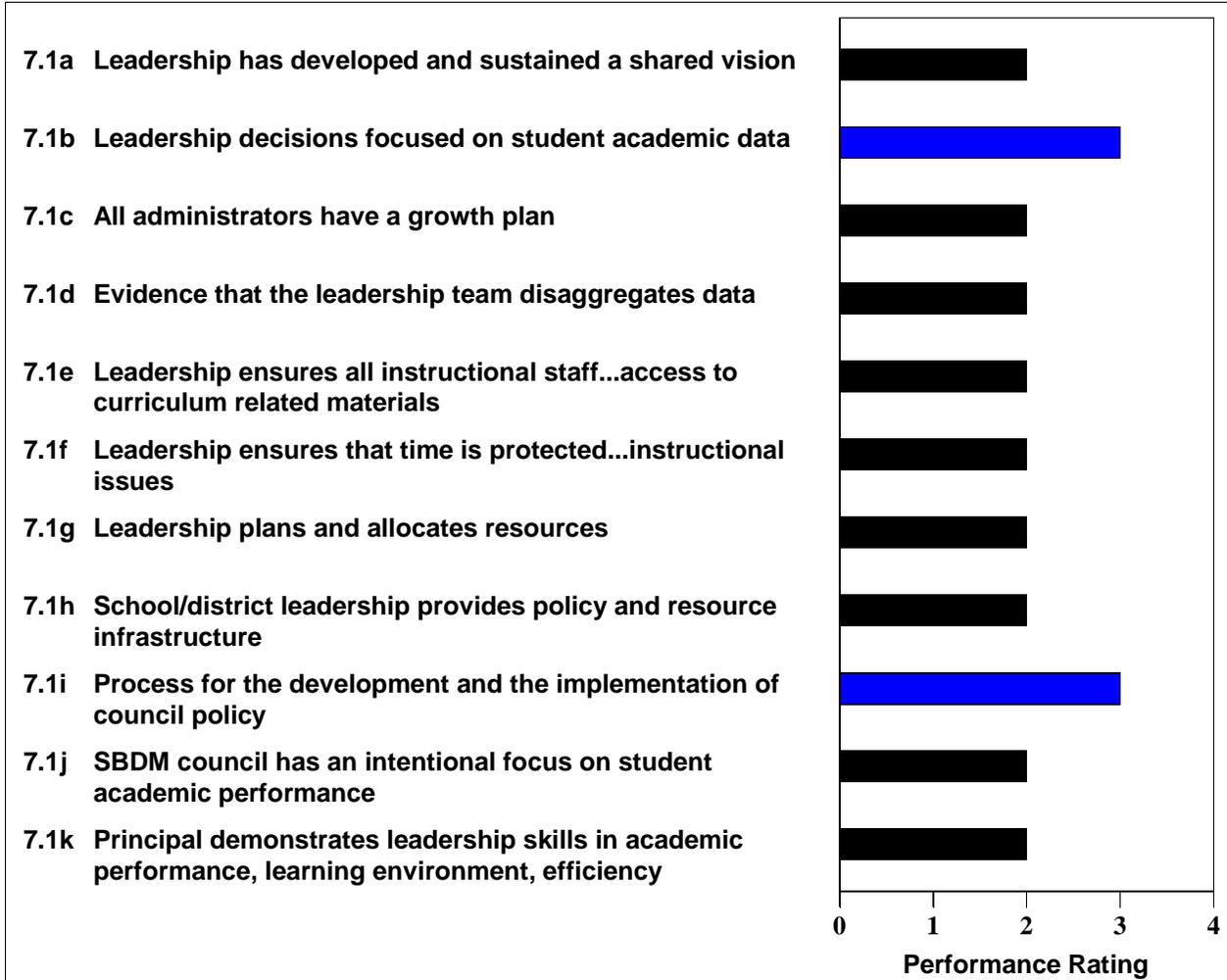
Jefferson County Public Schools

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7.1 Leadership

Efficiency



District Leadership Assessment Summary Report

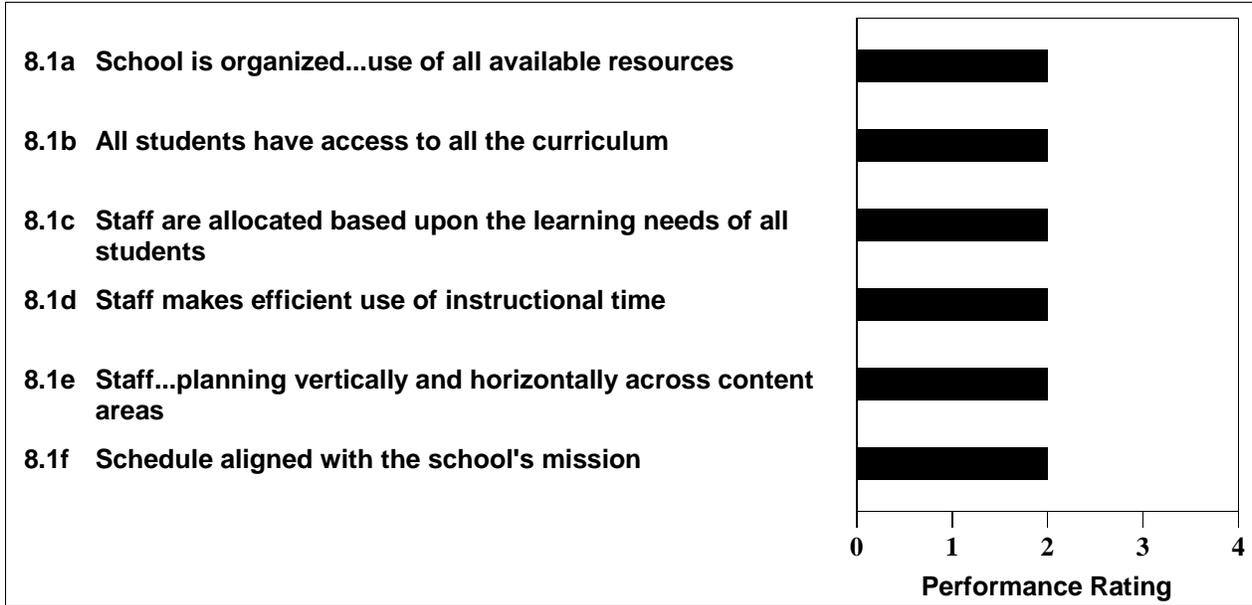
Jefferson County Public Schools

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8.1 Organization of the School

Efficiency



District Leadership Assessment Summary Report

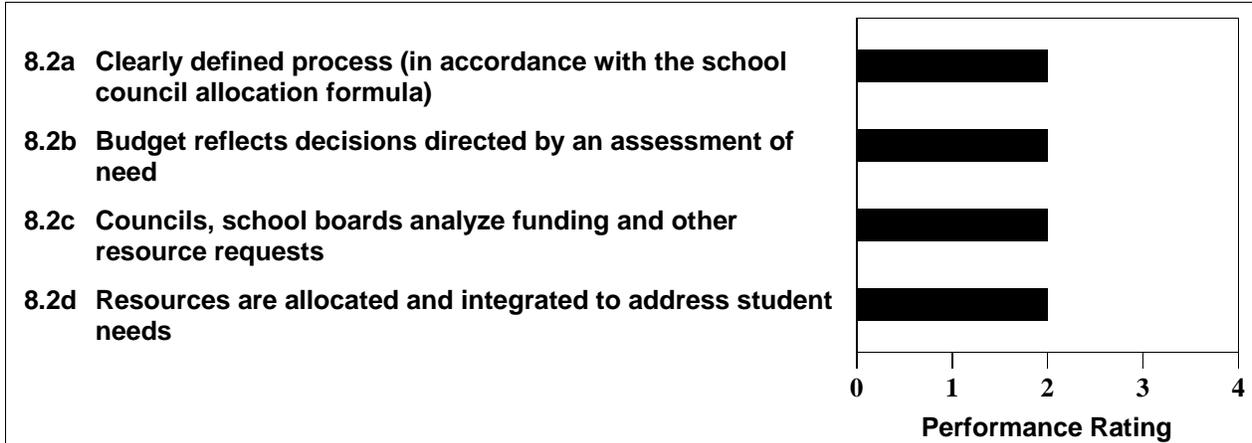
Jefferson County Public Schools

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8.2 Resource Allocation and Integration

Efficiency



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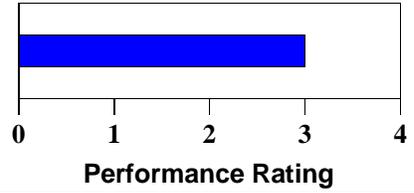
School District

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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

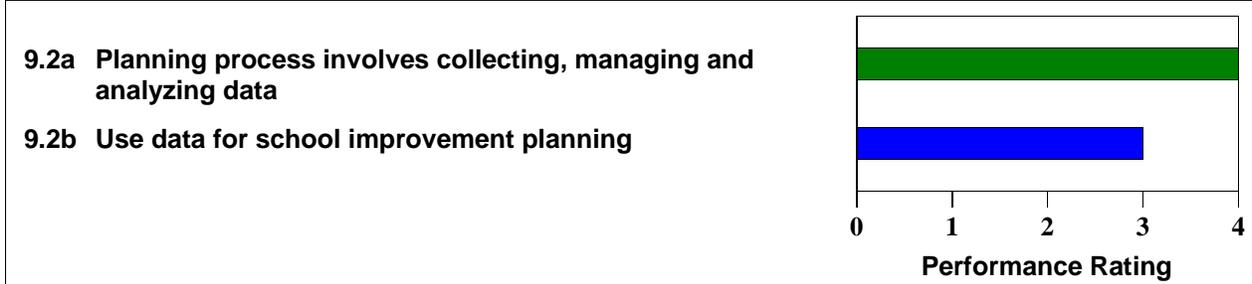
Jefferson County Public Schools

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9.2 Development of the Profile

Efficiency



District Leadership Assessment Summary Report

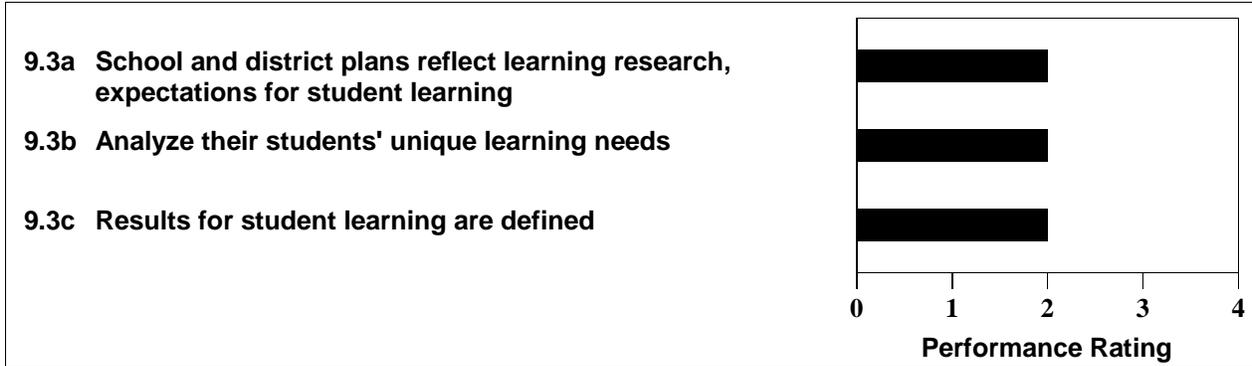
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9.3 Defining Desired Results for Student Learning

Efficiency



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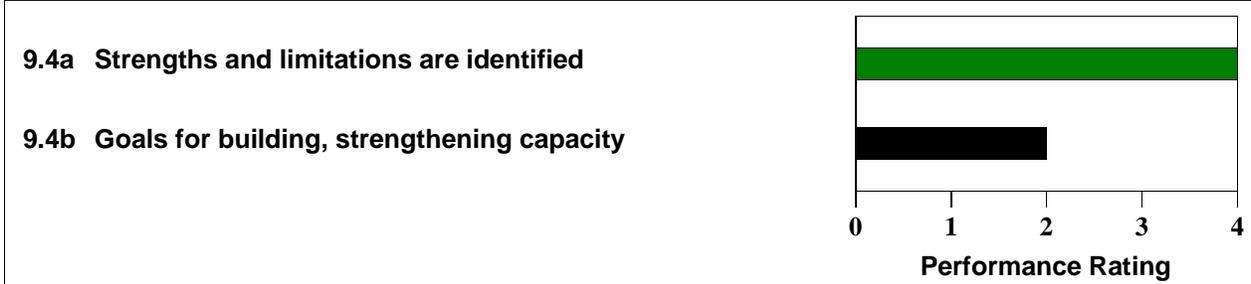
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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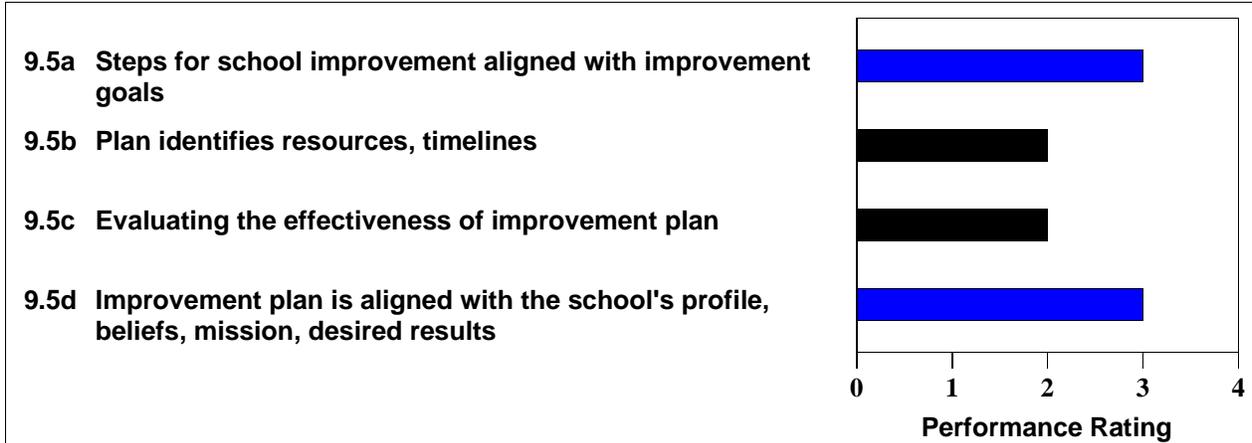
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9.5 Development of the Improvement Plan

Efficiency



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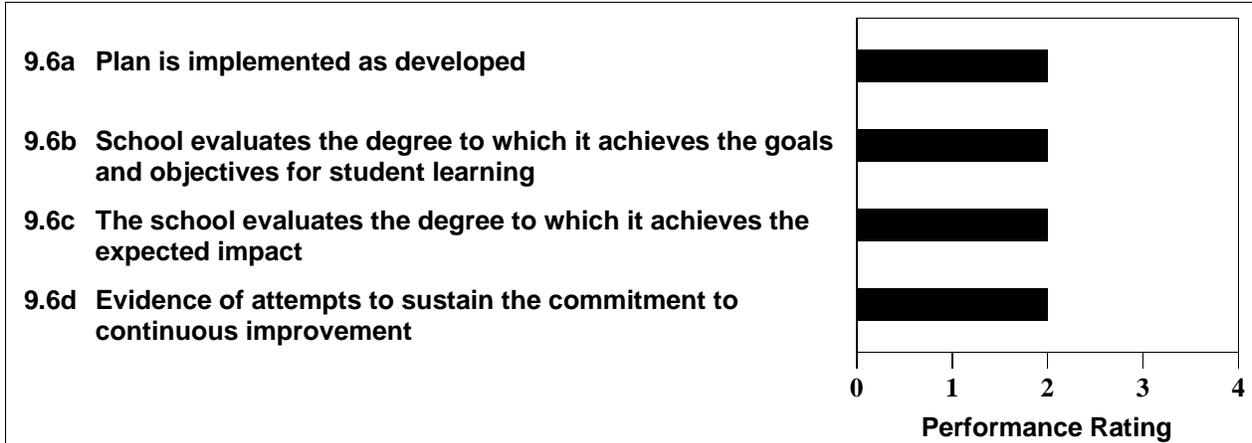
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9.6 Implementation and Documentation

Efficiency



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Superintendent, Jefferson County Public Schools: _____

Date: _____