

Lawrence County District Leadership Assessment Report



03/28/2010 - 04/02/2010



District Leadership Assessment Executive Summary

Lawrence County School District

3/28/2010 - 4/2/2010

Mike Armstrong, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Lawrence County School District during the period of 3/28/2010 - 4/2/2010. 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	The superintendent and his leadership team do not ensure an aligned curriculum is delivered through effective instructional and assessment practices.
Next Steps	The superintendent should collaborate with district and school leadership to develop a process to monitor classroom implementation of the school curriculum aligned with state standards. This process should ensure teachers deliver curriculum through a variety of strategies that embed higher-order thinking and problem solving skills into classroom instruction and meet the needs of all learners. District leadership should collaborate with teachers to adopt a formal protocol for the analysis of student work and provide guidance in examining student work to inform instruction. District leadership should ensure classroom assessments are standards-based, rigorous and authentic. Assessments should be designed to close achievement gaps and move the school toward proficiency.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The superintendent does not hold district leadership, school leadership and school staff accountable for improving student achievement.

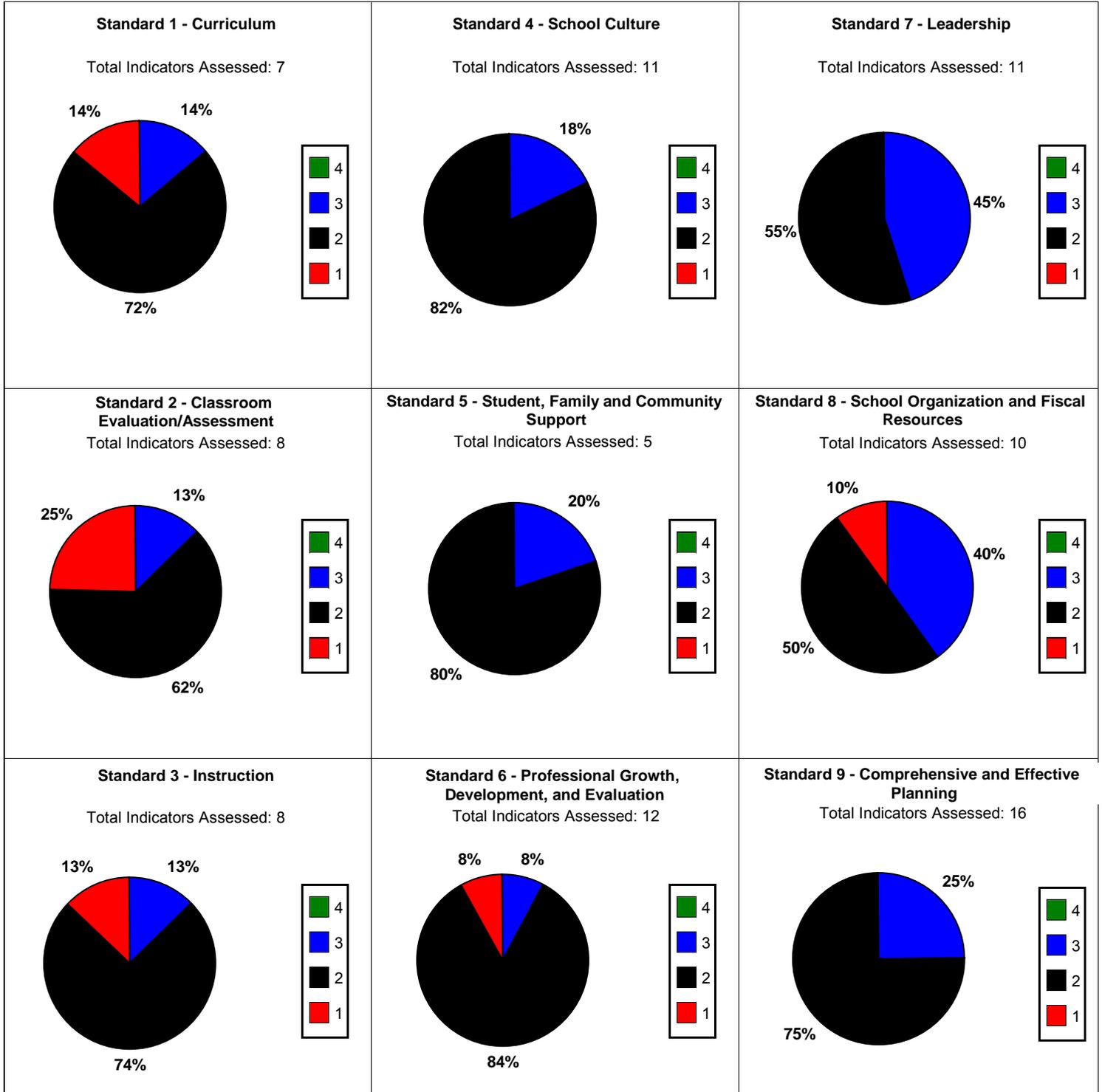
Next Steps	All staff must understand the urgency in addressing identified barriers to student achievement. The superintendent should hold all staff accountable for student success and failure through an effective evaluation process based on data and student learning needs. District leadership should hold all school leadership and staff accountable for implementation, evaluation, and modifications needed to maximize the effectiveness of district and school initiatives (differentiated instruction, formative assessments, researched-based instruction, reading and math interventions, curriculum alignment, professional learning communities, district walkthrough coaching).
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The superintendent does not ensure district and school leadership share and promote a common belief in high expectations for all students and staff.
Next Steps	The superintendent and local board should instill in all staff the belief that an effective teacher is the most important determinate in improving student achievement. The superintendent should develop, implement and monitor a plan to raise the level of expectations for all students and to ensure all staff accept their professional roles in student success and failure. The plan should focus on a student-centered learning environment that ensures access to high-quality school experiences for successful transition to adult life.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The local board and superintendent do not take appropriate steps to ensure needs of struggling learners are met.
Next Steps	The local board and superintendent should ensure schools meet struggling learners' needs in reading and math. This can be accomplished in a variety of ways but should encompass concepts embedded in Professional Learning Communities. Basic to this concept is the belief that learning- not teaching-is the fundamental purpose of schooling and schools exist for the sake of students, not adults. Daily interventions based on concrete data should be built into all school's schedules. The district's basic commitment should be that all students can learn when their needs are met.

District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The superintendent and local board do not ensure all organizational structures and resources of the district and schools are organized to meet identified achievement needs of students.
Next Steps	The superintendent should review all available federal, state and local achievement data for all students with an emphasis on grades seven through twelve to ensure all middle level students are receiving high quality instruction and are able to make successful transitions to the high school. The superintendent and local board should assess organizational structures (e.g. grade and school configurations, master school schedules, transportation plans, school organizational practices) for their efficiency, cost effectiveness and impact on student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The superintendent and his leadership team have not established procedures to effectively implement and monitor district and school initiatives.
Next Steps	The superintendent and his leadership team should take steps to ensure that district and school initiatives are implemented in a timely manner and monitored for effectiveness. The superintendent and his leadership team should collaborate with school leadership, teachers, and other stakeholders to continuously gather data and assess the impact of their programs and professional practices on student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Lawrence County
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 - Lawrence County

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

Focus on Student Academic Performance

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

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

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

Identify the implications of this report for stakeholders.

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

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Introduction

The Kentucky Department of Education conducted district leadership assessment of Lawrence County School District during the period of 3/28/2010 - 4/2/2010.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with students (12), school council parents (6), school council teachers school administrators (11), (6), central office certified staff members (13), central office support staff members (2), community members (6), board members (5), 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 Bill R. Morgan - Higher Education. The other team members were: Nancy Jones Satterfield - District Administrator; Rhonda Bailey - Teacher; Jerry Lee Meade - Building Administrator; Sheree W. Thompson - Teacher; Minnie C. McKee - District Administrator; Carolyn S. Falin - Building Administrator; Margaret K. Dotson - Building Administrator; Tom Price - District Achievement Gap Coordinator.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, documentation of parent contacts, eWalk data, examples of school to home communications, Extended School Services program overview and data, faculty meeting agenda, Implementation and Impact Checks, Individual Learning Plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, notes from parent conferences, perception survey results, professional development records, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school council meeting agenda and minutes, school council policies and bylaws, school guidance plan, school mission, belief and vision statements, school newsletter, school Web pages, state statute and regulation, Student Performance Level Descriptors and student/parent/staff handbooks

Interviews with assistant superintendent(s), central office staff, classified staff, community members, Extended School Services director/staff, parents, principal, school council members, students and superintendent

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.

The local board has adopted Curriculum Policy 08.1 that requires all district schools to develop and implement a curriculum that is aligned with state standards documents (e.g., Academic Expectations, Core Content for Assessment, Program of Studies). The high school council adopted Curriculum Policy #1.00 that details implementation, review and revision procedures for the curriculum. District and school leadership developed the Lawrence County Schools Curriculum in district curriculum team meetings. District leadership does some work with high school leadership to extend and implement curricular offerings to students for college credit, career and vocational opportunities.

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3/28/2010 - 4/2/2010

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 facilitated district curriculum team meetings in 2007 and 2008 in which school leadership and staff, P-12, met to discuss the effective placement and sequencing of required curriculum standards within grades and between all grade levels. These meetings did not continue in 2009 and 2010. District leadership has met separately with Louisa Middle School and the high school during the past year to discuss vertical articulation. However, district leadership has not included the other feeder schools in this process.

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

District leadership organized and facilitated multiple P-12 district curriculum team meetings in past years (2007-2009) to sustain discussion throughout all grade levels to address gaps and overlaps in the curriculum. District leadership initiates and facilitates some meetings with schools to examine articulation and gaps, but procedures have not been implemented to continue this work or monitor progress on a continuing basis.

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

District leadership works with high school leadership and university and technical partners to ensure students have access to a variety of post-secondary education and career curricular components (e.g., dual credit courses, Career Pathways, vocational courses). Advisory committees include post secondary partners which meet twice a year to discuss and plan existing and potential curricular programs for the district's students. District leadership has embedded The College Readiness Standards and Kentucky Occupational Skills Standards Assessment in the district curriculum. College dual credit courses are offered in English and math. Career and technical dual credit is available to students (e.g., auto tech, carpentry, mining, business and office technology). The school curriculum includes certification opportunities for Certified Nurse's Aide and childcare. District leadership has implemented a plan to create and utilize Individual Learning Plans for all students grades six through twelve. District leadership has not ensured compliance for the on-going development of these plans.

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

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

The local board adopted policy 08.1 for district and school procedures to monitor and revise the curriculum. District leadership has facilitated district curriculum team work to collaboratively identify curricular issues. The high school council curriculum policy (#1.00) includes directives for the implementation of procedures for reviewing and revising curriculum based on student performance data. District leadership has assisted high school leadership and staff in the review and revision process. District leadership has facilitated district-wide procedures for curriculum review and revision. District-wide collaborative meetings are no longer occurring. School councils have submitted curriculum policies to the district for review, but little or no feedback has been provided to schools or councils. District teams conduct classroom walkthroughs to monitor the delivery of the appropriate curriculum standards. District teams provide limited feedback to teachers, and curriculum issues are not always addressed.

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

Local board policy 08.1 does not ensure that all students have equal access to a common core curriculum. However, school leadership has created a master schedule that provides students at the high school access to a common core curriculum. District leadership has ensured that all special needs students' Individual Education Plans have goals based on common academic core curriculum standards but is not ensuring plans are being implemented as written.

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **1**

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 always facilitated discussions to examine key transition points within grade configurations (e.g., primary to middle, middle to high school). No systematic plan has been implemented to sustain efforts in identifying issues with transition points or monitor plans to address curricular issues.

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The superintendent should ensure that district staff is facilitating regularly scheduled meetings of the district curriculum committee to review district curriculum on a continuing basis. District leadership should facilitate the curriculum committee in identifying and discussing curricular issues and developing collaborative procedures to address them. District leadership should ensure that curriculum committee work places an emphasis on vertical and horizontal alignment of the P-12 curriculum, curriculum sequence within and between grades, identifying key transition points and related issues, and identifying and addressing gaps and overlaps.

District leadership should assist all school councils in the review and revision of curriculum policy and ensure that the principal implements the curriculum policy.

District leadership should ensure that schools have developed individual learning plans for all students grades six through twelve and individual learning plans are being utilized according to state mandate.

Resources:

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>

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

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

District Leadership Assessment Summary Report

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, lesson plans/units of study, perception survey results, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, student homework with teacher feedback and student work

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

Observations of common areas

Performance Rating 3

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

The district assessment coordinator trains the building assessment coordinator and principal regarding the administration of and ethical procedures for state testing practices. The district assessment coordinator attends training sessions at the school when guidelines for the assessment process are reviewed. District and school leadership develop and implement operational procedures for conducting the assessment. District leadership collaborates with school leadership to develop testing schedules. District leadership ensures that accommodations for the state assessment follow state mandates for all students including special populations. District leadership ensures that all persons involved in the testing process receive the required training. Local board Policy 08.222 ensures proper implementation of procedures and administration of the state assessment.

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

District leadership offers some opportunities for teachers to collaborate in designing authentic assessments aligned with core content. Most high school teachers share a common planning period within their content areas that enables time for collaboration in designing assessments. District leadership does not monitor the use of this time to ensure some focus on developing assessments. Many assessment tasks lack rigor and do not challenge students to use higher-level thinking and problem-solving skills. District leadership occasionally facilitates discussions regarding assessment issues during content area department meetings. District leadership is currently assisting math teachers in developing common assessments.

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

District leadership provides some monitoring of schools to determine if students can articulate the requirements for proficiency and understand the expectations for quality work. District and school leadership conduct walkthrough observations on a regular basis using a district developed walkthrough instrument. This instrument includes a section for student responses that focuses on the following questions: What are you learning? Why do you need to know this information? What kind of work do you do in class? Is your work good? How do you know if your work is good? Is there anything that keeps you from doing good work? District leadership encourages the principal to share and analyze student responses to these questions with teachers in an effort to demonstrate student mastery of academic expectations.

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

District leadership designates a day annually for the school staff to disaggregate and analyze assessment data (e.g., Interim Performance Report, No Child Left Behind, Measures of Academic Progress, EXPLORE for freshman placement). District leadership collects some data to be analyzed. Teachers primarily analyze this data to determine student progress in content areas or student placement in reading intervention classes. Limited emphasis is placed on analyzing the data to identify curricular gaps and make modifications in teaching practices. Board Assessment of Student Progress

District Leadership Assessment Summary Report

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3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

Policy 02.441 requires the principal and the building assessment coordinator to present the results of the Kentucky Core Content Test, No Child Left Behind and Measures of Academic Progress in reading and math at a board of education meeting. The principal must identify next steps and improvement practices needed to address critical areas based on the assessment data. This presentation occurred on October 19, 2009.

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

District leadership has a district assessment plan that addresses classroom assessments, school assessments (e.g., Measures of Academic Progress, oral reading probes) and state (e.g., Kentucky Core Content Test, Kentucky Occupational Skills and Standards Assessment) and national assessments (e.g., EXPLORE, PLAN, ACT). The plan is designed to ensure teachers are provided meaningful feedback on student learning to impact instructional practices. These tests are administered, but district leadership has not developed a process to ensure teachers utilize these results to enhance or modify instruction with students who did not master content. The Kentucky Department of Education's Assistance and Support School Improvement Success Team communicates the expectation that teachers routinely analyze assessment data to evaluate the effectiveness of instructional practices, programs and materials on teaching and student learning.

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

District leadership monitors schools during walkthrough observations at regular intervals to determine if students understand the expectations of performance standards. Students respond orally to questions during walkthroughs regarding the characteristics of quality work. District leadership does not have a formal process in place to ensure that Student Level Performance Descriptions are clearly evident in student work or that teacher-made rubrics noting expectations are provided for students prior to assessments. Few classrooms or commons areas of the building display rubrics or models of proficient work.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

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

District leadership provides limited support to classroom teachers in implementing rigorous, authentic assessments aligned with Kentucky's core content. District and school leadership give informal feedback to teachers regarding oral questioning strategies and formative assessments during walkthrough observations. The district walkthrough instrument does not formally address summative assessments or appropriate, rigorous levels of Depth of Knowledge questions to be used with assessing core content. Many assessments are textbook generated and are not always similar to the Kentucky Core Content Test. District leadership assisted the school council in developing a Best Practice Assessment Policy (#6.01) to ensure assessments are aligned with Kentucky's standards. This policy identified timelines and frequency of ongoing assessment activities and designated specific types of authentic assessments (e.g., open response, on-demand writing, writing portfolio pieces) to demonstrate the learning progress of students. Board Assessment Policy 08.222 requires classroom assessments to be frequent, rigorous and aligned with Kentucky's standards. District leadership does not have a process to monitor the implementation of these policies in classroom assessments.

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

District leadership has communicated the expectation that teachers should analyze student work to inform instructional practices and modify delivery of the curriculum in the district improvement plan. District leadership has not determined a formal protocol to guide teachers in analyzing student work. Few teachers have received training in skills necessary to analyze student work. District leadership does not have a consistent process to monitor teacher practices related to analyzing student work to inform teaching and learning.

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District leadership should develop a process to regularly monitor classroom assessments to ensure they are standards-based, rigorous and authentic and challenge students to use critical thinking skills at high levels. District and school leadership should provide meaningful feedback to teachers to enhance their ability to design powerful assessment tasks at the appropriate Depth of Knowledge levels.

District and school leadership should collaboratively determine a formal protocol to guide teachers in analyzing student work. District leadership should provide assistance to teachers in acquiring and mastering skills necessary to effectively engage in this process. District leadership should collaboratively work with school leadership to monitor teacher practices to ensure the results of the analysis inform teaching and learning and provide meaningful feedback to students.

District leadership should develop a process to ensure all local board and school policies related to assessment are implemented and monitored.

District leadership should provide in-depth training for all school leadership and teachers in developing clearly articulated rubrics that enable students and teachers to know the expectations for proficiency. Samples of quality student work accompanied by rubrics should be displayed in classrooms and throughout the building to serve as models of proficiency.

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, Implementation and Impact Checks, individual professional growth plans, lesson plans/units of study, perception survey results, professional development records, professional resource materials, rubrics, samples of classroom assessments, samples of student work products, staff development agenda, student work and teacher portfolios

Interviews with assistant superintendent(s), central office staff, community members, curriculum resource specialist, school council members and teachers

Performance Rating 3

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

District leadership provides adequate instructional resources (e.g., materials, technology, textbooks, supplemental supplies) to ensure a viable curriculum is provided for advancing student learning. Additional resources are considered when requested by the school. District leadership utilizes a written, systematic process to determine resource allocations based on identified needs.

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **2**

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

District leadership developed a walkthrough protocol to monitor instructional practices for implementation in October 2009. Walkthrough teams consist of three or four members (i.e., superintendent, district administrators, school principals, district resource teachers, Kentucky Department of Education's Assistance and Support School Improvement Success Team members, local board members) who conduct walkthroughs twice monthly in all schools. Findings from these walkthrough observations are provided to the principal for the purpose of coaching teachers to improve instructional practices. District leadership has not monitored to ensure that instructional strategies have improved. Most classroom instruction is still textbook driven. Lesson plans do not delineate instructional strategies to meet the diverse 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 expects that resources allocated to schools will be used to align instructional strategies to meet learning goals and assessment expectations as defined in the district and school improvement plans. District leadership has provided resource teachers in an effort to enhance student learning to meet assessment goals. Few classroom assessments require students to complete tasks similar to those required on the Kentucky Core Content Test.

- 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 and school teams conduct walkthroughs twice monthly for the purpose of monitoring the effective use of instructional strategies. District leadership developed a district-wide intervention plan (i.e., Lawrence County System of Intervention) that requires teachers to modify instruction in mathematics and reading to meet learning needs of all students. District leadership does not always monitor to ensure that this plan is implemented, especially in mathematics. Job-embedded professional development focusing on instructional strategies to meet the needs of diverse learners is occasionally conducted by resource teachers with the focus primarily being on reading.

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3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **2**

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

District leadership attends job fairs at Morehead State University and Marshall University to actively recruit a diverse teaching staff. District leadership provides a few professional development activities that specifically update teacher content knowledge but the professional development does not always result in motivating students to high levels of learning. Teachers participate in required professional development, and some seek additional opportunities based upon individual needs. All personnel are certified to teach in their assigned areas except for one emergency certification.

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

District leadership has adopted technology policies addressing the use of technology as an instructional tool. District leadership has provided many technological resources (e.g., interactive white boards, document cameras, computer labs, workstations) but does not have a system in place for equitable distribution of technology to all schools. District leadership does not provide for the collection and analysis of data to support effective and equitable use of technology in classrooms for instructional purposes.

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

District leadership has a homework policy to assist the school council in adopting policy and establishing procedures for homework assignments to extend student learning. District leadership has not developed a procedure to monitor school policies to ensure that homework is developmentally appropriate and extends learning beyond the classroom.

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School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **1**

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

District leadership has not ensured school leadership has a consistent focus on analyzing student work as a means to modify and adjust instructional practices. District leadership has not led or assisted school leadership in adopting a protocol, providing training for analyzing student work and using the results to enhance student learning.

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

District leadership should ensure that school leadership adopts a protocol and provides training and resources necessary to lead the staff in the analysis of student work. The process of analyzing student work should be monitored by district and school leadership to ensure the analysis is impacting student learning.

District leadership should ensure a focus on differentiation in instructional and assessment practices. District and school leadership should provide training (e.g., modeling, visits to successful differentiated classrooms, specialists in the area of differentiation) for all classroom teachers to ensure a clear understanding of what differentiation looks like and how to implement these strategies to meet the instructional needs of all students.

District and school leadership should provide feedback and ongoing support for implementing a variety of research-based instructional strategies that challenge students to learn at high levels and make learning authentic. The superintendent should ensure district and school leadership monitor instructional practices.

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

Standard 4 School Culture

Findings For This Standard Are Based On:

Review of brochures, pamphlets, civic group programs/agenda, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, employee handbooks, equipment inventory, eWalk data, facility inspection reports, fire marshal reports, job descriptions, media materials and inventory, newspapers, parent and community member workshop schedule, perception survey results, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school profile, School Report Card data, school Web pages, student handbook and student/teacher ratio

Interviews with assistant principal, central office staff, community members, district leadership, Extended School Services director/staff, school council members and school leadership

Performance Rating 3

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

District leadership uses many strategies to share district and school information with all stakeholders. Strategies include the following: community meetings and forums (e.g., It Takes a Village to Raise a Bulldog public forum, Key Communicators); publications (e.g., Lawrence County Schools Pocket Priorities that identify district priorities, Code of Conduct, Success and Progress district news supplement, local newspaper); media outlets (e.g., TheLevizaLazer, local television and radio broadcasts); public displays (e.g., school banners and marquees); technology resources (e.g., district and school web sites, e-mail, Phone Messenger automated call system).

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

District leadership and school leadership collaborate to formally and informally recognize and celebrate student academic successes. Student achievement is recognized through multiple venues (e.g., school displays, district and school web sites, district newsletter, local newspaper) and rewarded through numerous district, school and community events (e.g., It Takes a Village to Raise a Bulldog public forum, Hard Work Café, Rotary Club Honors Graduate Luncheon, breakfast for students scoring distinguished on the Kentucky Commonwealth Accountability Tests).

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **3**

District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

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

The local board has a Uniform Code of Student Conduct, and the high school's council has a Discipline and Classroom Management Policy (#7.0) intended to ensure a positive school climate for students and staff. District leadership has implemented plans and procedures (e.g., Strategic Management Response Tactics Emergency Plan, emergency drill plans, district Crisis Intervention Team, School Messenger automated call system) intended to promote a safe, orderly and equitable learning environment. District leadership is conducting classroom walkthroughs that allow the collection of some data about the learning environment. The School Culture Survey administered March 2010 provides additional data. The student grievances and appeals process is embedded in the Code of Conduct booklet accessible from the district web site but is not publicized in other places.

- 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.

The superintendent articulates a commitment to high expectations for all students and is intentionally communicating this expectation to all stakeholders through different means (e.g., superintendent's visibility in schools and at community events, It Takes a Village to Raise a Bulldog public forum, Lawrence County Schools Pocket Priorities, TheLevizaLazer on-line newspaper). District leadership is beginning to collaborate with school leadership to celebrate and reward student successes (e.g., Hard Work Café, breakfast for students scoring distinguished on the Kentucky Core Content Tests, media publications of individual and school celebrations) but has not always ensured teamwork and support among all high school staff. Some sharing of successful instructional practices occurs among teachers at various meetings (e.g., faculty, department meetings), but the district has done little to directly facilitate opportunities to share.

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

District leadership is beginning to examine policies to determine if all school councils have current academic, discipline and classroom management policies and if these policies focus on student learning. District leadership

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3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

does not always monitor to ensure school leadership is implementing these policies and procedures and is applying them equitably to all students. District leadership is beginning to actively promote a culture of high academic expectations throughout the district, but many high school teachers do not demonstrate these expectations in classroom practice.

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

District leadership provides a few opportunities (e.g., Parent Involvement Council, District Culture Committee) for certified and non-certified teaching staff to participate in decisions about teaching and learning. District leadership has not always ensured school leadership intentionally involves non-teaching staff in decision-making.

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

District leadership articulates the expectation that teachers recognize and accept responsibility for student success and failure, but many high school teachers do not accept their professional roles in student learning. District leadership conducts classroom walkthroughs and coaching sessions to encourage staff to reflect on instructional practice, but there has not been sufficient time to determine if this strategy will improve classroom practices.

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

District leadership reviews policies to determine if all schools have adopted and adhere to a policy for maintaining effective teacher to student ratios. The high school's council has given second reading to a Staff Time Assignment Policy (#02.00) that allows the principal to assign teachers based on contribution to student success rather than preference. District leadership provides limited guidance to school leadership in assigning staff based on the specific learning needs of individual students.

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

The local board has adopted Grading Policy 08.12 that specifies when grade

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

reports will be issued. Reports are computer generated and provide no information about progress on Individual Learning Plan goals. Students and parents can now access this information, if completed, through the Infinite Campus Parent Portal. The high school assistant principal sends handwritten notes specific to every student with each grade report. The notes address student progress, positive behavior, celebration for positive behaviors/actions, accomplishments and citizenship.

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

District leadership is beginning to formally and informally collect data (e.g., student, teacher, parent and community surveys and face-to-face interactions) to assess perceptions about district and school staff. District leadership collaborates with school leadership and the community to develop strategies (e.g., district culture committee, district parent advisory and involvement council) to promote the belief teachers care about students and inspire their best efforts.

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 does not always ensure teachers incorporate culturally responsive instruction in classroom practice. District leadership provides some assistance to the high school in addressing students with unique learning needs (e.g., homebound program, Lawrence County System of Interventions). District leadership targets resources to a program of services designed to reduce the impact of socio-economic, physical, and cultural factors on learning (e.g., Extended School Services, Youth Services Center, school nurse, gifted and talented program, interdisciplinary math and reading development classes for ninth grade students, Lawrence County System of Intervention Program for students in grades 10-12, adult education program, Pathways Mental Health contract).

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3/28/2010 - 4/2/2010

Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

District leadership should ensure all staff recognize and accept their professional role in student success and failure. District leadership should support school leadership in facilitating ongoing opportunities (e.g., observations of highly successful teachers, training in research-based instructional strategies) designed to increase rigor in instruction and to improve learning for all students. District and school leadership should frequently monitor classroom instruction to assess instructional practice and its impact on student learning.

District leadership should ensure all staff hold high academic expectations for all students. District leadership should emphasize the urgent need to improve the learning environment for all students, especially those at the high school. District and school leadership should collaborate with all stakeholders to identify characteristics that define high academic expectations for the district and develop a comprehensive plan that moves all students toward academic excellence. District and school leadership should implement and continuously monitor the plan to ensure the intended results are occurring.

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3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, cumulative folders system/student working folders/portfolios, district technology plan, Extended School Services assessment data, Extended School Services entrance and exit reports, Extended School Services program overview and data, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, perception survey results, policies and procedures on access to student records, school Web pages, student handbook and Title 1 program plan

Interviews with assistant principal, central office staff, community members, counselor, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel and school council members

Performance Rating 3

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

District leadership implements various programs to increase parental and community involvement to reduce barriers to learning. Connections with families are established by Youth Services Center (e.g., open house, parent trainings, Angel Tree Project). District leadership partners with some local businesses, government agencies and faith-based organizations to support the needs of students and families. The superintendent and other district and school personnel conducted the It Takes a Village to Raise a Bulldog public forum to encourage community and family support for the district schools. District leadership has begun to develop a Key Communicators group. The parent involvement council meets quarterly to discuss issues relevant to the district. The local board has adopted an Attendance Policy 09.122, and district leadership has developed disciplinary consequences to address attendance issues. District leadership has programs in place to propose solutions to reduce drop-out rate (e.g., A+nyWhere Learning Systems, PLATO credit recovery, adult education programs, incentive programs).

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

District leadership has initiated some monitoring of services provided by Youth Services Centers, Extended School Services and Title 1 (e.g., monthly meetings, Measures of Academic Progress, reading fluency scores). District leadership does not always monitor guidance services to ensure they are meeting the needs of all students. District and school leadership collaborate to provide sufficient technology to give students access to the entire academic core (e.g., Hybrid Algebra, A+nyWhere Learning Systems, PLATO credit recovery, Measures of Academic Progress). Extended School Services and gifted and talented programs have clearly defined criteria to identify students and provide services. District and school leadership monitor federal and state programs using a district developed program evaluation form to ensure they effectively support student learning. Local board curriculum policy 08.1 does not ensure equal access to the entire common academic core. District leadership has developed procedures for monitoring curriculum delivery (e.g., curriculum maps, walkthrough data, student course needs and interest surveys, master schedule rough draft course offerings). School leadership ensures that students have equal access to the entire common academic core curriculum.

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

District leadership provides some instructional resources that support active learning (e.g., Dog House School Store, career technical programs). Student health and social needs are addressed through referrals from Youth Services Center director, school nurse and guidance counselors. District leadership partners with some community agencies (e.g., Pathways Mental Health, Adult Education Center) to meet these needs. Community interagencies are in the process of developing a resource directory to be distributed to parents. District leadership uses assessment data (e.g., EXPLORE, Kentucky Core Content Test, Measures of Academic Progress, Nelson-Denny Reading Test) to identify learning needs of students. Identified students can receive additional support through various programs (e.g., Extended School Services, Lawrence County System of Interventions, A+nyWhere Learning System). District leadership has provided some professional development in differentiated instruction to address cultural differences. Some staff has

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

received training on Ruby Payne's A Framework for Understanding Poverty. The superintendent has established a culture committee and engages the principal in discussions about high expectations for all students. The superintendent provides guidance and direction to school leadership on the issue of assigning students to classes.

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

District and school leadership collaborate to ensure each school provides support services (e.g., Extended School Services, Lawrence County System of Intervention programs, credit recovery, adult education center programs) for students who need additional time to master core content. The impact of these services on student learning is measured by some assessments (e.g., Measures of Academic Performance, Nelson-Denny Reading Test, EXPLORE). District and school leadership use a district developed program ranking form to review programs currently available to students in order to identify impact on student learning. District leadership encourages but does not always facilitate collaboration and coordination among support programs and services to eliminate gaps and overlaps in delivery of services supporting student achievement. School leadership uses some assessment data to prevent overlaps in delivery of these services to students.

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

The local board has adopted Student Record Policy 09.14 and district leadership provides Infinite Campus technology to support the maintenance of student academic and educational records (e.g., grades, attendance, disciplinary infractions). School leadership maintains cumulative folders containing educational profiles that reflect a variety of information. District leadership does not ensure Individualized Learning Plans are developed.

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Summary of recommendations in: **Learning Environment**

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

The superintendent should ensure that district and school leadership collaborate with guidance counselors to develop a district-wide guidance services plan. District and school leadership should establish procedures to monitor the delivery of these services to ensure needs of all students are met.

Local board should review and revise the current curriculum policy to ensure equal access to the entire core curriculum for all students.

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3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, classroom assessments, classroom assignments, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, Implementation and Impact Checks, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, Local Educator Assignment Data Report (LEAD), master school schedule, perception survey results, professional development records, professional resource materials, protocols for analyzing student work, records of teacher certification/experience, roster of teaching assignments, samples of classroom assessments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports and staff development agenda

Interviews with assistant principal, central office staff, classified staff, community members, curriculum resource specialist, district leadership, local board of education members, parents, school council members, school leadership, school nurse and superintendent

Performance Rating 3

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

Local board Evaluation Policy 03.18 addresses the procedure for evaluating all personnel. District and school leadership are implementing procedures as outlined in the policy. Copies of the evaluation plan are distributed to all employees. Principals conduct timely meetings with certified and classified staff to discuss the evaluation plan and the process for implementation.

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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 offers a menu of professional offerings and opportunities for staff at both district and school levels. These trainings have not been sustained over time to ensure depth of understanding and to build capacity for implementation of concepts and strategies to promote greater student achievement. Few professional development offerings enhance opportunities for staff to develop individual leadership capacity. Professional development is planned on an annual basis and includes a variety of topics (e.g., Analysis of Assessment Data and Implications for Curriculum and Instruction, Planning and Implementation: Improving Public Schools Through Relationships and Customer Service, Deconstruction of Standards, PD 360). The district provides classified staffs opportunities to participate in required professional development and trainings (e.g., blood borne pathogens, first aid) to be certified annually.

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

District leadership has developed a calendar that provides schools opportunities to be involved in additional professional development offerings for the remainder of 2009-2010 school year. Days were planned by the professional development committee in November and December 2009 to discuss topics for future planning days which occurred during inclement weather. However, detailed plans were not developed timely and thoroughly and resulted in missed opportunities to enhance and strengthen teacher capacity. Minimal job embedded professional development opportunities occur for teachers. District leadership has not engaged schools in conversations to create a long term, multi-year approach to professional development to build depth of understanding, enhance capacity and strengthen teaching skills to promote student achievement. Professional development needs are identified in the districts comprehensive plan goals to address student needs.

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

District leadership and school level staffs' professional development plans

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

have not been intentionally aligned with district and school improvement plans. District leadership and school leadership select a few trainings based on Effective Instructional Leadership Act requirements (e.g., Kentucky Leadership Academy, professional learning communities, differentiation, Stiggins' formative assessment), but they are not always based on district leadership needs that are tied to school and district goals and strategies. District leadership has not ensured that all staff have completed individual professional growth plans in collaboration with school leadership for the current school year.

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

District leadership and the professional development committee created a menu of training topics in which school staffs were required to participate. District and school leadership do not collaborate to establish a process to monitor effectiveness of delivery of trainings, implementation in classroom practice or the impact trainings have on student learning.

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

District leadership provides some job-embedded professional development through district resource teachers (e.g., Training And Resources for Growing Excellent Teachers One and Two, fluency training, differentiated instruction) to enhance and sustain professional practice over time. District resource teachers received training to enhance their skills and abilities to work with adult learners. District leadership provides on-going professional development through Lawrence County System of Intervention trainings.

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

District leadership reviews and approves the school professional development plans for the required twenty-four hours of professional development. District leadership provides limited input into the use of the additional nine plan days available to schools to utilize for formal and informal professional development. Topics for the professional development trainings sometimes focus on the learning needs identified through assessment data disaggregation. District leadership assists schools by providing district resource teachers and additional funding for trainings when needed. Limited

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

monitoring of professional development effectiveness is provided by the collection of training agendas, sign-in sheets and evaluations including reflections following the professional development activity or training.

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

District leadership collaborates with school leadership to allocate sufficient professional development funds to schools for training based on a needs assessment. District leadership provides funding for some professional development as identified in the district improvement plan. District leadership does not have an effective process to monitor the impact of varied professional development initiatives toward meeting student needs.

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

District leadership does not always ensure individual growth plans are collaboratively developed to allow growth priorities to be addressed. District staff does not always follow local board Evaluation Policy 03.18 to monitor and ensure growth plans are completed as defined.

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

District leadership provides six hours of formal update administrator evaluation training yearly through contracted evaluation trainers to ensure all administrators know and understand the evaluation process. Additional evaluation training is provided through the instructional coaching trainings to support the school walkthrough process. District leadership does not always ensure personnel evaluations meet all requirements of state statutes including multiple observations, opportunities for coaching and feedback and district timelines for completion.

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

The district improvement plan addresses instructional leadership needs for

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

principals. Principals have been trained in recognizing research-based instructional strategies, what to look for when conducting walkthrough observations and in providing effective feedback to teachers. The plan does not address Effective Instructional Leadership Act training needs for administrators.

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Summary Findings in: **Learning Environment**

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

Performance Rating **1**

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

The superintendent does not always ensure school leadership follows the evaluation regulations to ensure formative and summative evaluations are completed in a timely manner. District leadership collects all summative evaluation forms on the identified due date and reviews them to determine the work that has occurred during the current school year. District leadership monitors school leadership individual growth plans, but the school leadership is responsible for building level staff evaluations and growth plans.

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Summary of recommendations in: **Learning Environment**

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

District leadership in collaboration with school leadership should create a long-range, multi-year professional development plan that identifies strategies to strengthen identified content area knowledge and instructional practices. The plan should include job-embedded professional development and other pertinent trainings necessary to build staff capacity and efficacy.

District leadership should develop a process to ensure that professional development is aligned with identified needs in district and school improvement plans. Implementation and Impact Checks are a component of the plan and should be used to ensure funds target appropriate intervention strategies and measure the effectiveness of professional development on increasing student achievement.

District leadership should create both short and long range professional development plans that are designed to strengthen leadership capacity and skills for school and district administrators as required by the Educational Instructional Leadership Act.

The superintendent should ensure school leadership follow all evaluation guidelines for formative evaluations and provide feedback and guidance to improve professional capacity.

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3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, curriculum documents, district Effective Instructional Leadership Act records (EILA), eWalk data, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, master school schedule, needs assessment data, newspaper clippings/press releases, newspapers, perception survey results, professional development records, professional resource materials, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school Web pages, school/district safety plan, staff development agenda, student handbook and trophy cases

Interviews with assistant superintendent(s), central office staff, classified staff, district leadership, school council members, school leadership, students and superintendent

Observations of cafeteria, classrooms, common areas and outdoor areas

Performance Rating 3

7.1a Leadership has developed and sustained a shared vision.

The new superintendent is intentionally focusing on creating a vision and mission for the school district. The current formal mission states, "We, the staff of the Lawrence County School System, will educate all children to be successful contributing members of society." The superintendent used the March 15, 2010 It Takes a Village to Raise a Bulldog public forum to articulate his vision of educating all students to a level of proficiency that will enable them to perform and compete in a global economy. The superintendent encourages all stakeholders to join him in making the system student centered and focused on educating students and producing good citizens. The superintendent is making this a public process by involving multiple stakeholders and using several different communication strategies (e.g., public speaking appearances, setting expectations for athletes, meeting and greeting stakeholders at public events). District leadership posts the district mission on buildings, and it appears on numerous district documents (e.g., Lawrence County Schools Pocket Priorities, district improvement plan, district web page).

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

The local board has adopted policy 02.441 that requires district and school leadership to regularly provide updates on students' academic progress. District and school leadership submit disaggregated data from several sources (e.g., Interim Performance Report, No Child Left Behind report, Measures of Academic Progress, district and school improvement plans) at various times to the board during the year. Local board policy 02.441 also requires that each school present an annual report to inform the board and provide data on which to base decisions. District and school leadership often share data and have dialogue with school staff prior to making curriculum and instructional decisions.

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

District leadership uses the Measures of Academic Progress assessment program as its primary tool to gather continuous data relative to student progress over time. This data is disaggregated by individual schools and presented to the local board at regular intervals. District leadership uses this data as one means of providing direction for the district and high school planning process. District leadership compiles data from various sources (e.g., surveys, Interim Performance Report, No Child Left Behind report, walkthrough data) into an Assessment of Student Progress Report which is presented to the local board at its September meeting. District leadership uses this report and other forms of information as the basis for district and school improvement planning and to inform decisions relative to meeting the needs of a diverse student population.

- 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 initiated a revision of the district's curriculum beginning in the 2007-2008 school year. District leadership regularly met with various grade level curriculum teams to complete the revision process at all grade levels. District leadership provides textbooks and technological resources to ensure that teachers have access to resources required to teach a curriculum aligned to Kentucky' standards. District leadership provides training to administrators on deconstructing standards. District leadership provides

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

support for the effective delivery of an aligned curriculum by providing personnel to coach new teachers for their first three years of their service in the district.

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 local board has adopted the Strategic Management and Response Tactics Emergency Plan as its official policy to provide safe and orderly environments in the district's schools. This plan provides comprehensive, detailed instructions on handling all forms of emergency situations. District leadership provided training to active members of school crisis management teams during the summer of 2010. One assistant principal is responsible for maintaining the school safety plan and ensuring conditions that might pose dangers are identified and addressed. The assistant principal ensures fire, tornado and other drills occur in a timely manner.

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Standard 7 **Leadership**

Performance Rating 2

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

District leadership recently collaborated with the high school principal to develop his growth plan. District leadership based the plan on needs identified through formal dialogue and the Interstate School Leaders Licensure Consortium leadership inventory. District leadership provides a variety of opportunities for the high school principal to attend professional training to increase his professional competency (e.g., district retreat, Safe Crisis Management update, Response to Intervention, Deconstruction of Standards, Kentucky Leadership Academy). District leadership does not always work collaboratively with the principal to ensure his individual growth plan is fully implemented.

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

District leadership promotes the concept that instructional time is a valuable, finite resource that should be utilized effectively. The new superintendent emphasizes that instruction should begin when the bell rings and be continuous. However, district leadership has not led school leadership at the high school to adopt a policy protecting instructional time and implementing procedures to ensure that time is always used effectively. District leadership has provided various training to leadership at the high school on improving teachers' instructional practices that could result in more engagement by students. However, most teachers still deliver curriculum via lecture and textbook, and many students are assigned paper and pencil tasks that they are unable to complete. District leadership conducts walkthroughs and requires the high school principal to conduct walkthroughs in an effort to measure how teachers are using time and to stress the importance of using it effectively.

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

The local board and district leadership have allocated human resources to the high school that exceed the state allocation formula (e.g., two assistant principals, two guidance counselors, a school nurse, other support personnel) to support the needs of struggling learners, especially in reading. District

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Standard 7 **Leadership**

Performance Rating 2

leadership provides limited support and resources for students struggling in math. District leadership is not ensuring effective use of all technological resources. District leadership is not ensuring that new technology is promptly installed and operational in a timely manner. Local board has adopted Program Evaluation Policy 08.5 and district leadership has implemented procedures to evaluate the effectiveness of all resources on student achievement. District leadership utilizes the Measures of Academic Progress assessment program to evaluate the impact of district and school initiatives on student learning over time. District leadership meets state compliance requirements for maintaining infrastructure support but does not intentionally work with school leadership to evaluate and improve these services (e.g., transportation, facilities).

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

District leadership ensures that all council by-laws and policies are in place at the school. District leadership provides guidance on issues relative to the success of school councils by providing two comprehensive training sessions for new and returning council members (July 2010). District leadership provides the school with a schedule for reviewing and revising policies and procedures. District leadership occasionally attends council meetings and acts as a liaison between the school council and the district.

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

District leadership occasionally attend council meetings. District leadership meets twice each year with representative council members through the Council of Councils. District leadership utilizes the Council of Councils to address common, district-wide issues and to ensure councils operate consistently and intentionally address issues relative to effective operations and student achievement.

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

The new superintendent expects all principals and other staff to be accountable for student achievement. The superintendent and staff have initiated district-wide walkthroughs and are collecting data from several

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sources (e.g., Measures of Academic Progress, PLAN, ACT) to assess student performance over time and provide a greater degree of accountability. However, the Superintendent has not had sufficient time (i.e., hired 01-01-2010) to ensure that district and school leadership effectively monitors these initiatives for full implementation to achieve desired results. The superintendent has designated district personnel to use the evaluation protocol and the Interstate School Leaders Licensure Consortium leadership inventory to ensure that the principal's leadership needs are identified and addressed. District leadership provides a wide variety of in-house professional development (e.g., Improving Public Education through Relationships and Customer Service, Growing Strong Teachers, Differentiated Instruction: Theory Into Action) and ensures that the principal has opportunities to attend high quality professional training outside the district (e.g., Kentucky Leadership Academy, Rick Stiggins' formative assessment training in Louisville).

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The superintendent should continue to seek stakeholder input in his effort to formalize and promote a vision for the district that ensures all schools become student centered. District leadership should include the development of belief statements in this process. The superintendent should continue using every available opportunity to promote his vision that all students receive a quality education that qualifies them to compete in an increasingly global economy and diverse society.

The superintendent in collaboration with other district and school leaders should work diligently to ensure that technology and other resources intended to support student achievement are quickly placed into service. The superintendent in collaboration with the above staff should ensure that all major resources are evaluated for impact on student achievement.

The superintendent should delegate the responsibilities of being school council liaisons among several staff and ensure that district leadership is represented at every council and Council of Councils meeting. This should enable district leadership to become more active in its partnership with councils and to facilitate council work.

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), equipment inventory, eWalk data, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, Local Educator Assignment Data Report (LEAD), master school schedule, needs assessment data, organizational charts, perception survey results, professional development records, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, School Report Card data, state statute and regulation and Title 1 program plan

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, school council members, superintendent and teachers

Performance Rating 3

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 local board has adopted Budget Planning and Adoption Policies 04.1 and 04.11 to guide the allocations of all council funds. The district budgeting process and procedures are clearly defined and monitored by the district finance officer. The superintendent and finance officer ensure all funds are appropriately allocated based on the state formula for Support Education Excellence in Kentucky funds. The superintendent and finance officer follow policy guidelines and a comprehensive timeline to guide school councils in adopting a budget based on needs reflected in school plans. The superintendent reviews the budget throughout the year using a set of guiding questions to appraise the effectiveness of the budget. The finance officer analyzes council expenditures to monitor connections to school plans and makes monthly reports to the local board.

8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

The superintendent and local board have established priorities for allocating discretionary funds for additional school staff to assist schools in meeting the

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **3**

individual learning needs of struggling students. School councils conduct needs assessments which are submitted to the finance officer. The superintendent and finance officer analyze and prioritize district requests. The superintendent includes these requests in the draft district budget plan which is presented to the board for approval. School council may submit additional requests for discretionary funds based on needs assessments which make connections to school plans or other identified needs outside the plans.

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 local board has adopted Budget Planning and Adoption policy 04.1 with guidelines and timelines for preparation of the budgets. The superintendent and finance officer have established procedures to implement these guidelines and timelines. The finance officer works with school councils in conducting reviews of proposed budgets to ensure that resource allocations are based on needs assessments identified through student achievement data. The finance officer analyzes school budgets and school plans to verify priority needs have been appropriately funded. The superintendent and finance officer present complete monthly reports to the school board with evidence expenditures are connected to student achievement goals. Local board members occasionally ask questions about connections to the district and school improvement plans, but they look to the superintendent to assure them the connections are there.

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

The superintendent, finance officer and program coordinators ensure categorical funds are appropriately allocated based on the school needs assessments, student achievement data and school improvement plans. The local board has adopted a Program Evaluation Policy 08.5 to guide program evaluations based on measures of student outcomes. The superintendent has implemented procedures for prioritizing and evaluating all current and future programs. The superintendent has integrated funding sources to provide district-wide professional development in math and reading based on district, school and student needs.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **3**

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

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

The superintendent has established procedures to monitor the use of instructional resources. District leadership has developed a master list of all supplemental resources which identifies the purpose of the resource and cost per student. School principals prioritize school-based resources and submit student achievement data to support the continued use of the resources. The superintendent has established walkthrough procedures to collect data to assess effective use of instructional time. The superintendent does not intentionally monitor the organization of the schools to identify organizational structures that may be impeding student achievement (e.g., scheduling practices for interventions, grade and school configurations).

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

The local board's Curriculum Policy 08.1 does not ensure all students have access to the entire curriculum. The superintendent and school leadership work collaboratively in designing a rough draft of the master schedule based on staffing needs assessments for the upcoming school year. The superintendent reviews the request to ensure that staffing allocations meet state requirements of student to teacher ratios established by KRS 157.360. The superintendent and finance officer collaborate with the school principal to ensure the master schedule offerings are sufficient to meet the needs of all students and achieve school improvement goals. The master schedule is not designed to provide time for intervention and enrichment classes. Students receiving intervention services are pulled from the elective classes.

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

The local board has adopted a staffing policy that meets class cap sizes as established by KRS 157.360. School council submits requests to the superintendent for all staffing allocations for the coming school year. The superintendent expects staffing requests to be based on projected enrollment data, needs assessments and student achievement data. The superintendent presents all staffing requests to the local board for approval in the draft budget. The superintendent and local board do not actively collaborate with school leaders to ensure all staff are assigned based on the learning needs of

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

all students.

- 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 has provided professional development for principals in establishing professional learning communities and response to interventions for Effective Instructional Leadership Act credit. District leadership has provided some assistance to the school in developing a master schedule that provides for common team planning for implementing the Lawrence County System of Interventions and content-based professional learning communities. The high school has not implemented professional learning communities. The superintendent and district leadership do not ensure the school principal manages and monitors staff planning time. The superintendent does not require the school principal to submit planning teams' agendas, minutes and supporting documents for review.

- 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 collaborates with school leadership to ensure the traditional school schedule provides the required instructional time set by state statute. The district team conducts regular walkthroughs in the school that focuses on targeted teaching behaviors. The walkthroughs are not designed to collect data for analyzing the effectiveness of the school schedule for providing quality instructional time. The superintendent does not ensure the principal analyzes the master schedule to determine if scheduling and staff assignment practices may be impeding student achievement.

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

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

District teams conduct school walkthroughs to monitor classroom instruction. Walkthrough teams monitor the use of time and the implementation of teaching strategies to determine needed supports to the school. Walkthrough teams do not analyze school organizational practices to ensure instructional time is allocated to maximize student learning (e.g. more time allotted to challenging classes, double periods for math and reading instruction). The superintendent and school leadership have not collaborated to adopt effective research-based, proactive behavior interventions to limit classroom disruptions that interfere with instruction.

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The local board and the superintendent should analyze the effectiveness of the elementary and middle school organization and the impact this configuration may have on improving achievement for all ninth graders.

The local board and the superintendent should collaborate with school leadership to investigate school scheduling alternatives in grades 9-12 to ensure time for high quality instruction is available in a common core curriculum. The schedule should provide time for a system of interventions and enrichment activities that will meet the needs of all students.

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, comprehensive school improvement plan, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, needs assessment data, perception survey results, protocols for analyzing student work, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school Web pages and student/parent/staff handbooks

Interviews with assistant superintendent(s), central office staff, community members, district leadership, school council members, school leadership, superintendent and volunteers

Performance Rating 3

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

The district's mission statement "We, the staff of the Lawrence County School System, will educate all students to be successful contributing members of society" has been in existence many years. The superintendent shares the mission through printed publications such as the pocket priorities handout and the district improvement plan. A district planning committee, established in August 2010 by local board policy 1.111AP 2, consists of students, parents, community representatives, board members, teachers, principals, student support personnel and central office administrators. District goals are developed through a collaborative process and are supported by the activities found in the district improvement plan. The district has utilized the services of the Kentucky Department of Education's Assistance and Support School Improvement Success Team in developing school improvement plans including the use of peer review teams. The district has not developed belief statements to unite the school community toward improving student achievement.

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

The district has a timeline to evaluate the improvement plan through the use of the Implementation and Impact Checks twice a year with the first date set

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

for May 2010. The schools are required to do their own Implementation and Impact Checks twice a year as well. The Implementation and Impact Checks are available on the district website. The local board requires all school councils to report yearly progress toward closing their achievement gaps and meeting the identified goals of the school improvement plans. Implementation and Impact Checks data are provided to the board by the schools and district.

9.6a The plan is implemented as developed.

The superintendent provides direction and support for implementation of district and school plans. The superintendent conducts weekly principal meetings focusing on school initiatives relative to the improvement plans. District staff has begun weekly meetings with a focus on the district improvement plan. Staff are involved in the implementation of the plan as developed.

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

The new superintendent facilitated the modification of the district improvement plan which was adopted at the December 21, 2009 board meeting. This plan identified new goals, objectives and activities as specified by board policy 1.111. District leadership has established a bi-annual timeline for evaluation of the plan.

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **2**

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

The district utilized state assessment data from the Kentucky Core Content Test and local data from the Measure of Academic Progress assessment to develop priority goals, objectives and activities. District leadership uses limited school-based data such as analysis of student work, data from common assessments or from perception surveys to provide additional support for the identified district goals, objectives and activities.

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

District leadership utilizes state assessment data from the Kentucky Core Content Test and local data from the Measures of Academic Progress assessment to identify district improvement plan goals, objectives and activities. District leadership uses limited trend data.

- 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 planning team has reviewed some educational research regarding improving student achievement. The district improvement plan requires principals to provide feedback regarding the research-based reading and math programs being implemented in their schools and to evaluate the effectiveness of the programs on student achievement when delivered with fidelity. The district is working with Kentucky Educational Development Corporation to coordinate research-based, collaborative co-teaching support for reading and math. The district has identified the need to assist principals and building level leaders in identifying research-based teaching strategies and in providing effective feedback to teachers regarding their classroom instructional practices. There has been no evaluation at this time regarding the effectiveness of these strategies as the first Implementation and Impact check will occur in May 2010. The district planning team based the goals, objectives and activities on district assessment scores, state accountability indices and national No Child Left Behind benchmarks.

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

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

The district planning team uses disaggregated student data to identify students whose learning needs are not being met. State assessment data and Measures of Academic Progress data provides student academic information, but classroom data such as common assessments, analysis of student work or class grades are not always utilized when identifying struggling students.

9.3c The desired results for student learning are defined.

District leadership has stated desired results for student learning but has not clearly defined results in measurable terms. District leadership has not established benchmarks to determine progress for the mid-year Implementation and Impact Checks.

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

District and school leadership collaborate to examine data (e.g., Interim Performance Report, Measures of Academic Progress, classroom walkthrough findings) to determine strengths and limitations of instructional and organizational effectiveness within the district. However, classroom data (e.g., common assessments, analysis of student work, class grades) are not always used when examining instructional issues.

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

The district planning team identified four priority goals for the 2009-2010 school year, but they are not written in clear, concise or measurable terms in the district improvement plan. The district provides assistance to schools in setting their goals, but school plans are not written in clear, concise or measurable terms for measuring student progress.

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

The district and school improvement plans focus on improving learning in reading for male students, free and reduced lunch students and students with disabilities and focuses on improving math for all students. The components are designed to have an impact on the targeted groups, but they are not

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

written in measurable terms with benchmarks for progress identified. District and school leadership collaborated to align the goals, objectives and activities of the district improvement plan with the school improvement plans. A few activities in the district plan are based on research, but the impact of these activities will not be measured until May 2010.

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

The district improvement plan includes timelines, but they are not always designed to have an immediate impact on student performance. Funding sources (e.g., Individuals with Disability Education Act, Title 1 American Recovery and Reinvestment Act, Title I Tier Differ, Title 1 Parent Involvement, professional development) are identified to support school and district initiatives. The funding amounts do not provide explanations on how the money is to be utilized to support the activity. The district improvement plan identifies an individual who is responsible for the implementation and evaluation of each activity.

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

The district improvement plan is aligned with the district's mission and four priority goals for student achievement. District belief statements have not been developed. Action components in the district improvement plan are designed to address desired results, but the components are not always written in clear, measurable terms to ensure everyone understands what is to be achieved through the designated activities.

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

District leadership has established a timeline of formally monitoring school and district plans twice a year with Implementation and Impact Checks. District and school leadership base the plan's evaluation on the state assessment scores and Measures of Academic Progress. District leadership does not regularly monitor to ensure all staff are working toward school and district goals.

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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

District leadership analyzes limited data (e.g., Interim Performance Report, Measures of Academic Progress) to evaluate the impact of the improvement plan on student performance. District leadership is beginning to conduct routine classroom walkthroughs for the purpose of collecting and analyzing instructional data but provides limited feedback to inform instructional practices. District leadership is providing training to principals in assistance for coaching strategies to provide relevant feedback to teachers. The first Implementation and Impact Checks will be conducted in May 2010.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

District leadership should evaluate all district plan activities to determine effectiveness toward improving student achievement, develop processes and protocols to analyze student work and use the data to provide additional benchmarks for determining academic progress.

District leadership should ensure Effective Instructional Leadership Act trainings for administrators are included in the district improvement plan to build capacity and support for district leadership needs and identified initiatives.

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Summary of Next Steps:

The superintendent should collaborate with district and school leadership to develop a process to monitor classroom implementation of the school curriculum aligned with state standards. This process should ensure teachers deliver curriculum through a variety of strategies that embed higher-order thinking and problem solving skills into classroom instruction and meet the needs of all learners. District leadership should collaborate with teachers to adopt a formal protocol for the analysis of student work and provide guidance in examining student work to inform instruction. District leadership should ensure classroom assessments are standards-based, rigorous and authentic. Assessments should be designed to close achievement gaps and move the school toward proficiency.

All staff must understand the urgency in addressing identified barriers to student achievement. The superintendent should hold all staff accountable for student success and failure through an effective evaluation process based on data and student learning needs. District leadership should hold all school leadership and staff accountable for implementation, evaluation, and modifications needed to maximize the effectiveness of district and school initiatives (differentiated instruction, formative assessments, researched-based instruction, reading and math interventions, curriculum alignment, professional learning communities, district walkthrough coaching).

The superintendent and local board should instill in all staff the belief that an effective teacher is the most important determinate in improving student achievement. The superintendent should develop, implement and monitor a plan to raise the level of expectations for all students and to ensure all staff accept their professional roles in student success and failure. The plan should focus on a student-centered learning environment that ensures access to high-quality school experiences for successful transition to adult life.

The local board and superintendent should ensure schools meet struggling learners' needs in reading and math. This can be accomplished in a variety of ways but should encompass concepts embedded in Professional Learning Communities. Basic to this concept is the belief that learning- not teaching-is the fundamental purpose of schooling and schools exist for the sake of students, not adults. Daily interventions based on concrete data should be built into all school's schedules. The district's basic commitment should be that all students can learn when their needs are met.

The superintendent should review all available federal, state and local achievement data for all students with an emphasis on grades seven through twelve to ensure all middle level students are receiving high quality instruction and are able to make successful transitions to the high school. The superintendent and local board should assess organizational structures (e.g. grade and school configurations, master school schedules, transportation plans, school organizational practices) for their efficiency, cost effectiveness and impact on student achievement.

The superintendent and his leadership team should take steps to ensure that district and school initiatives are implemented in a timely manner and monitored for effectiveness. The superintendent and his leadership team should collaborate with school leadership, teachers, and other stakeholders to continuously gather data and assess the impact of their programs and professional practices on student achievement.

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In Conclusion:

Members of the review team express their appreciation to the staff and community of Lawrence County 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 Lawrence County High School.

Commissioner, Kentucky Department of Education: _____

Date: _____

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

- The district must submit an application to receive SIG 1003g funds.
 - The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).
 - The annual goals will be based on student achievement on the State'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 report for Lawrence County School District and Lawrence County High School. I understand the school and district must meet the requirements listed above.

Superintendent, Lawrence County Schools: _____ Date: _____

District Leadership Assessment Summary Report

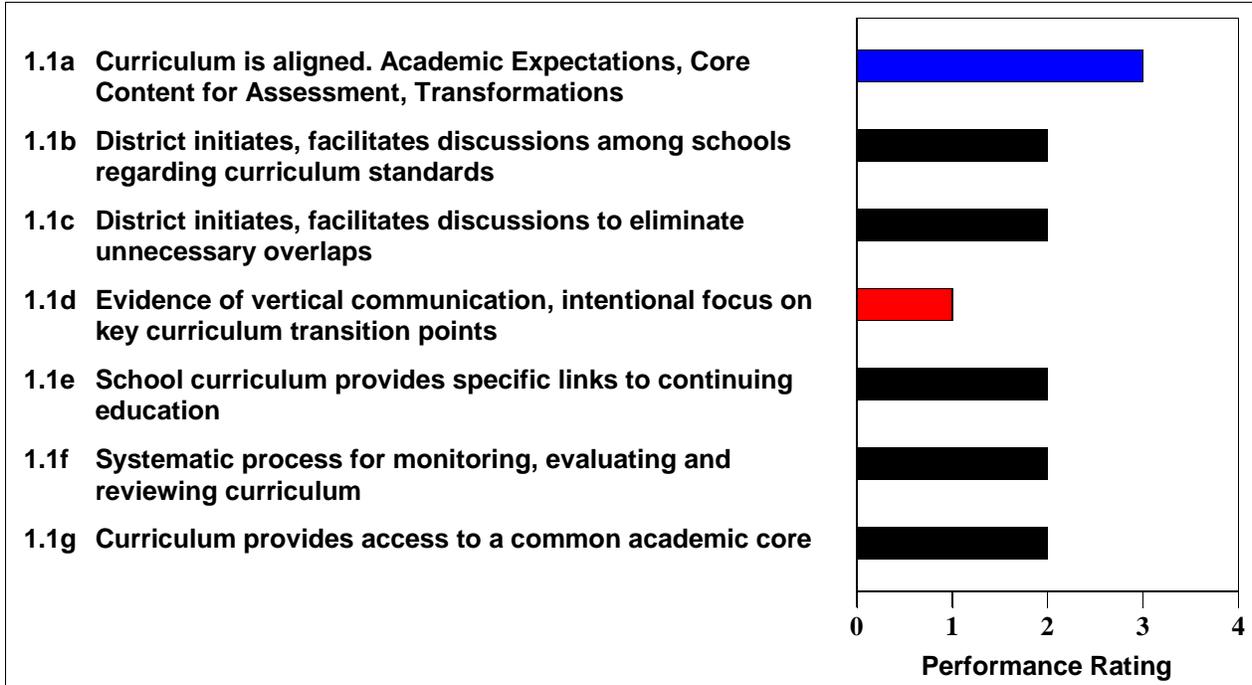
Lawrence County

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1.1 Curriculum

Academic Performance



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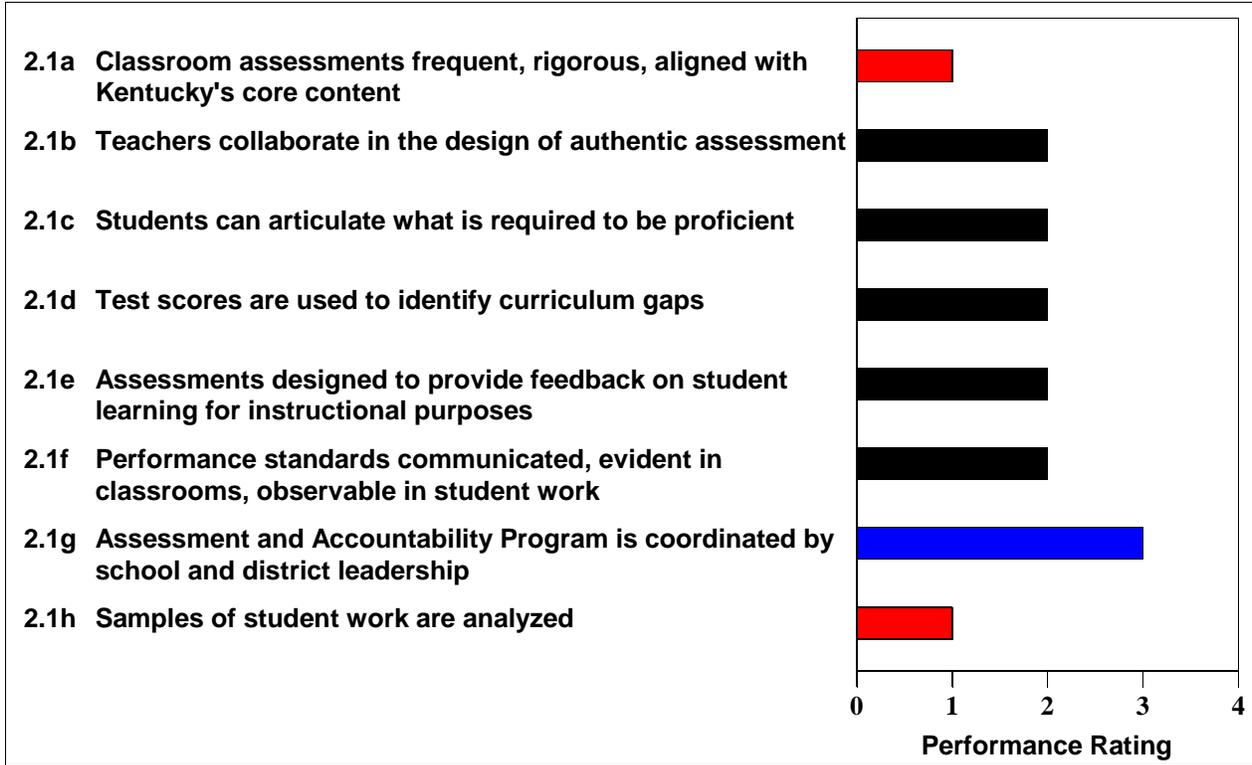
Lawrence County

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2.1 Classroom Evaluation/Assessment

Academic Performance



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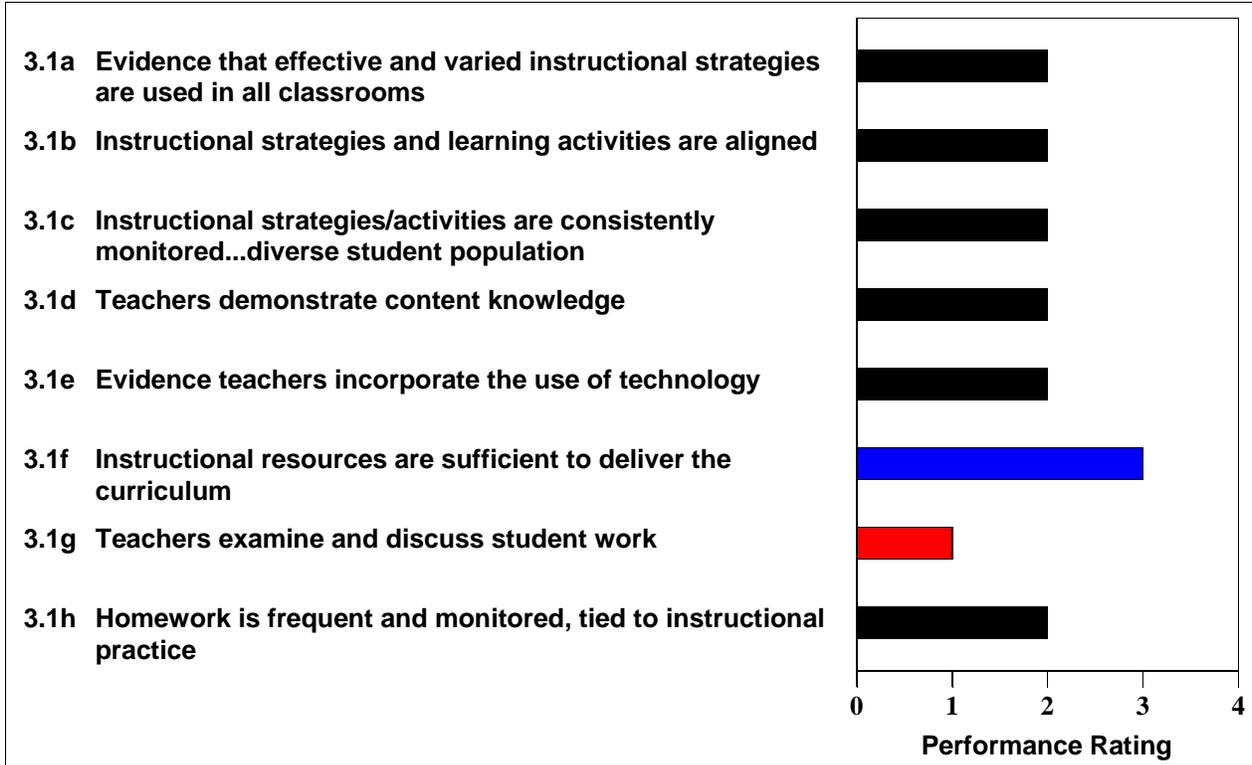
Lawrence County

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3.1 Instruction

Academic Performance



District Leadership Assessment Summary Report

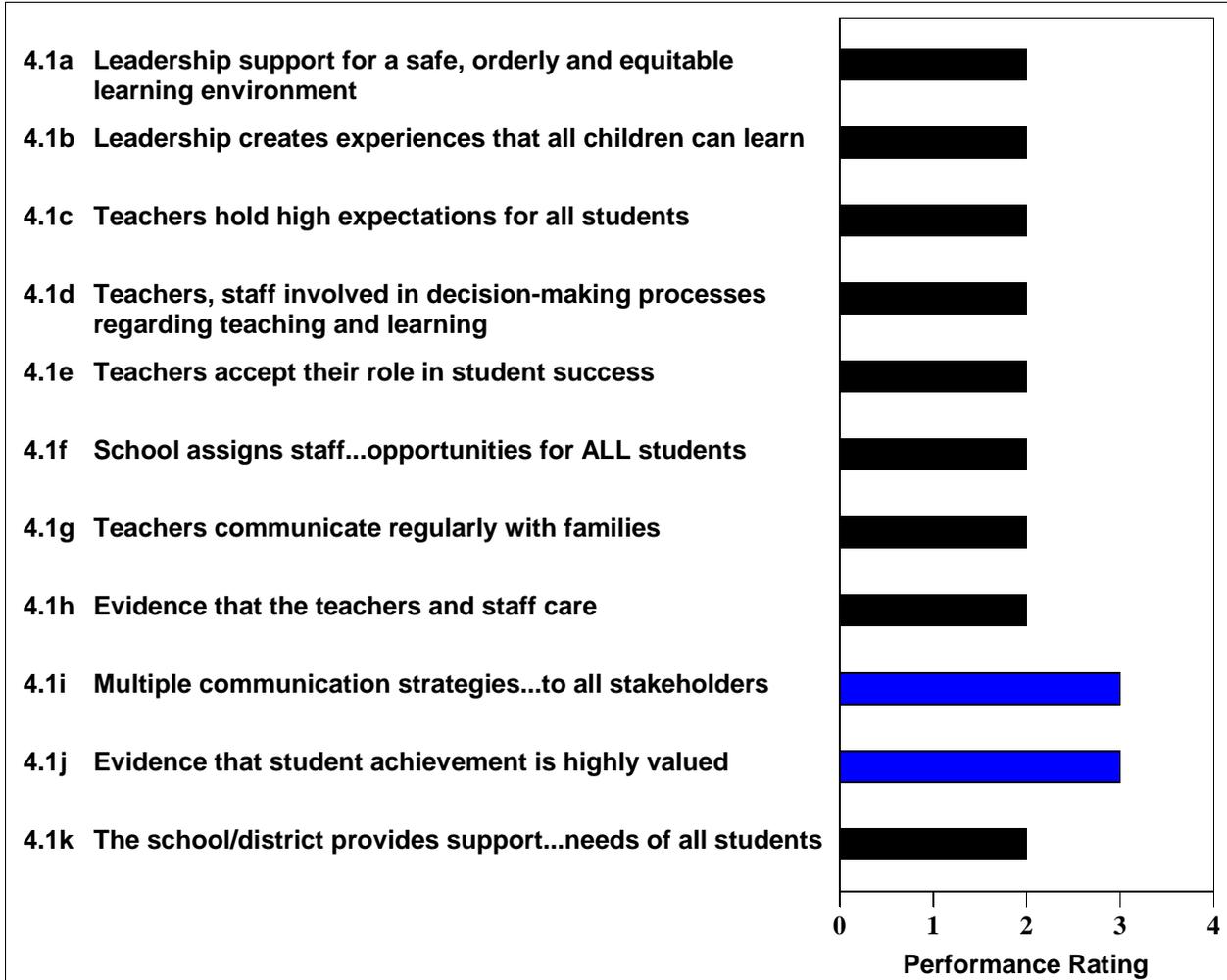
Lawrence County

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4.1 School Culture

Learning Environment



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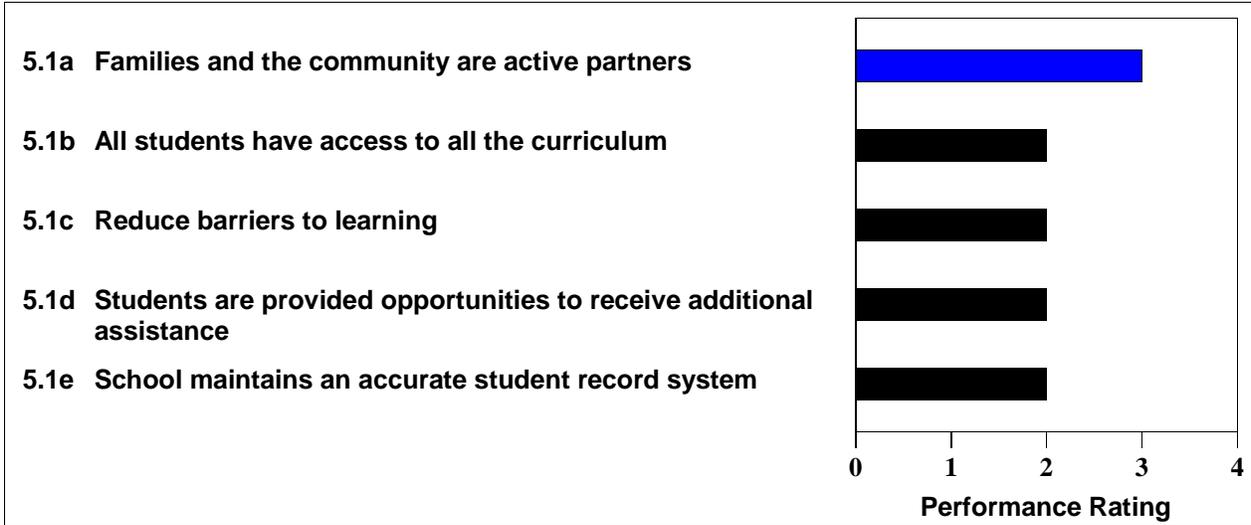
Lawrence County

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5.1 Student, Family and Community Support

Learning Environment



District Leadership Assessment Summary Report

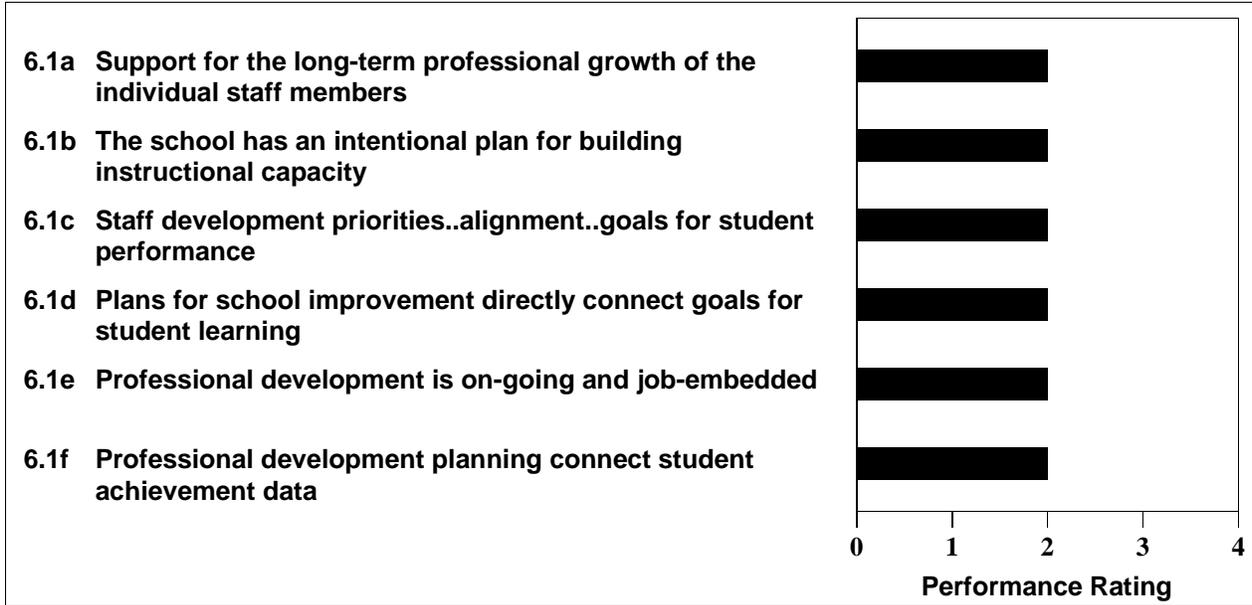
Lawrence County

School District

3/28/2010 - 4/2/2010

6.1 Professional Development

Learning Environment



District Leadership Assessment Summary Report

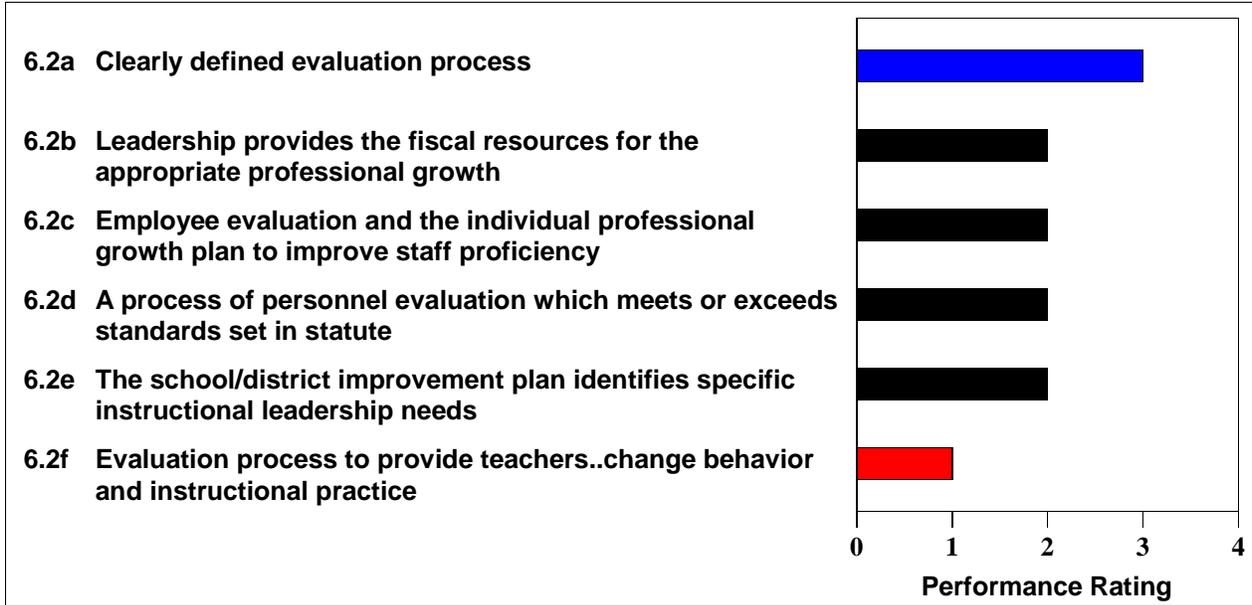
Lawrence County

School District

3/28/2010 - 4/2/2010

6.2 Professional Growth and Evaluation

Learning Environment



District Leadership Assessment Summary Report

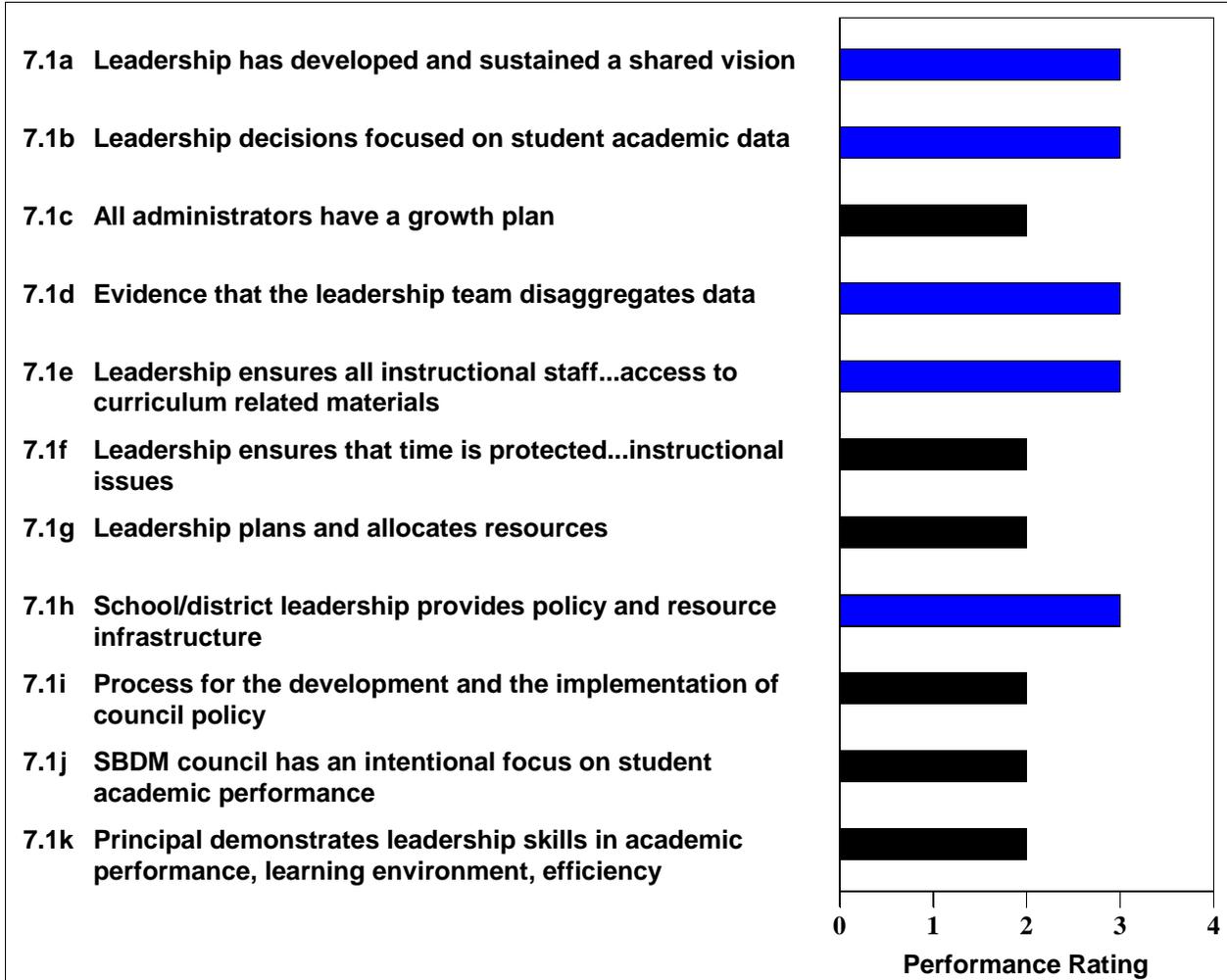
Lawrence County

School District

3/28/2010 - 4/2/2010

7.1 Leadership

Efficiency



District Leadership Assessment Summary Report

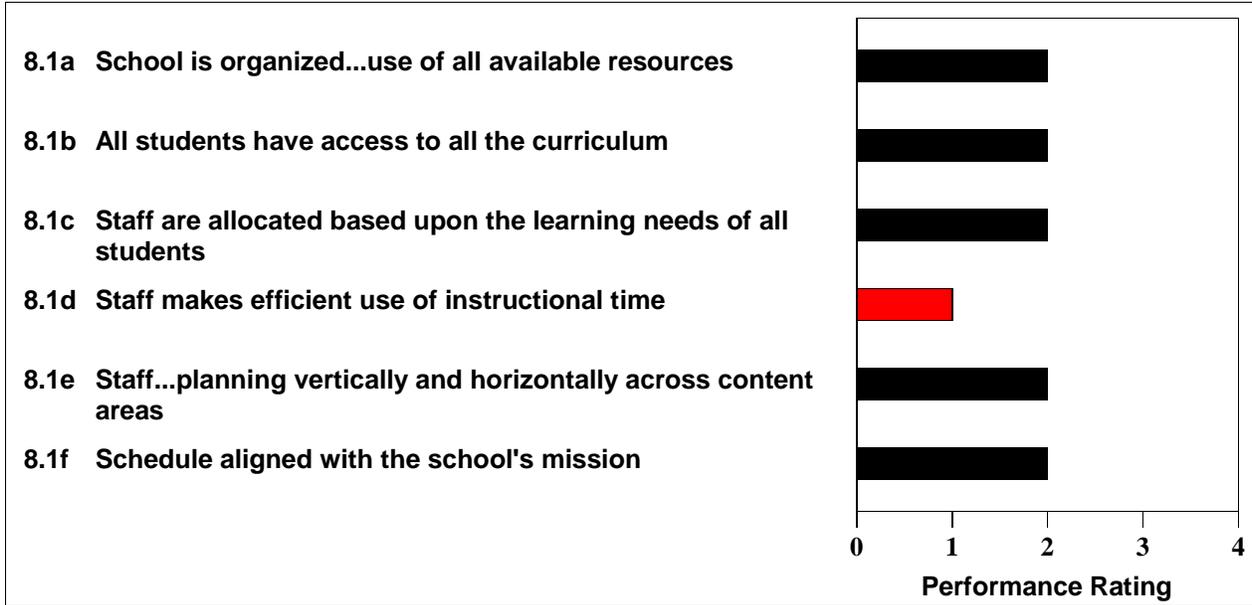
Lawrence County

School District

3/28/2010 - 4/2/2010

8.1 Organization of the School

Efficiency



District Leadership Assessment Summary Report

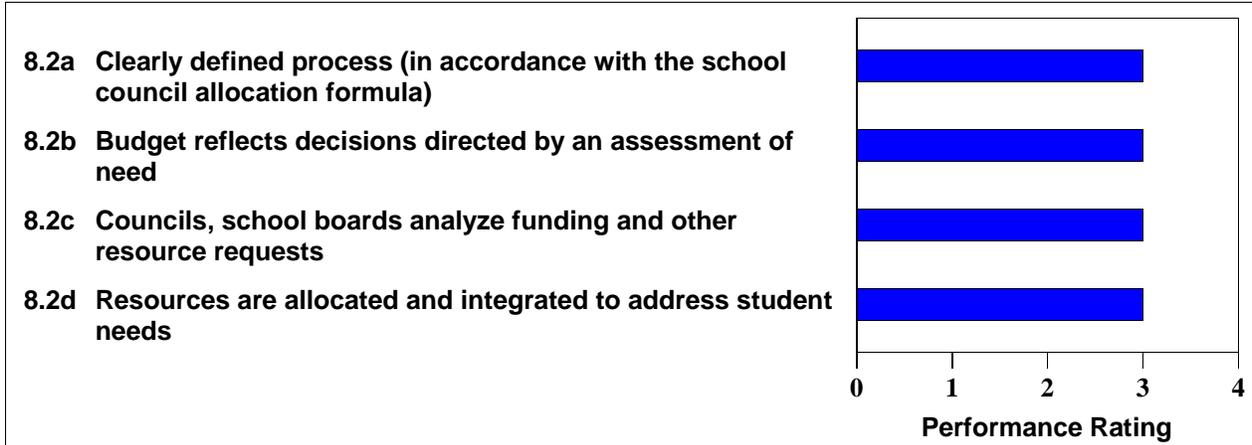
Lawrence County

School District

3/28/2010 - 4/2/2010

8.2 Resource Allocation and Integration

Efficiency



District Leadership Assessment Summary Report

Lawrence County

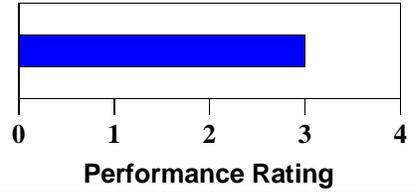
School District

3/28/2010 - 4/2/2010

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

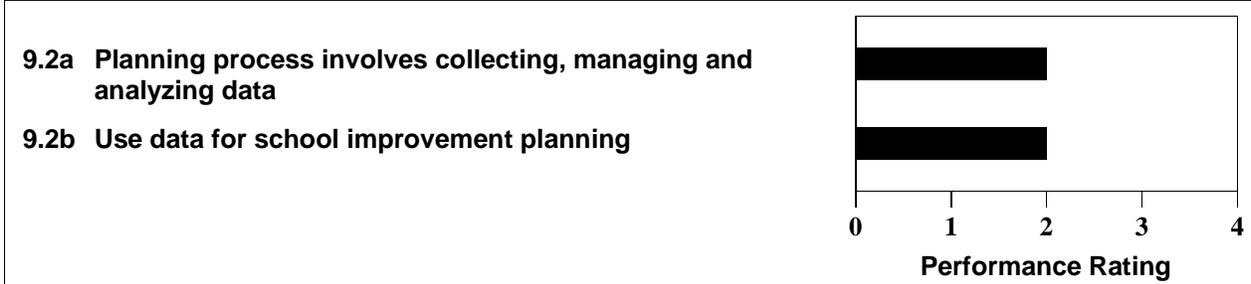
Lawrence County

School District

3/28/2010 - 4/2/2010

9.2 Development of the Profile

Efficiency



District Leadership Assessment Summary Report

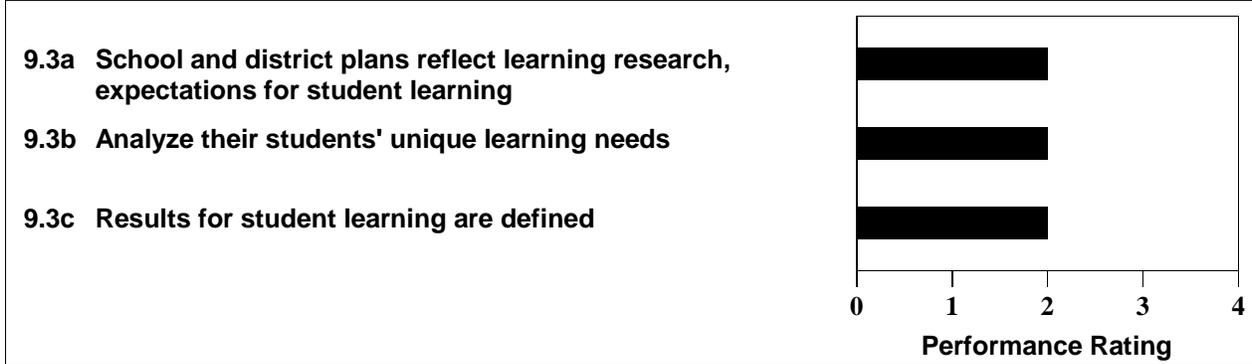
Lawrence County

School District

3/28/2010 - 4/2/2010

9.3 Defining Desired Results for Student Learning

Efficiency



District Leadership Assessment Summary Report

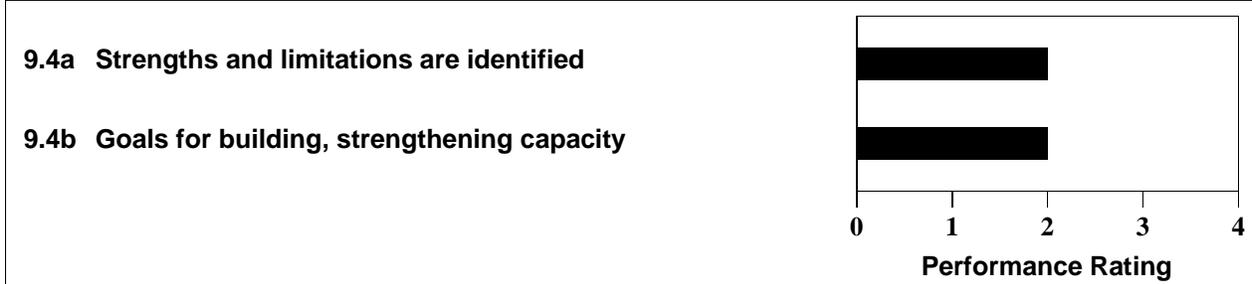
Lawrence County

School District

3/28/2010 - 4/2/2010

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



District Leadership Assessment Summary Report

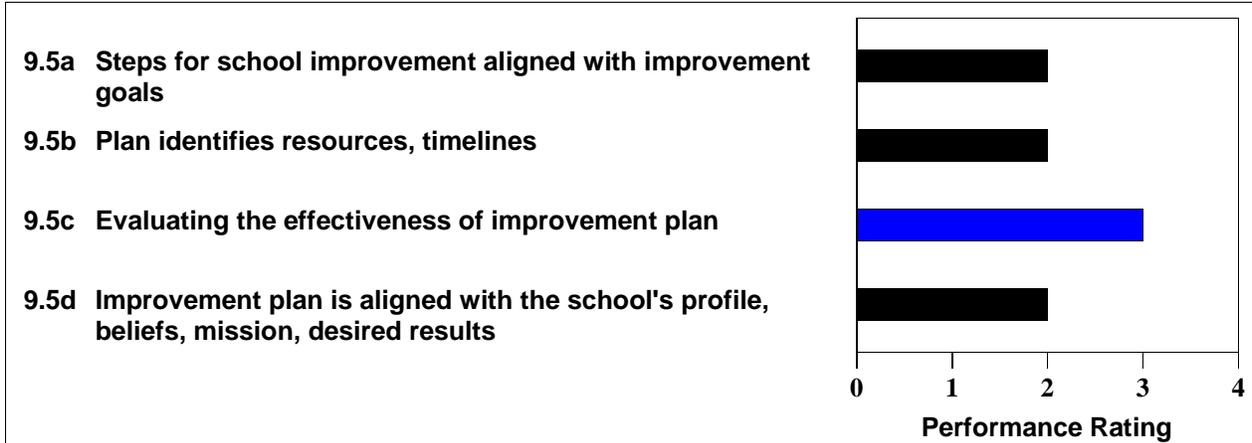
Lawrence County

School District

3/28/2010 - 4/2/2010

9.5 Development of the Improvement Plan

Efficiency



District Leadership Assessment Summary Report

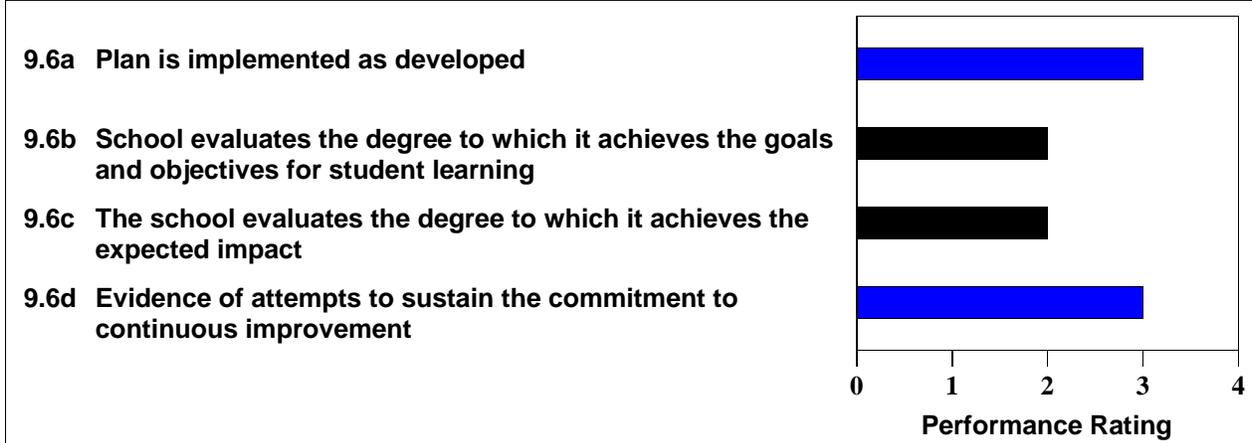
Lawrence County

School District

3/28/2010 - 4/2/2010

9.6 Implementation and Documentation

Efficiency



District Leadership Assessment Summary Report

Lawrence County

School District

3/28/2010 - 4/2/2010

In Conclusion:

Members of the review team express their appreciation to the staff and community of Lawrence County 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 Lawrence County High School.

Commissioner, Kentucky Department of Education: _____

Date: _____

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

- The district must submit an application to receive SIG 1003g funds.
 - The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).
 - The annual goals will be based on student achievement on the State'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 report for Lawrence County School District and Lawrence County High School. I understand the school and district must meet the requirements listed above.

Superintendent, Lawrence County Schools: _____

Date: _____