

# Lawrence County District Leadership Assessment Report



**03/18/2012 - 03/23/2012**



# District Leadership Assessment Executive Summary

## Lawrence County School District

3/18/2012 - 3/23/2012

Michael Armstrong, Superintendent

### Introduction

The Kentucky Department of Education conducted a district leadership assessment of Lawrence County School District during the period of 3/18/2012 - 3/23/2012. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	Expectations for student performance among school and community members are insufficient to support high achievement among all students.
Next Steps	District leadership should develop and implement a strategic initiative to instill in all schools, employees and community stakeholders a sense of ownership of student failure and success. District and school leadership should seek out districts with similar demographics that have begun similar initiatives for ideas or possible partnerships to address these issues. District and school leadership should develop a comprehensive plan to build and sustain awareness among school staff and community members of how appropriate, targeted instructional strategies can overcome the impact of differences in socio-economic status on student learning.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	Teachers do not clearly communicate or model for students what is expected of them to reach proficiency.
Next Steps	District leadership should monitor to ensure that Student Level Performance Descriptors are clearly communicated, evident in classrooms and observable in student work and teacher lesson plans and units. District leadership should monitor to ensure that students know what is expected academically in all classes and understand what is required to be proficient.

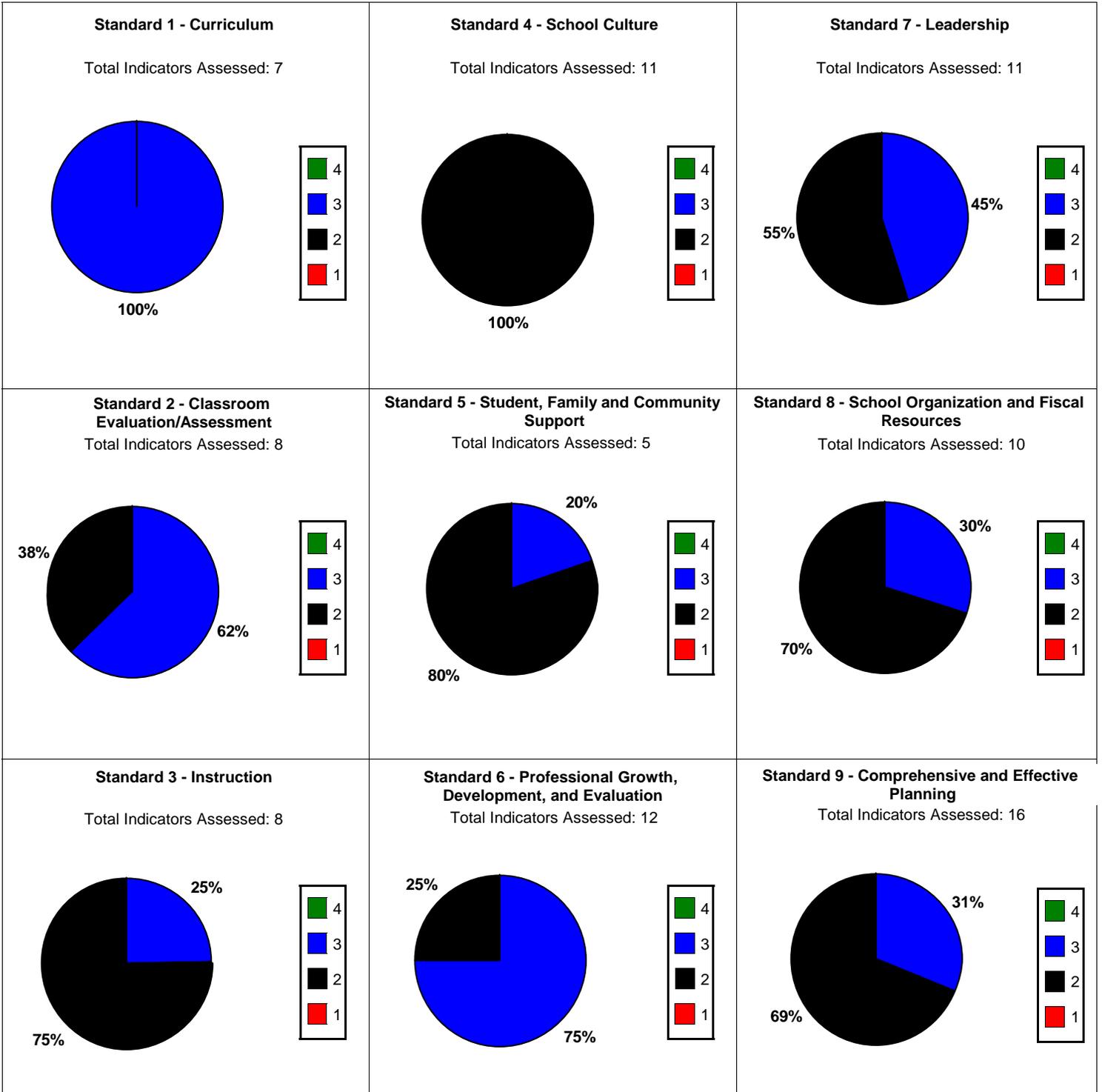
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>District leadership does not monitor to ensure classroom instruction is rigorous, differentiated and sufficient to promote high student growth and achievement.</b>
Next Steps	District leadership should monitor to ensure that teachers are given opportunities to collaborate in the analysis of student work and that the results of these analyses go beyond a modification to curriculum and are intentionally used to guide instruction to make changes in delivery of content and differentiation based on individual student needs. District and school leadership should continue and expand training opportunities to improve pedagogy and rigor and hold teachers accountable for implementing instructional practice that moves students to proficiency.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>District leadership does not systematically ensure that professional development offered in the district results in significant improvement in practice.</b>
Next Steps	District leadership should develop and implement a systematic process to measure the impact of professional development on classroom practices and student learning. They should monitor to ensure all professional development experiences reach the implementation stage in the classroom and manifest themselves in increased teacher effectiveness and student growth and achievement. District leadership should monitor to ensure that school leadership provide timely, constructive feedback to teachers.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>5. Deficiency</b>	<b>District leadership is not held accountable to ensure instruction in all classrooms is sufficiently rigorous and relevant to result in high student growth and achievement.</b>

Next Steps	The superintendent should monitor to ensure that school administrators effectively use the certified personnel evaluation system to improve the proficiency of certified staff members and to increase accountability for student achievement. He should monitor to ensure that individual growth plans are collaboratively developed and targeted to district, school and individual needs. He should ensure that the principals and evaluators are trained and supported in coaching and feedback techniques to support improved instruction and that they are accountable for successful implementation.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>6. Deficiency</b>	<b>The superintendent has not maximized use of the individual growth plan process to target and improve leadership skill deficiencies of district and school administrators.</b>
Next Steps	The superintendent should ensure each administrator develops an individual professional growth plan congruent with district and school improvement plans and addresses improvement needs identified through the performance appraisal process. Growth plans should include goals and activities that will enhance leadership skills necessary to support improved instructional practice that will lead to increased student growth and achievement. The superintendent should ensure that all staff members are held accountable for effectively implementing the goals and activities of their professional growth plans.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

**Lawrence County**  
**KDE 2012 District Leadership Assessment Report**  
**At-a-Glance**

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

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



**9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Lawrence County**

<p><b>Standard - 1 - Academic Performance</b></p> <p><b>Curriculum</b></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><b>Standard - 4 - Learning Environment</b></p> <p><b>School Culture</b></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><b>Standard - 7 - Efficiency</b></p> <p><b>Leadership</b></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><b>Standard - 2 - Academic Performance</b></p> <p><b>Classroom Evaluation/Assessment</b></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><b>Standard - 5 - Learning Environment</b></p> <p><b>Student, Family and Community Support</b></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><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><b>Organization of the School</b></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><b>Resource Allocation and Integration</b></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><b>Standard - 3 - Academic Performance</b></p> <p><b>Instruction</b></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><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><b>Professional Development</b></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><b>Professional Growth and Evaluation</b></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><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b></p> <p><b>Defining the School Vision, Mission, Beliefs</b></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><b>Development of the Profile</b></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><b>Defining Desired Results for Student Learning</b></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><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><b>Development of the Improvement Plan</b></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><b>Implementation and Documentation</b></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

**Legend**

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

## **Focus on Student Academic Performance**

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

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

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

Identify the implications of this report for stakeholders.

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

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

### Introduction

The Kentucky Department of Education conducted district leadership assessment of Lawrence County School District during the period of 3/18/2012 - 3/23/2012.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with teachers (16), students (21), parents (5), central office certified staff members (9), central office classified; staff members (7), district resource teachers (5) community members (10), school counselor (1), classified school staff (3), education recovery staff (3), board members (5), the principal and the superintendent.

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

The chairperson of the team was Fred M. Simpson - District Administrator. The other team members were: Randell E. Harrison - Building Administrator; Jean Roberts - Teacher; John A. Roberts - Higher Education Representative; Patricia H. Hale - Building Administrator; Sande Shepherd - Parent; Marti H. Stuckey - Teacher; Barbara W. McGinty - Building Administrator; Floyd Hines - District Administrator; Larry G. Stinson - Kentucky Department of Education Representative; Linda Hall - Educational Recovery Specialist; Susan Y. Nichols - Educational Recovery Specialist; Vickie Grigson - Educational Recovery Leader.

## Academic Performance

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

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

## Learning Environment

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

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

## Efficiency

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

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

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

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

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

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, curriculum documents, curriculum maps, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, professional development records, professional resource materials, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council policies and bylaws, staff development agenda and teacher portfolios

Interviews with central office staff, counselor, principal, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas and hallways

#### **Performance Rating    3**

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

District leadership has developed "Lawrence County Schools District Curriculum/Assessment Protocols 2011-2012" to provide a method for curriculum review and refinement for the district grade level teams and provide a systematic method for developing and refining common assessments. The protocol ensures all curriculum documents (e.g., pacing guides, curriculum maps, syllabus, unit plans) are aligned to the Kentucky Core Academic Standards, Kentucky Core Content, version 4.1, national standards and Career and Technical Skill Standards. All Lawrence County curriculum materials are on the Web site and accessible to all teachers.

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

The District facilitated a seven day District Unit Planning professional development where grade levels were grouped P-3, 4-5, 6-8, and 9-12 to work on "chunking" the standards, curriculum maps, pacing guides and assessments. Professional learning communities, the Lawrence County Instructional Leadership Team (LCILT) and School Instructional Leadership

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**Performance Rating**    **3**

Teams (SILT) provide additional curriculum training throughout the year. One of the seven days enabled vertical discussions between grades 5 and 6 and grades 8 and 9 to ensure alignment between transitional grades and elimination of unnecessary overlaps and gaps when moving to the new standards.

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

The Lawrence County Instructional Leadership Team, School Instructional Leadership Teams and the District Curriculum/Assessment Team focus on curriculum discussions to ensure unnecessary overlaps are not occurring and to close gaps. The district provides district resource teachers who facilitate the professional learning communities and ongoing conversations with teachers between grades.

- 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).

One of the purposes of the Lawrence County Instructional Leadership Team (LCILT) is to “Develop/Revise curriculum maps by content area and grade level” and to “Monitor for gaps/overlaps through vertical and horizontal curriculum teaming.” The LCILT meets once a month. Members include district leaders, district resource teachers, principals and assistant principals, and two teachers from each school representing English/language arts and mathematics. The school members of the LCILT then are members of their School Instructional Leadership Teams (SILT), and they facilitate transition of the work from the SILT meetings to the professional learning communities. In addition, each school is assigned a district resource teacher who is a member of the LCILT.

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

District Leadership has dual credit agreements with Ashland Community and Technical College and Morehead State University. School to work and vocational classes are available at the high school. District leadership led the Operation Preparation program for eighth and tenth grade students to meet with professionals and discuss their Individual Learning Plan, career and

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating**    **3**

college plans. The post high school curriculum for senior Advisor Advisee sessions deals with college and career options. Topics offered include how to complete college applications, laundry, budgeting, and problem solving. District leadership monitors to ensure that school leadership see that all students have completed their Individual Learning Plan.

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

The board has adopted a Curriculum policy (08.1), School Improvement Plan policy (02.442), Accountability (SBDM) policy (02.44), Lesson Plans policy (08.212) and Assessment policy (08.222). The high school council authority was removed after the 2010 leadership assessment. An advisory council consisting of parents, teachers, the principal, a district liaison and the Superintendent has recently been established. The district has a systematic process in place to monitor curriculum which begins with the Lawrence County Instructional Leadership Team (LCILT) monitoring curriculum, instruction and assessment. The team focuses on student achievement, developing and revising curriculum maps, monitoring for gaps and overlaps through vertical and horizontal curriculum teaming and overseeing of lesson planning components (Understanding by Design). The team also revises district curriculum to incorporate Kentucky Core Academic Standards. They analyze student work and formative and summative assessments to “target research based instructional strategies to be incorporated into classroom practice.”

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

District leadership expects school leadership to develop a master schedule that provides all students with access to core curriculum classes. School leadership annually submits the Lawrence County High School master schedule to the superintendent. District leadership ensures the curriculum is aligned with Kentucky curriculum standards.

**District Leadership Assessment Summary Report**

**Lawrence County**

**School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Academic Performance**

#### **Standard 1**      **Curriculum**

District leadership should collaborate with community stakeholders to provide learning opportunities in the community beyond the regular curriculum (e.g., academic internships, job shadowing for credits, apprenticeships, community service projects).

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>

# District Leadership Assessment Summary Report

## Lawrence County

School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

### **Standard 2**                      **Classroom Evaluation/Assessment**

#### **Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, cumulative folders system/student working folders/portfolios, curriculum documents, curriculum maps, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, organizational charts, professional development records, professional resource materials, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, staff development agenda, Student Performance Level Descriptors and student work

Interviews with central office staff, curriculum resource specialist, district leadership, principal, students, teachers and educational recovery staff

Observations of classrooms, common areas and hallways

### **Performance Rating    3**

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

District leadership provides ongoing professional development opportunities (e.g., schedule professional development days, professional learning communities, district resource teacher) for teachers to collaborate in the design of authentic assessments aligned to appropriate standards (e.g., Core Content 4.1, Kentucky Core Academic Standards, Quality Core). The design of these district-initiated authentic assessments is intentionally focused on the congruency of the deconstructed standard.

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

District leadership expects teachers to post daily learning targets in all classrooms. Efforts are made during curriculum development to maintain an adequate level of rigor in determining these learning targets. District walkthrough and the school level observations maintain data on effective learning targets in each classroom. The district walkthrough includes criteria for measuring students' articulation of academic expectations in the classroom. Some teachers share other scoring criteria (e.g., scoring guides, rubrics, models of proficient work) with students throughout instructional units.

# District Leadership Assessment Summary Report

## Lawrence County

School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

**Performance Rating**    **3**

2.1d Test scores are used to identify curriculum gaps.

District leadership has established processes and works directly with school leadership and staff to systemically analyze data from a variety of sources (e.g., quarterly report, No Child Left Behind report, Interim Performance Report, ACT's Educational Planning and Assessment System (EPAS) data, Measures of Academic Progress, formative and summative assessments) to identify achievement gaps. Findings are addressed in professional learning communities and district provided curriculum professional development meetings. A strategic focus is made to identify how modifying curriculum will meet the needs of students based on multiple sets of data.

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

District leadership provides Classroom Assessment for Student Learning (CASL) training for all teachers. District leadership collaborates with school leadership to support teachers in the practice of analyzing results of multiple forms of assessment data in order to improve student learning. District leadership performs walkthroughs and expects school leadership to conduct observations weekly to monitor change in instructional practice based on student achievement data. The director of pupil intervention collaborates with the high school interventionist to conduct in-depth analysis of assessment data (e.g., Measures of Academic Progress, ACT's Educational Planning and Assessment System (EPAS), curriculum based measures) and has established processes for serving students with individual learning needs.

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

The board adopted an Assessment policy (08.222) that provides procedures for the implementation of the state's assessment and accountability system. District leadership ensures compliance in administrative ethics procedures for state assessments by training all personnel involved in the assessment process. Documentation for all assessment training is on file. District leadership collaborates with building assessment coordinators to ensure testing materials are properly secured and monitored.

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

**Performance Rating    2**

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

District leadership provides support for classroom summative assessment of student learning and has the expectation that school leadership ensures classroom assessments are aligned with state goals and standards. Job-embedded professional development has provided teachers opportunities to create summative and formative assessments that are monitored to ensure they are standards based, rigorous, and authentic. Teachers are provided assessment assistance through the district resource teacher, school instructional leadership team and professional learning communities. District leadership as well as school leadership monitors individual classrooms to ensure assessments (i.e., formative and summative) are varied and frequent; however, not all teacher-designed assessments are rigorous and require students to use higher-order thinking.

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

District leadership does not monitor to ensure that Student Level Performance Descriptors are clearly communicated, evident in classrooms, and observable in student work. Student Level Performance Descriptors are not visible in most classrooms and common areas. Few examples of proficient work with rubrics were displayed. Target statements were posted in classrooms, but communication of expected level of performance was lacking or limited. Rigor, critical thinking and high levels of performance were not always observed in student work samples.

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

District leadership conveys the expectation that school leadership will monitor to ensure teachers analyze student work and to use these analyses to make changes to instruction and address curricular needs. Some formal processes are in place to ensure that analysis is taking place and changes are being made to the curriculum and meet individual student needs. Teachers and staff are trained on the skill of analyzing student data. The district in collaboration with school leadership and staff participates in analyzing student work during professional learning communities and professional development. Most teachers at the high school analyze student assessments, but often the

# District Leadership Assessment Summary Report

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Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

**Performance Rating    2**

results of these analyses are used for re-teaching or to obtain information about student progress rather than to inform instruction.

**District Leadership Assessment Summary Report**

**Lawrence County**

**School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

# District Leadership Assessment Summary Report

## Lawrence County

School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Academic Performance**

### **Standard 2**      **Classroom Evaluation/Assessment**

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

District leadership should continue to monitor to ensure that teachers are given opportunities to collaborate in the analysis of student work and that the results of these analyses go beyond a modification to curriculum and are intentionally used to guide instruction to make changes in delivery of content and differentiation based on individual student needs.

Resources:

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

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

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

# District Leadership Assessment Summary Report

## Lawrence County

School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

### **Standard 3**                    **Instruction**

#### **Findings For This Standard Are Based On:**

Review of committee meeting minutes and agenda, district technology plan, Extended School Services program overview and data, Individual Learning Plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, policies and procedures on access to student records, professional development records, professional resource materials, protocols for analyzing student work, records of teacher certification/experience, samples of classroom assessments, samples of student work products, staff development agenda and student work

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

Observations of classrooms, common areas and media center

### **Performance Rating    3**

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

The Lawrence County Instructional Leadership Team and the School Instructional Leadership Team composed of teacher leaders, district resource teachers, principal and district liaison lead a systematic process for monitoring classroom instructional practices and evaluating impact on student achievement. District resource teachers are assigned to facilitate professional learning communities in each school as they analyze student work, review formative assessment data and discuss intervention strategies. The district Chief Academic Officer meets each week independently with district resource staff and principals to discuss the work. Professional Learning Communities (PLC) work is also documented via PLC Action Plan, Plus/Delta Feedback, PLC Principal Feedback/Next Steps, Principal Monitoring and Quality Instruction Feedback instruments. Leadership collaborates through review of walkthrough and classroom observation data via weekly meetings.

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

District leadership allocates resources by formula to schools, ensuring that all schools have the instructional materials to effectively deliver the curriculum. A district protocol exists (District Resource Staff Referral and Next Steps) where teachers may request district resource teacher services, as well as

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Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating**    **3**

materials, to help meet the diverse learning needs of their particular student population. Teachers may also submit additional materials or technology requests through the school chain of command (i.e., department chair, principal, superintendent).

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**Standard 3**                    **Instruction**

**Performance Rating    2**

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

District and school leadership have a systematic process in place to monitor classroom practices to ensure a variety of research-based instructional strategies are used in all classrooms. District walkthroughs are conducted three times per year with a mandate for school administration to perform weekly classroom observations. District and school leadership implement Observation 360 and PD 360 for every teacher which includes timely electronic feedback and professional development recommendations. Lesson plans are checked weekly by principals at the school level while unit plans are monitored by the district. Although the protocols for monitoring instruction are in place at the high school, feedback from the monitoring has not resulted in consistent implementation of rigorous and varied instructional strategies in classrooms.

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

District leadership collaborates with school leadership and teachers on the alignment of instructional strategies and learning activities with school, district and state learning goals and expectations. This collaboration has given teachers multiple opportunities for professional development (e.g., embedded through professional learning communities; teacher sharing via the cloud; district initiatives including Stiggins' Classroom Assessment for Student Learning and deconstruction of standards, DuFours' Professional Learning Community Framework and Rutherford's Thirteen Learning Principles). While district and school leadership monitor to ensure that teachers are using these research-based instructional strategies, some teachers lack the will or expertise required to meet the individual needs of all students.

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

District leadership attempts to recruit highly qualified personnel. Through the School Improvement Grant district leadership is able to offer sign-on bonuses and stipends for additional teacher certification including National Board Certification. Most teachers at the high school are highly qualified to teach in their assigned areas. District leadership systematically ensures that all core

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**Performance Rating    2**

academic teachers participate in a variety of professional development sessions that update their content and pedagogical skills (e.g., PD 360, professional learning communities, deconstructing standards, creating student friendly learning targets) to motivate students to high levels of learning. Professional development regarding current professional practices (e.g., Congruency, 13 Learning Principles, Formative Assessment, Eliciting Overt Responses) was offered to content teachers. Related arts and career and technical personnel can request and are encouraged to attend out-of-district content professional development.

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

District leadership ensures that high school leadership implements required procedures regarding the use of technology. District leadership has devoted School Improvement Grant money and district funds to purchase new equipment (e.g., iPads, SMART Boards, document cameras, laptop computers) which is distributed based on needs assessment and request. District leadership has provided professional development (e.g., assistive technology, Introduction to Study Island, Utilization of the Cloud, Observation 360: Utilizing Technology to Facilitate Observations, PD 360: Web-based Job-embedded Professional Development, Technology iMac as a Tool for Instruction) on technology usage. Some effort is occurring throughout the district to define and evaluate the effective use of technology to enhance student learning via the District and Principal Classroom Observation Protocol which includes a technology component, but these efforts have not resulted in the wide-spread use of these resources in instruction.

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

District leadership has intentionally collaborated with school leadership to provide weekly opportunities for teachers to analyze classroom student work in professional learning communities. Teachers examine student work via one of four protocols: Student Work, Rounds, Tuning and Collaborative Assessment Conference. Teachers develop a plan of action to address interventions for students who did not master the standard. This work is monitored by school leadership through the Principal Monitoring form with follow-up and additional feedback when appropriate. This monitoring and feedback have not yet resulted in sustained instructional improvement.

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Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating    2**

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

District leadership regularly monitors and reviews school homework policies and practices to ensure they are equitable, developmentally appropriate and a meaningful extension of classroom learning.

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Summary of recommendations in: **Academic Performance**

#### **Standard 3**      **Instruction**

The board should develop an updated homework policy, and district and school leadership should implement procedures that define homework as a meaningful extension of classroom learning.

District and school leadership should continue and expand training opportunities to improve pedagogy and rigor and hold teachers accountable for implementing instructional practice that moves students to proficiency.

District leadership should monitor instructional practices to determine if students' individual learning needs are being addressed through differentiation. Assignment of students, in particular special education students, should be monitored for correct placement while ensuring high levels of student achievement.

#### Resources:

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

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

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

Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-342-1

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

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Summary Findings in: **Learning Environment**

#### **Standard 4                      School Culture**

#### **Findings For This Standard Are Based On:**

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, civic group programs/agenda, classroom assessments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, curriculum documents, district budget and allocations, documentation of parent contacts, documentation of referrals to health and social services, employee handbooks, enrollment data, examples of school to home communications, Extended School Services assessment data, Extended School Services entrance and exit reports, Extended School Services Schedule, faculty meeting agenda, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Individual Learning Plans, master school schedule, newspaper clippings/press releases, organizational charts, policies and procedures on access to student records, professional development records, professional resource materials, record of home visits, report cards/progress reports, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, School Report Card data, school Web pages, staff development agenda, student handbook, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios and trophy cases

Interviews with central office staff, classified staff, community members, counselor, district leadership, Family Resource/Youth Services Center personnel, parents and students

Observations of classrooms, common areas and hallways

#### **Performance Rating    2**

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

The board has adopted a Safety policy (05.4) which requires that a safety plan and procedures be put in place to provide all students a safe, orderly and equitable learning environment. The Safety and Crisis Management Plan is used districtwide. Most stakeholders are aware of the safety plan, drills are scheduled for emergencies (e.g., fire, tornado, lock down) and evacuation plans are posted. District leadership provides schools with safety and security resources (e.g., buzzer systems, surveillance cameras, electronic entry, safety director). The board has adopted Grievances policies (03.16), (03.26) and (09.4281) for certified employees, classified employees and students,

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**Standard 4**            **School Culture**

**Performance Rating    2**

respectively, as well as a Citizen Suggestions and Complaints policy (10.2). These policies are not widely known by all stakeholders. In the last few years, district leadership has implemented procedures that have resolved or significantly reduced complaints from parents and community. The learning environment is regularly evaluated using surveys; however, this practice does not always lead to the desired change necessary to impact instruction and increase student achievement. The perception is held by some stakeholders that the education system is not equitable for all students.

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

District leadership is committed to continuous improvement and communicates the belief that all students can learn at high levels. The district and school leadership have nurtured many partnerships with families, local businesses, community leaders and higher education institutions (e.g., Eastern Kentucky University, Morehead State University) to promote and support high expectations for student learning; however, the community is not always informed about the positive happenings within the Lawrence County School District. Communication is often one-way and does not always reach all stakeholders, specifically families. The district provides varied and numerous opportunities to share student successes (e.g., academic recognitions at ballgames, board meetings, community art shows). Parents are offered few opportunities for learning about student achievement (e.g., data, progress reports, Measures of Academic Progress (MAP) scores). The superintendent and district leadership set forth clear expectations that all district staff will hold high expectations for all students (e.g., support teams, instructional coaches, mentoring, vision, mission statements). Although the district attempts to ensure that all principals hold school staff members accountable for maintaining high expectations for all students, this does not always occur. Some parents are not aware of district and school resources and opportunities that would allow them to become more invested in the education of their children.

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

District leadership has implemented a formal process to review schools' academic, discipline and classroom management policies or procedures.

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#### **Performance Rating    2**

Monitoring the effectiveness of these policies and procedures has not been fully implemented. District leadership conveys the expectation that teachers hold high academic and behavioral expectations for all students but does not hold all staff members accountable for these high expectations.

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

District leadership involves some teaching and non-teaching staff in district decisions regarding teaching and learning (e.g., School Instructional Leadership Team, district comprehensive improvement planning). Non-teaching staff members are provided opportunities to serve on committees, but their participation is limited.

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

District leadership communicates the expectation that teachers accept their professional role in student success and failure. The superintendent uses district staff, education recovery staff, coaches and administrators to lead teachers in the process of analyzing connections between teachers' instructional practices and student failure, but this effort has not proven to be effective with all staff. Connections are being made, and necessary instructional modifications are being noted but not implemented for every individual student. District leadership supports school staff in identifying some student learning needs and developing interventions for students who are not meeting standards. Practices for identifying student learning needs and developing interventions for students are not always employed at the high school. Socioeconomic situations and students' home circumstances are often identified by some staff and community members as the main factor in student failures. Not all teachers at the Lawrence County High School take responsibility for student failure as quickly as they take responsibility for the successes.

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

The board has adopted School Staffing (SBDM) policy (02.4331) to ensure that school councils have appropriate staffing ratios. The high school council authority was removed after the 2010 leadership assessment. District and

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**Standard 4**                    **School Culture**

### **Performance Rating    2**

school leadership have collaborated to establish procedures for the efficient operation of the school. The high school has been allocated additional staff for programs in addition to the core courses as a result of conversations with the district and school leadership. The superintendent and district leadership have formal and informal conversations with high school leadership concerning staff assignment, but these conversations do not necessarily result in teachers being assigned according to student needs.

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

The board has adopted a Grading policy (8.221) that requires that progress reports are sent home on intervals not less than six weeks and not more than nine weeks; however, specific written explanations of the student performance are not always included on these reports. The district Web site has the progress report schedule posted for the current school year. Parent conferences have been held to allow staff to meet with parents in the evening hours. The Individual Learning Plan portal is available for parents, but not all parents and students are aware of this venue. District and school communication with parents and families is most often informal. This process does not consistently reach all stakeholders. Some stakeholders have the perception that this is an intentional practice to include only some families in the conversation loops. The board has not adopted a policy or procedure to ensure parents participate or are updated on Individual Learning Plan progress. The district supports the Operation Preparation effort by inviting stakeholders to assist students in career planning.

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

District leadership conducted a Web-based parent survey during the current school year; however, the results were not shared publicly. No formal process to use these data to inform change has been developed. Some stakeholders express the belief that not all teachers believe all students can achieve at high levels and that some personnel have low expectations for students. District leadership identifies methods for school leadership and staff to build relationships between and among all families, students, schools and community to promote student growth and achievement. Communication by these methods does not reach all stakeholders and does not consistently play a part in inspiring students' best efforts.

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**Standard 4**            **School Culture**

**Performance Rating    2**

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

The board has adopted a Public Information Program policy (10.1) which outlines how information will be shared with stakeholders. An increased effort to communicate in multiple formats (e.g., newspaper, newsletter, Web site, Rotary Club presentation, local access channel) is occurring but is not always successful in getting the information to all stakeholders. The Web site is not always current, and some areas are incomplete. Some district and school staff members participate in local community groups. No intentional formal communication plan has been developed to ensure that information is delivered to all stakeholders, particularly families. Families are provided access to student academic, behavioral and attendance information through the Infinite Campus Parent Portal, and they can access Individual Learning Plans. District leadership has not effectively implemented a process for two-way communication between the district, school and home.

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

District leadership recognizes student academic achievement (e.g., board meetings, art displays), but no formal plan has been developed to promote this practice for all content areas and student groups. District leadership makes use of multiple sources (e.g., community newspaper, local cable channel, Web site) to acknowledge and celebrate some student successes. The board has not adopted a policy that outlines a student recognition program to publicly recognize and display student work.

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

District leadership has provided additional staff and implemented intervention strategies to address some barriers to learning but does not always focus on understanding and appreciating the cultural and socio-economic differences within the county. District leadership has provided some professional development to promote cultural awareness (e.g., Ruby Payne, Anthony Muhammad) that has not been effective in achieving that goal. Instructional practices do not consistently reflect culturally responsive teaching and

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**Performance Rating    2**

learning strategies. District leadership has provided limited opportunities for teachers to observe peers and discuss successful instructional strategies at schools meeting the needs of students with similar demographics. Multicultural considerations are not an integral part of school programs and activities. The Youth Services Center provide resources and support for students and families. District leadership efforts to recruit a diverse highly qualified staff have not achieved the desired result.

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# District Leadership Assessment Summary Report

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Summary of recommendations in: **Learning Environment**

#### **Standard 4**      **School Culture**

District leadership should develop and implement a comprehensive districtwide communication plan to maximize district efforts to involve all stakeholders in the educational experiences of all students in the community.

District and school leadership should develop and implement a strategic initiative to instill in all schools, employees and community stakeholders a sense of ownership of student failure and success. District and school leadership should seek out districts with similar demographics who have begun similar initiatives for ideas or possible partnerships to address these issues.

Resources:

Deal, T.E. & Peterson, K.D. (1999). *Shaping School Culture*. San Francisco, CA: Jossey-Bass.

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### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

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

#### **Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, documentation of parent contacts, documentation of referrals to health and social services, examples of school to home communications, Extended School Services entrance and exit reports, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, needs assessment data, newspaper clippings/press releases, organizational charts, parent and community member workshop schedule, professional development records, record of home visits, safe schools data reports, samples of student work products, School Report Card data, school Web pages, student handbook, student work, student/parent/staff handbooks and volunteer schedule

Interviews with central office staff, classified staff, community members, counselor, parents and students

Observations of classrooms and common areas

#### **Performance Rating    3**

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

The board adopted a Student Records policy (09.14) to address the maintenance, security and quality of student records. This policy includes procedures to be followed when releasing student information and how to maintain juvenile court records, court orders and records regarding missing children. Infinite Campus is used to maintain student attendance, academic, medical and discipline records. Student cumulative folders are maintained in locked cabinets in a secure area. High school guidance counselors assist in the development and annual revision of Individual Learning Plans. District and school leadership and community members organize, staff and manage Operation Preparation to assist eighth and tenth grade students in college and career planning.

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

District leadership solicits input from a variety of community, school and family stakeholders in the comprehensive district planning process to promote programs and services for students. The board has adopted Public Information Program policy (10.2), and district leadership communicates with some stakeholders through personal visits, phone calls, meeting attendance, newspaper articles, cable television programming and an automatic phone calling system. No districtwide formal communication or public relations plan has been developed to communicate to all stakeholders. The informal communication patterns are highly developed, but information does not always reach all of the stakeholders in the same time frame or in the same form. The Youth Services Center coordinator builds relationships with families (e.g., open house, family nights, home visits) and partnerships with community members and agencies (e.g., Pathways, churches, local health department) to help meet needs of families. District leadership has implemented programs (e.g., Operation Preparation, General Educational Development (GED) classes, credit recovery) to help reduce drop-out rates; however, the board has not adopted specific policy to address the reduction of dropout rates and improve attendance. A disproportionate number of parents have chosen to home school their children, and 57 children are currently receiving homebound instruction. The attendance clerks, guidance counselors, Youth Services Center coordinator and district finance director collaborate (e.g., home visits, phone calls) to address attendance issues. District school leadership has developed community partnerships with many organizations (e.g., Ashland Community and Technical College, Morehead State University, Rotary Club, Lawrence County Health Department). These organizations help to reduce barriers to learning through cooperative services and programs (e.g., school nurses, Operation Preparation).

- 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).

Support programs and services (e.g., Youth Services Center, school guidance, School Improvement Grant, extended school services) are available to meet student needs and reduce barriers to learning. The board has adopted an Alternative Credit Options policy (08.1131) which provides for

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

### **Performance Rating    2**

additional class offerings (e.g., Kentucky Virtual High School, dual credit, Advanced Placement, summer school, Jefferson County Curriculum courses); however, all parents are not aware these programs are available. District leadership monitors the implementation of programs funded from federal and state grants to ensure guidelines and regulations are met but does not formally monitor these programs for impact on student learning. Tutoring is available to some students, but transportation is often a barrier to participation. The high school provides equitable access to the common academic core, guidance services and nursing services. District leadership provides technology access and equipment to all schools (e.g., computer labs, SMART Boards, ceiling mounted projectors, graphing calculators); however, not all teachers make regular and appropriate use of these resources. School Improvement Grant funds are used to provide some additional staff and professional development. The local board has adopted a Curriculum policy (08.1), and district and school leadership have structures in place (e.g., collaboration for students with disabilities, Response To Intervention) to ensure students have equal access to the academic core curriculum.

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

The board allocates additional funding for a variety of instructional and assessment materials (e.g., calculators, clicker systems, Measures of Academic Progress) and staff (e.g., guidance staff, curriculum resource teachers). School leadership can request additional resources when supported by a needs assessment or written justification. The Student Health and Safety policy (09.22) was adopted by the board to promote the health and welfare of students. Referrals for health and social services are made at the school level. The Youth Services Center coordinator makes referrals for health and social needs, and each school has a nurse who can assist parents by billing insurance and Medicaid. The Youth Services Center coordinator regularly collaborates with community agencies (e.g., Pathways, Lawrence County Health Department, local churches) to provide assistance to students and families. Student assignment to classes is made at the school level with some guidance from district leadership. District leadership has provided some cultural awareness training, but the impact of culture on student academic success has not been internalized by all education staff. Some training has been provided for staff to identify students with learning needs. Few training opportunities are provided for parents to understand how their children learn.

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Summary Findings in: **Learning Environment**

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

### **Performance Rating    2**

District leadership collaborates with community agencies (e.g., family court system, local law enforcement) to eliminate barriers to learning. The Youth Services Center also provides daily living needs (e.g., food, clothing, utilities) to students, parents and families needing assistance.

- 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 high school leadership collaborate to provide services (e.g., Extended School Services (ESS), before and after school tutoring, Advisor Advisee, A+nywhere Learning System (A+LS), credit recovery courses) to help students who need assistance within and beyond the classroom in their effort to master core content. Services are not available to all students in need because of transportation costs. District leadership uses Measures of Academic Progress (MAP) scores to monitor entrance and exit criteria for these services through the Data Tracker program. Several dual credit courses are offered in collaboration with Ashland Community and Technical College and Morehead State University. District leadership conveys the expectation that school leadership will monitor, evaluate and revise programs and services as needed but do not consistently monitor to ensure these activities are successful. District leadership collaborates weekly with the high school principal to provide coaching and to work on systems analysis for programs and services to students and staff. District and school leadership conduct walkthrough observations, and feedback is given, but change at the classroom level does not always positively impact student achievement.

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Summary Findings in: **Learning Environment**

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

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Summary of recommendations in: **Learning Environment**

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

District and school leadership should develop an intentional plan to maximize the impact of available resources on the removal of barriers to learning. This would include ensuring that unnecessary duplication or omission of services is eliminated.

District and school leadership should develop a comprehensive plan to build and sustain awareness among school staff and community members of how appropriate, targeted instructional strategies can overcome the impact of differences in socio-economic status on student learning.

Resources:

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

Kaye, C. B. (2004). *The Complete Guide to Service Learning*. Minneapolis, MN: Free Spirit Publishing, Inc.

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Summary Findings in: **Learning Environment**

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

#### **Findings For This Standard Are Based On:**

Review of attendance records, certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, master school schedule, needs assessment data, perception survey results, professional development records, roster of teaching assignments, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school profile, School Report Card data, school Web pages, staff development agenda, state statute and regulation, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios, District Report Card, District Web site and TELL Survey

Interviews with assistant superintendent(s), central office staff, classified staff, district leadership, principal, students, superintendent, teachers and District Resource Teachers

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

#### **Performance Rating    3**

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

District leadership supports instructional and leadership growth of individual staff members at both the district and school level. District and school leadership collaborate to plan professional development activities. All staff members attended District Unit Planning K-12, seven days of professional development, at the end of the 2010-2011 school year that focused on curriculum, assessment and instruction. Teachers worked together in both content and grade level areas. A follow-up training day occurred in July, and two days are scheduled at the end of school in preparation for the 2012-2013 school year. District and school leadership collaborated to plan professional development activities for the required twenty-four hours with the district planning twelve hours and the school planning an additional twelve to eighteen hours. The Lawrence County Instructional Leadership Team (LCILT)

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

**Performance Rating**    **3**

meets monthly to discuss teacher learning needs and to plan both ongoing and job- embedded professional development opportunities, many of which are provided by district resource teachers or by School Instructional Leadership team members (SILT) in professional learning communities and during common planning time. District leadership supports the leadership growth of both district and school level staff members by encouraging their membership on the Lawrence County Instructional Leadership Team (LCILT) and the School Instructional Leadership Team (SILT) and by training the teacher members to be teacher leaders. District leadership communicates the belief that professional development is an important process for bringing about change in practices that lead to increased student performance. District leadership has supported this by providing a varied menu of professional growth opportunities for certified staff members to focus on both instructional and leadership growth. Both district and school leadership provide teachers with fewer than three years experience and teachers new to the district extra support through Training and Resources for Growing Effective Teachers (TARGET). Some district classified staff members participate in training (e.g., MUNIS, Infinite Campus) that upgrades their job-related skills.

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

District leadership works with school leadership to assess the professional development needs of the instructional staff and to develop and implement an intentional plan to build capacity. Using Observation 360, members of the Lawrence County Instructional Leadership Team (LCILT) and high school leadership conduct regular walkthroughs and classroom observations to determine teacher progress and teacher deficiencies. Feedback from the program to both school leadership and the teacher helps identify growth needs which are addressed by PD 360, sessions conducted by district resource teachers (e. g., Congruency, 13 Learning Principles, Formative Assessment, Eliciting Overt Responses, Clear Learning Targets II) and job embedded activities during core area common planning time. Teachers with three or fewer years of experience and teachers new to the district attend Training and Resources for Growing Effective Teachers (TARGET) which differentiates professional development for new staff members who have not had the same professional development that others in the school have had.

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

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

**Performance Rating**    **3**

Some of the professional development activities (e.g., certified personnel evaluation update training, Addressing Student Needs under Section 504, Kentucky Association for Assessment Coordinators Embracing Change) of the superintendent and district staff are aligned with the goals for student performance in the comprehensive district improvement plan. Some individual growth plans address targeted items (e.g., developing instructional and leadership capacity of staff, providing for the implementation of the Kentucky Center for Instructional Discipline (KYCID) program, Positive Behavioral Interventions and Supports (PBIS) in all schools, improving attendance) in the district plan. District leadership monitor to ensure that the professional development process for high school administrators and certified school staff members is aligned with the goals for student performance in the 30-60-90 Day Plan for Progress and with individual growth plans.

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

District leadership collaborate with school leadership to plan staff development activities included in the comprehensive district improvement plan and the 30-60-90 Day Plan for Progress. School and district leadership monitor a variety of data (e. g., classroom observations, walkthroughs and visits; professional development records; training agendas) to determine the connection between staff development priorities and student learning.

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

District leadership ensure that most professional development activities are on-going and job-embedded. District leadership have initiated professional activities that focus on establishing and growing professional learning communities. District resource teachers work with teachers to increase instructional capacity at the request of district and school leadership and of the individual teacher. Most staff members have embraced district initiatives and participate in job-embedded professional development opportunities.

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

District leadership review professional development activities identified in the comprehensive district improvement plan and the 30-60-90 Day Plan for

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

Progress and monitors to ensure they are linked to the learning needs of students, including groups with demonstrated achievement gaps (e.g., students with disabilities, free and reduced lunch). District leadership review data (e.g., Interim Performance Report, No Child Left Behind report, Measures of Academic Progress) and ensure data from these reports are used to plan professional development activities that address student needs. District leadership assist school leadership in revising the school improvement plans to ensure professional development activities link directly to student growth and achievement.

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

The board has adopted an Evaluation policy (03.18) that clearly defines the evaluation process for certified staff members. The board approved the district certified evaluation plan on June 29, 2011. The Kentucky Department of Education approved the plan on July 1, 2011. District and school leadership implement procedures that meet state requirements for the evaluation of all personnel. The high school principal conducted the annual certified personnel evaluation policy orientation of the Lawrence County Schools Certified Evaluation Procedures in August 2011.

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

The board has adopted a Professional Development policy (03.19) to ensure equitable allocation of professional development funds. District leadership allocate professional development funds to school councils by formula and supplement professional development from various funding sources (e.g., Title I, Teacher Quality, School Improvement Grant, Rural and Low Income). District and school leadership report additional funding is available when requested by school leadership to fund activities that will impact student learning.

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

The board has adopted a certified Evaluation policy (03.18). District leadership provides technical assistance to all administrators in the development of personnel evaluation skills in the implementation of the district personnel evaluation policy. District and school administrators receive

# District Leadership Assessment Summary Report

## Lawrence County

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3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

annual or update training in the district certified personnel evaluation. The district certified personnel evaluation process is fully implemented by administrators, and certified personnel are evaluated according to the policy. All administrators and non-tenured teachers are evaluated annually. All tenured teachers are evaluated a minimum of once every three years. Summative evaluations must be completed by April 1. The evaluation plan requires multiple observations during the evaluation cycle, and district leadership convey the expectation that coaching and feedback will be provided to those being evaluated. District leadership ensure that school leadership are implementing all components of the district certified evaluation plan.

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## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

District leadership ensure that all certified employees have an individual growth plan. Certified employees collaborate with their evaluator in the development of the individual growth plan. The plan reflects the results of the summative evaluation process and aligns to the school or district improvement plans. District and school leadership conduct walkthrough and classroom observations to check for progress being made in the plan. District leadership monitor some individual growth plans for progress toward goals. District and school monitoring of individual growth plans does not always result in desired changes in practice. School leadership submit the individual growth plans to the district office for placement in personnel files by April 1. The board has adopted a classified Evaluation policy (03.28), and the policy is implemented as written.

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

The comprehensive district improvement plan does not address specific instructional leadership needs. District and school leadership team members select professional development activities that fulfill requirements of the Effective Institute Leadership Act (e.g., Principal Training Module, Turning around Struggling Schools). The superintendent encourages both district and school leadership to participate in out-of-district professional development (e.g., Kentucky Leadership Academy, Kentucky Instructional Support Leadership Network).

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

The district is piloting the revised Kentucky Professional Growth and Evaluation System. The Kentucky Department of Education trained district and school personnel evaluators on implementation of the new evaluation system in November 2011. The district continues to follow the district certified evaluation plan as it transitions to the Kentucky Professional Growth and Evaluation System. District leadership monitor to ensure that school leadership complete formative evaluations of certified staff and provide timely

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Summary Findings in: **Learning Environment**

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

#### **Performance Rating    2**

feedback and guidance to address any issues that may arise on the summative evaluation or to reinforce positive changes in practice. This feedback and guidance does not always result in the desired change in practice. The principal uses both the individual growth plan and action plans, developed collaboratively with the teacher, to monitor teacher progress and to provide teachers the guidance and support they need to make desired changes in instructional practices.

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Summary Findings in: **Learning Environment**

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

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Learning Environment**

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

The superintendent should monitor to ensure that school administrators effectively use the certified personnel evaluation system to improve the proficiency of certified staff members and to increase accountability for student achievement. He should monitor to ensure that individual growth plans are collaboratively developed and targeted to district, school and individual needs. He should ensure that the principals and evaluators are trained and supported in coaching and feedback techniques to support improved instruction and that they are accountable for successful implementation.

District leadership should ensure that specific instructional leadership needs at both the district and school levels are identified in the comprehensive district improvement plan, that the plan has clear strategies to address these needs and that district and school leadership use the Effective Instructional Leadership Act as a resource to accomplish them.

District leadership should develop and implement a systematic process to measure the impact of professional development on classroom practices and student learning. They should monitor to ensure all professional development experiences reach the implementation stage in the classroom and manifest themselves in increased teacher effectiveness and student growth and achievement. District leadership should monitor to ensure that school leadership provides timely, constructive feedback to teachers.

#### Resources:

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

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

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

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

#### Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom displays, comprehensive district improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, eWalk data, facility inspection reports, facility work orders, fire marshal reports, health department inspection reports, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, organizational charts, perception survey results, protocols for analyzing student work, safe schools data reports, samples of classroom assessments, samples of student work products, school budget and allocations, school calendar with motivational and celebratory events, school Web pages and school/district safety plan

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

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

#### Performance Rating    **3**

7.1a    Leadership has developed and sustained a shared vision.

District leadership adopted a district mission statement "Every Child College and Career Ready." The Lawrence County Instructional Leadership Team developed vision statements that are used to guide the team's work. The comprehensive district improvement planning team, which includes representatives from several stakeholder groups (e.g., teachers, parents, community members, school administrators, central office staff), reviewed the mission and vision statements during the process of analyzing data to inform development of improvement goals for the district. The board chairperson reads the mission statement at the beginning of each monthly meeting, and the mission statement appears on the district Web site and on some district publications. District leadership has presented the mission and vision at several district and community meetings, and the superintendent is highly visible at most school activities for the purpose of promoting the district vision.

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

# District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

**Performance Rating**    **3**

The board adopted an Assessment of Student Progress (SBDM) policy (02.441) which requires each school to complete a review of state student assessment data by October 1 of each year. The policy requires school leadership to use assessment data to adopt, modify or revise plans to assist all students in making progress toward achieving state achievement goals. The policy also requires the superintendent to devise a schedule for each principal to present written reports to the board regarding student achievement and progress toward fulfilling school improvement plan objectives. The superintendent regularly reports student achievement data during monthly board meetings, including quarterly Measures of Academic Progress scores and other assessment data as available. District leadership collaborates with the Lawrence County Instructional Leadership Team, School Instructional Leadership Teams and curriculum and assessment teams using professional learning community protocols to review multiple data sources (e.g., Measures of Academic Progress scores, No Child Left Behind reports, locally-developed formative assessments, non-cognitive data) when making decisions about curriculum and instructional practices.

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 has established a hierarchical structure (i.e., Lawrence County Instructional Leadership Team, District Curriculum/Assessment Team, School Instructional Leadership Teams and professional learning communities) to ensure regular analysis of multiple data elements (e.g., Measures of Academic Progress scores, locally-developed formative assessments, survey results) to monitor student achievement and effectiveness of instructional practice. These efforts are not yet producing the desired level of instructional effectiveness. The comprehensive district improvement planning team used these data elements and other sources of information (e.g., No Child Left Behind reports; Kentucky Core Content Test results; school safety plans; Teaching, Empowering, Leading and Learning results; student grades; non-cognitive data) when conducting a needs assessment to serve as the basis for establishing goals and objectives in the district improvement plan. The planning team used disaggregated data to identify performance differences and to inform decisions relative to meeting the needs of student population subgroups (i.e., gender, income level and disability).

# District Leadership Assessment Summary Report

## Lawrence County

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3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

**Performance Rating**    **3**

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

District leadership provides staff members access to district and state curriculum documents on the district Web site, which contains numerous curriculum-related documents and links to curriculum materials at several other Kentucky district Web sites and the Kentucky Department of Education Web site. District leadership provides extensive training and assistance to school leadership and teachers on using curriculum resources through after-school sessions, additional personnel (e.g., district resource teachers, District Data Analyst), external professional development opportunities and structured protocols for weekly professional learning community activities. District leadership organizes and encourages all staff to use a collaborative workspace on the Skydrive to develop, share, revise and store curriculum, instruction and assessment materials in the cloud, along with agendas, minutes and work products of professional learning communities and other school and district teams.

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

The board has adopted a Safety policy (05.4) and a Security policy (05.5). District leadership implements procedures that ensure the high school has the necessary resources to ensure a safe, healthy and orderly learning environment for students and staff. District leadership cooperatively develops and disseminates a safety manual with high school leadership. A review of safety issues, including evacuation drills and emergency situations, is provided before the opening of school. Procedures are in place to support the best practice of high school building doors being locked while students are in attendance. District leadership routinely monitors the implementation of the safety plan.

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**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.

All administrators, with exception of the superintendent, have formal, written professional growth plans, which were developed collaboratively by the evaluatee and evaluator. Growth plan goals are related to Interstate School Leaders Licensure Consortium standards and the district's focus on enhancing teacher skills, accountability and use of data. Most goals, however, address compliance and procedural behaviors rather than development of leadership skills. District leadership meets regularly with school leadership to review progress on individual growth plans. District leadership monitors progress of the high school principal to determine whether desired results are being achieved and to revise his plan as needed throughout the school year.

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

School council authority has been transferred to the superintendent. The superintendent and district leadership express an expectation that instruction should occur bell-to-bell without interruption and encourage school leadership to emphasize that expectation. District leadership has not established written procedures or protocols nor has their expectation produced the desired results in all classrooms.

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

District leadership considers the unique needs of the high school in the allocation of resources by providing supplemental staffing for course offerings and support staff. Resource allocation formulas intended to create equality among schools drive the allocation process with the exception of Section 7 Funds. The district school staffing allocation formula has not been revised to reflect existing and anticipated funding cuts. District leadership assures compliance with policies and regulations of state and federal funds allocations but does not systematically monitor the effectiveness and impact of resources on student growth and achievement. District leadership is working with high school leadership to define and assign organizational roles, expectations and protocols to remove barriers in support of continuous school improvement.

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

### Performance Rating    **2**

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

The board has adopted School Council Policies (SBDM) policy (02.4241) requiring school councils to submit all new or revised policies to the board for review. District leadership does not monitor implementation and impact of school council policies. The high school council authority was removed as a result of the 2010 leadership assessment.

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

The high school council authority was removed as a result of the 2010 leadership assessment. An advisory council was established and trained in January 2012. The superintendent has recently assigned a member of the district leadership team to act as the high school liaison to serve as a resource and a source of communications between the district and the school.

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

The superintendent communicates the expectation that all principals ensure that every child is college and career ready. He communicates regularly with the principals and works to ensure that they have the support and access to resources necessary to be successful. Administrators are provided with support to address individual growth needs. The superintendent has designated the Chief Academic Officer to serve as evaluator for the high school principal. The principal's growth plan has collaboratively evolved into a short term action plan that is reviewed in weekly meetings. Professional development activities are identified from review of the principal's action plans and focus on district initiatives, systemic protocols and individual leadership skill development. Processes to systematically monitor the effectiveness of principals in ongoing leadership of daily classroom instruction are being developed, communicated and implemented. These monitoring efforts have not yet achieved the desired quality of instructional practice in most classrooms.

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**Lawrence County**

**School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Efficiency**

#### **Standard 7**      **Leadership**

The superintendent should ensure that district leadership provides resources and support to the high school council in service as an advisory body to high school leadership. District leadership should ensure council growth and capacity with an intentional focus on instructional matters that affect student academic performance.

The board should ensure the superintendent annually develops a written professional growth plan that is submitted for board approval. The plan should include measurable objectives, related to the district improvement plan, that the board will monitor on a regular basis.

The superintendent should ensure each administrator develops an individual professional growth plan congruent with district and school improvement plans and that addresses improvement needs identified through the performance appraisal process. Growth plans should include goals and activities that will enhance leadership skills necessary to support improved instructional practice that will lead to increased student growth and achievement. The superintendent should ensure that all staff members are held accountable for effectively implementing the goals and activities of their professional growth plans.

District leadership should establish non-negotiable expectations for protection of instructional time in all schools. These expectations should be clarified in written guidelines which can be monitored for effective implementation. Accountability should follow these expectations.

#### Resources:

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

Stone, R. & Cuper, P. (2006). Best Practices for Teacher Leadership. Thousand Oaks, CA: Corwin Press.

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

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

#### **Standard 8**                    **School Organization and Fiscal Resources**

#### **Findings For This Standard Are Based On:**

Review of categorical program financial reports, classroom assignments, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, Implementation and Impact Checks, list of co-curricular offerings, needs assessment data, organizational charts, roster of teaching assignments, schedule for co-curricular offerings, school budget and allocations, school financial reports, state statute and regulation and student/teacher ratio

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

Observations of classrooms, common areas and hallways

#### **Performance Rating    3**

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 conveys the expectation that the high school principal will provide common planning time for the staff in the master schedule. The master schedule includes common planning time for core area teachers as a structure for the professional learning community activities, and provisions are made for common planning for teachers in other content areas outside of the school day. District leadership provides opportunities and resources for vertical planning.

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

The board adopted a Budget Planning and Adoption policy (04.1) that allocates funds to the schools. District leadership allocates funds to the schools according to a formula based upon projected student enrollment and on the school needs assessments, student achievement data and school improvement plan. The principal may ask the superintendent to submit a request to the board for additional funds to address specific school needs.

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## Lawrence County

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3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 8**                    **School Organization and Fiscal Resources**

**Performance Rating**    **3**

The principal must include written justifications for the funds and their expected outcome on student achievement. At the end of the school year, the principal is expected to provide results of the impact on student growth and achievement. District leadership provides budget reports to the board and school leadership to ensure that all program guidelines are being followed. District leadership provides budget reports to the board. Budget oversight is provided by the district finance officer to ensure that all district and school expenditures are made according to code and program guidelines. Budget development assistance is offered to all school leadership upon request.

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

The board has adopted a Budget Planning and Adoption policy (04.1) for preparing the district budget. District leadership has established procedures to facilitate the development of the budget. District leadership has conversations with the board members when preparing the draft budget. Board members expect district leadership to ensure that fiscal resources are connected to the comprehensive district and school improvement plans. District leadership provides budget and financial reports to the board.

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### School District

3/18/2012 - 3/23/2012

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 board has adopted a Program Evaluation policy (08.5) that states "Upon request of the Board, the Superintendent shall develop and implement a plan for the evaluation of educational programs focused primarily on measurable student achievement data. This plan shall include both objective and subjective measures of student outcomes." District leadership uses walkthrough observations and program evaluations as a tool to monitor the use of school resources for, but not the impact on, the instructional needs of staff and learning needs of all students. The superintendent and district leadership have some formal and informal discussions (e.g., monthly principal meetings, individual principal meetings) with principals to monitor the use of school resources. District leadership follows all state and federal guidelines and regulations in monitoring the allocated resources and expenditures provided to Lawrence County High School. District leadership provides some input to the high school principal in organizing the programs of the school.

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

The superintendent conveys the expectation that the high school principal will ensure that sufficient core courses are available to all students through the master schedule. The superintendent and district leadership provide some guidance to the high school principal in developing the master schedule. District leadership use an allocation formula to provide staff to the high school, and additional positions are provided to the high school above the basic staffing allocation. The student/teacher ratio is below the state maximum.

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

The board has adopted a School Staffing (SBDM) policy (02.4331) in allocating staff to the schools. The high school receives staffing allocations based on projected student enrollment. District leadership provides additional staff (e.g., teachers, district resource teacher) above the school's projected allocations for specified programs, and the principal may request additional staff above the allocation to address specific needs. District leadership does not formally monitor and analyze the impact of these allocations on student

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3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

#### **Standard 8**                      **School Organization and Fiscal Resources**

#### **Performance Rating    2**

growth and achievement. The superintendent and district leadership have some conversations with the high school principal about matching teacher strengths with student needs but do not monitor to ensure that this occurs.

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

The superintendent conveys the expectations that the high school principal will monitor to ensure that classroom management practices are being used efficiently and that teachers teach “bell to bell”. The superintendent and district leadership conduct walkthrough observations three times a year at the high school. District leadership also reviews the principal’s classroom observation instrument as a means to monitor that instructional time is efficiently used and protected. This monitoring process does not ensure that instructional adjustments are made based on the changing needs of the students.

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

District leadership conveys the expectation that the high school principal will design a master schedule to maximize instructional time to meet the specific needs of the students. The superintendent and district leadership provided some support to the high school principal in developing the 2010-2011 master schedule but did not continue that support in the 2011-2012 year.

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

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## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 8**                    **School Organization and Fiscal Resources**

**Performance Rating    2**

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

District leadership allocates categorical funds to the schools according to a formula and on the school needs assessments, student achievement data and school improvement plan. District leadership monitors the categorical programs according to the state and federal requirements and guidelines. District and school leadership integrate some funds (e.g., Title I, Title II, Extended School Services) to address the goals identified in the comprehensive district and school improvement plans. However, district leadership does not monitor the use of the funds for their impact on student growth and achievement as required by the board's Program Evaluation policy (08.5).

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3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 8**                    **School Organization and Fiscal Resources**

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Efficiency**

#### **Standard 8**      **School Organization and Fiscal Resources**

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

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

#### Resources:

Marzano, R. J., Waters, T. & McNulty, B.A. (2005). *School Leadership That Works: From Research To Results*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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

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

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

### **Standard 9**                    **Comprehensive and Effective Planning**

#### **Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, comprehensive district improvement plan, comprehensive school improvement plan, examples of school to home communications, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, needs assessment data, organizational charts, protocols for analyzing student work, samples of written correspondence to staff/stakeholders, school mission, belief and vision statements, school Web pages and district publications

Interviews with community members, parents and superintendent

Observations of classrooms

### **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.

District leadership collaborated with all stakeholders (e.g., district and school representatives, parents, community members) to develop the mission statement "Every Child College and Career Ready." District goals for the 2011-2012 school year, developed by the superintendent, were the basis for the comprehensive district improvement plan. The mission statement is the result of a review of the plan by the district planning committee. The district instructional leadership team also developed a vision statement that includes the belief and goal statements for the district. Each board meeting opens with a public review of the district mission statement. As part of the comprehensive district improvement planning process, a copy of the mission statement was placed in each school, in the district office and on the Web site to solicit public comment.

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

District leadership collaborated with the district instructional leadership team to conduct a needs assessment and used multiple sources of data (e.g., No Child Left Behind report; Kentucky Interim Performance Report; Measures of Academic Progress; Teaching, Educating, Leading and Learning Kentucky survey; informal interviews; management and leadership assessments; student grades) to develop the comprehensive district improvement plan. Other disaggregated data identified barriers to learning (e.g., retention,

# District Leadership Assessment Summary Report

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### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating**    **3**

suspension, dropout rates) that inhibit progress toward the goals of the plan. Classroom assessments and analysis of student work are data bases used in the school improvement plans and are reflected in the goals, strategies and activities in some components of the district improvement plan. The district uses Standards Based Item Analysis and District Curriculum Protocols on How to Review Student Work to analyze student work and classrooms assessments to provide data for the district improvement plan.

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

District leadership used district and school student achievement data (e.g., No Child Left Behind report, Kentucky Interim Performance Report, Measures of Academic Progress) to identify needs and to develop some of the goals, strategies and activities in the comprehensive district improvement plan. Some of the strategies and activities of the district improvement plan are stated in subjective terms. Data are compared over time to show trends and shifts and to identify future needs in planning for district improvement.

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 comprehensive district improvement plan reflects the use of a review of some educational research (e.g., DuFours' student support system, Standards and Indicators for District Improvement, Data Questions adapted from Edie Holcomb, standards-based grading system) to improve the planning process. Some research-based activities and strategies (e.g., systems of intervention, instructional practices assessment data, monitoring of individual learning plans) assist in interpreting the data to improve student learning. District, state and national standards (e.g., No Child Left Behind report, Interim Performance Report, Alternative Program placement reports) assist in determining the goals in the district improvement plan.

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

District leadership collaborates with school leadership to collect and analyze sufficient data (e.g., No Child Left Behind report, Interim Performance Report, Measures of Academic Progress) for both the comprehensive district improvement plan and the high school 30-60-90 Day Plan for Progress to

# District Leadership Assessment Summary Report

## Lawrence County

School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating**    **3**

determine the existing strengths and limitations in the instructional and organizational effectiveness of the district. Classroom instructional data using protocols and item analysis are used to evaluate and improve the instructional and organizational effectiveness of the district when developing the comprehensive district improvement plan.

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating**    **2**

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

District leadership disaggregates student demographic and achievement data (e.g., students with free or reduced lunch, students with disabilities), using the comprehensive district improvement planning process, to determine some goals, strategies and activities in the comprehensive district improvement plan. Barriers are identified for some students (e.g., attendance, dropout rate, discipline reports) in the process of disaggregating assessment data. The district improvement plan identifies some systematic research strategies, including standards based curriculum mapping and a districtwide intervention process that targets achievement gaps, intended to promote student growth and achievement. The needs of some populations (e.g., secondary special needs students) are not yet being adequately met.

9.3c The desired results for student learning are defined.

The desired results for student learning are not always clearly and concisely defined with measurable goals and objectives. Some goals are subjective, intangible and not measureable. Objectives are not provided. Benchmarks are provided for the components that coincide with the school improvement grant (SIG); however, none of the dates in the district improvement plan for review have yet occurred. Some strategies and activities are general statements with no current implementation and impact checks completed.

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

The goals in the comprehensive district improvement plan are not always stated in clear, concise, measurable and realistic terms that will build both instructional and organizational capacity. The planning process to assist in building instructional capacity for the comprehensive district improvement plan is described in the District Planning policy (01.111). The district focus is four fold: "high performing schools and district, high quality teaching and administration, a strong supportive environment and high student performance." District leadership collaborates, as needed, with school leadership to develop school improvement plans to increase the instructional and organizational capacity of the district.

9.5a The action steps for school improvement are aligned with the school

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

#### **Standard 9**                    **Comprehensive and Effective Planning**

#### **Performance Rating 2**

improvement goals and objectives.

District and school leadership include some intentional focus on closing achievement gaps in reading and math in the components of the comprehensive district improvement plan. The goals, strategies and activities in the plan use information from and are aligned with the current and previous district and school improvement plans and the high school 30-60-90 Day Plan for Progress. The alignment is not always systematic or intentional. Not all strategies and activities are grounded in research or sufficient to achieve the goals leading to student growth and achievement.

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

The comprehensive district improvement plan has timelines that correspond with those of the school improvement grant (SIG); however, most are not designed to have an immediate impact on student achievement. Adequate funding sources and amounts (e.g., school improvement grant, professional development funds, teacher quality grant) are identified and are integrated to support each strategy and activity. The district improvement plan lists the name of the person responsible for implementation of each component and persons responsible for the strategies and activities.

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

District leadership uses implementation and impact checks to evaluate the comprehensive district improvement plan at the end of each school year. Progress checks during the year are informal, often occurring only through conversations. Benchmarks lack sufficient specificity or timeliness to provide adequate data for evaluating and monitoring the effectiveness of the district improvement plan. Each month district leadership, school leadership or councils report to the board any progress toward the goals related to the components of the district improvement plan. The board reviews the implementation and impact checks to determine progress in closing achievement gaps.

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.

# District Leadership Assessment Summary Report

## Lawrence County

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3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating    2**

District leadership has aligned components of the comprehensive district improvement plan with the mission statement “Every Child College and Career Ready.” The goals of the reading and math and the efficiency components are directly linked to this mission statement. District belief statements are incorporated into the vision statement developed by the instructional leadership team. The vision statement is partially aligned to school improvement plans and to the high school 30-60-90 Day Plan for Progress. Some strategies and activities in the plan yield predictable results (e.g., data analysis system using Data Questions, performance calculators, research based grading).

9.6a The plan is implemented as developed.

The superintendent and the district instructional leadership team provide support, direction and resources as needed to school leadership to effectively implement improvement plans. The district instructional leadership team is directed by specific expectations related to student growth and achievement. District leadership is aware of the goals of the district improvement plan. While they are actively and regularly engaged in the implementation of the plan, these actions lack formal protocols to assess progress (e.g., clear, measureable objectives; effective benchmarks; regular, written implementation and impact checks).

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

The comprehensive district improvement plan is currently evaluated during district improvement planning committee meetings at the end of each academic year, using data from implementation and impact checks, district walkthroughs and various assessments (e.g., Measures of Academic Progress, common assessments). The superintendent and the district instructional leadership team are responsible for monitoring school progress toward improvement in instructional practice and to what degree the district improvement plan goals are being achieved.

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 Assessment Summary Report

## Lawrence County

School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

### **Performance Rating    2**

District leadership analyzes student performance data over time to track the effectiveness of classroom instruction on student performance. They do not intentionally and systematically use this data to determine the impact of the comprehensive district improvement plan strategies and activities on student performance.

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

District leadership formally reviews district curriculum and assessment protocols and Measures of Academic Progress data at the end of each school year to determine progress toward meeting goals of the district improvement plan. District and school leadership engage in on-going informal discussions to assess the degree of continuous improvement and discuss this information with the board at monthly meetings when new data are available. Modifications and adjustments to the district improvement plan are made at the end of the year.

**District Leadership Assessment Summary Report**

**Lawrence County**

**School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

# District Leadership Assessment Summary Report

## Lawrence County

School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Efficiency**

### **Standard 9**      **Comprehensive and Effective Planning**

District leadership should develop measurable, realistic goals and objectives that will regularly impact instruction. Short and long-term benchmarks should be developed and reviewed to assist in making modifications to the district improvement plan. The end dates should reflect incremental completion of goals and objectives in a continuous process rather than having all activities end at the same time. Implementation and impact checks to measure progress of plan components as determined by benchmarks should be conducted at regular intervals during the year.

Resources:

Kotter, J. P. (1996). *Leading Change*. Boston, MA: Harvard Business Press.

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

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

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

#### **Summary of Next Steps:**

District leadership should develop and implement a strategic initiative to instill in all schools, employees and community stakeholders a sense of ownership of student failure and success. District and school leadership should seek out districts with similar demographics that have begun similar initiatives for ideas or possible partnerships to address these issues. District and school leadership should develop a comprehensive plan to build and sustain awareness among school staff and community members of how appropriate, targeted instructional strategies can overcome the impact of differences in socio-economic status on student learning.

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

District leadership should monitor to ensure that teachers are given opportunities to collaborate in the analysis of student work and that the results of these analyses go beyond a modification to curriculum and are intentionally used to guide instruction to make changes in delivery of content and differentiation based on individual student needs. District and school leadership should continue and expand training opportunities to improve pedagogy and rigor and hold teachers accountable for implementing instructional practice that moves students to proficiency.

District leadership should develop and implement a systematic process to measure the impact of professional development on classroom practices and student learning. They should monitor to ensure all professional development experiences reach the implementation stage in the classroom and manifest themselves in increased teacher effectiveness and student growth and achievement. District leadership should monitor to ensure that school leadership provide timely, constructive feedback to teachers.

The superintendent should monitor to ensure that school administrators effectively use the certified personnel evaluation system to improve the proficiency of certified staff members and to increase accountability for student achievement. He should monitor to ensure that individual growth plans are collaboratively developed and targeted to district, school and individual needs. He should ensure that the principals and evaluators are trained and supported in coaching and feedback techniques to support improved instruction and that they are accountable for successful implementation.

The superintendent should ensure each administrator develops an individual professional growth plan congruent with district and school improvement plans and addresses improvement needs identified through the performance appraisal process. Growth plans should include goals and activities that will enhance leadership skills necessary to support improved instructional practice that will lead to increased student growth and achievement. The superintendent should ensure that all staff members are held accountable for effectively implementing the goals and activities of their professional growth plans.

# District Leadership Assessment Summary Report

## Lawrence County

### School District

3/18/2012 - 3/23/2012

#### **In Conclusion:**

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

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

District Authority:

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

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

Commissioner, Kentucky Department of Education:

\_\_\_\_\_ Date: \_\_\_\_\_

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

Superintendent, Lawrence County Schools

\_\_\_\_\_ Date: \_\_\_\_\_

# District Leadership Assessment Summary Report

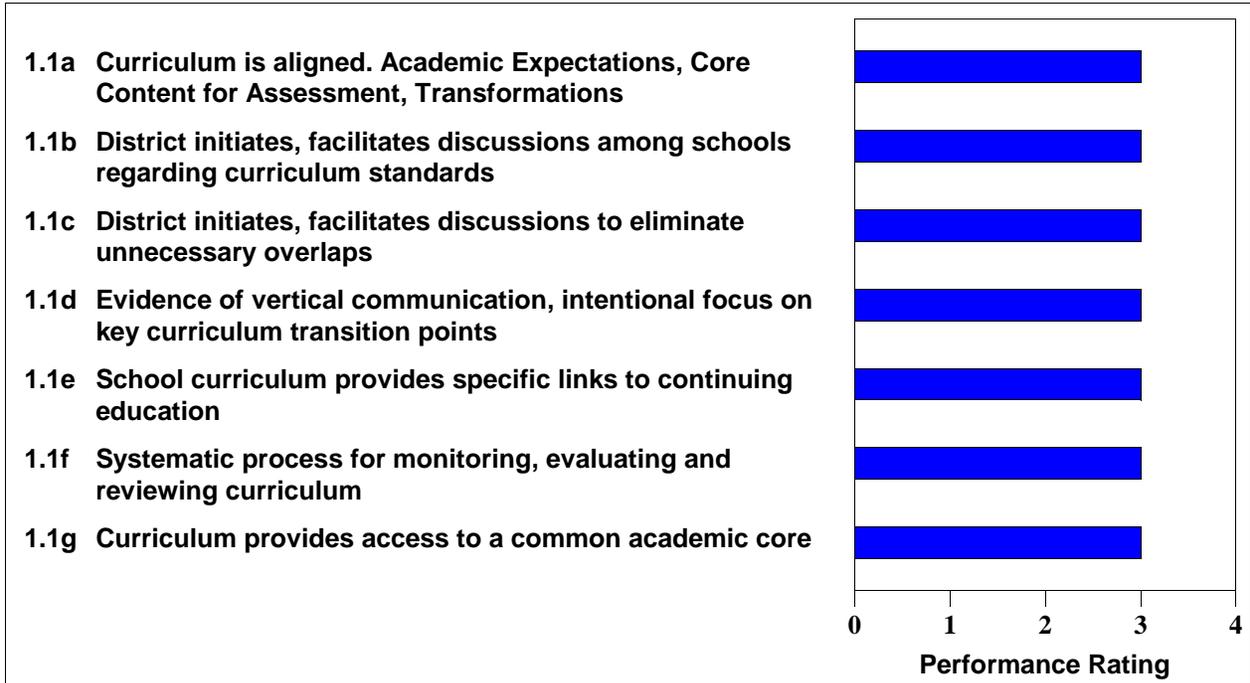
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 1.1 Curriculum

### Academic Performance



# District Leadership Assessment Summary Report

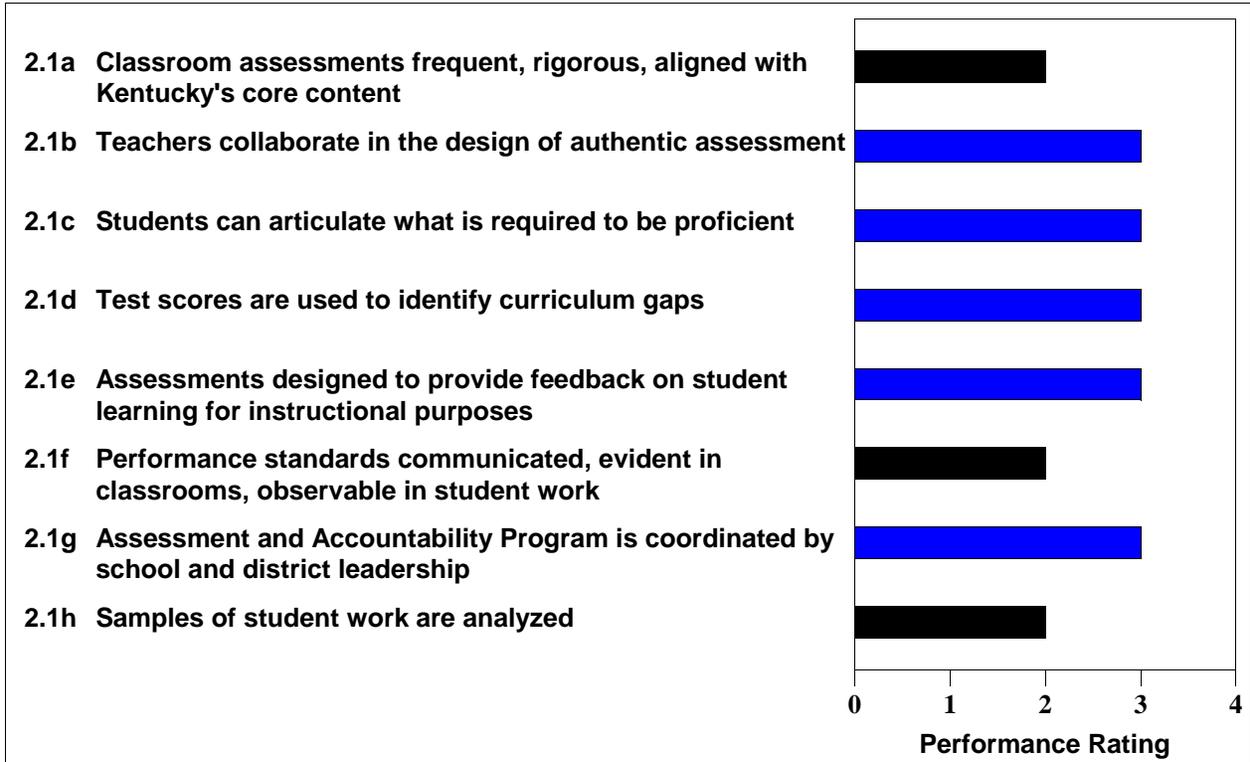
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 2.1 Classroom Evaluation/Assessment

### Academic Performance



# District Leadership Assessment Summary Report

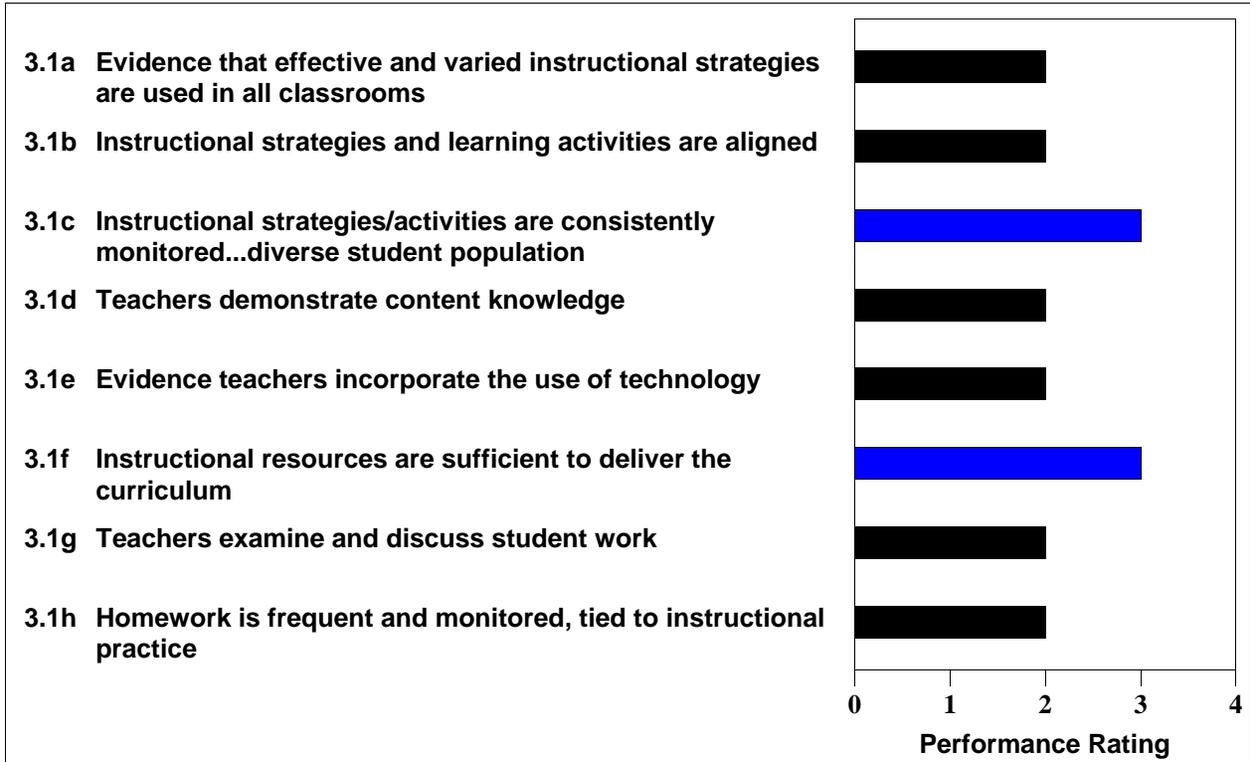
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 3.1 Instruction

### Academic Performance



# District Leadership Assessment Summary Report

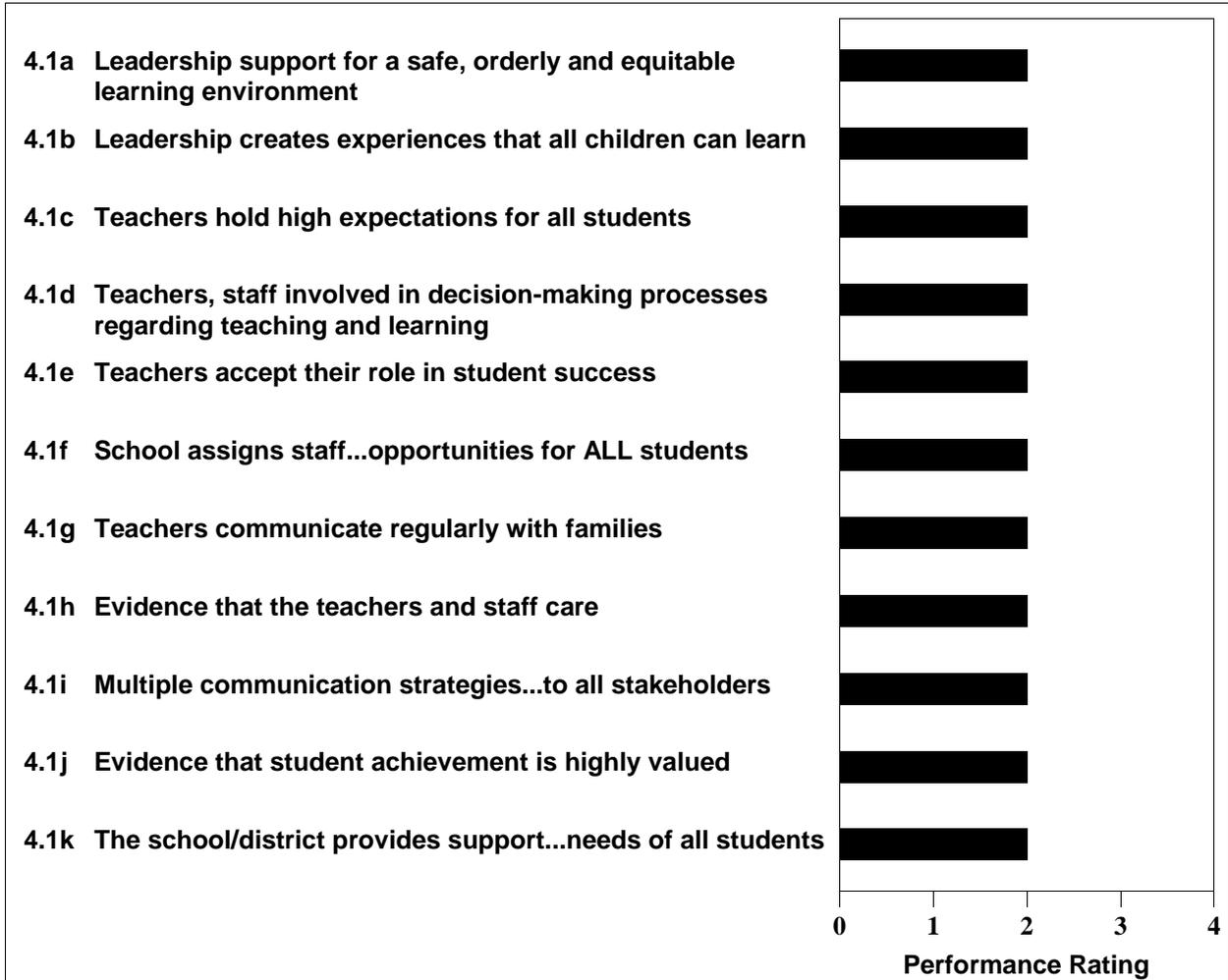
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 4.1 School Culture

### Learning Environment



# District Leadership Assessment Summary Report

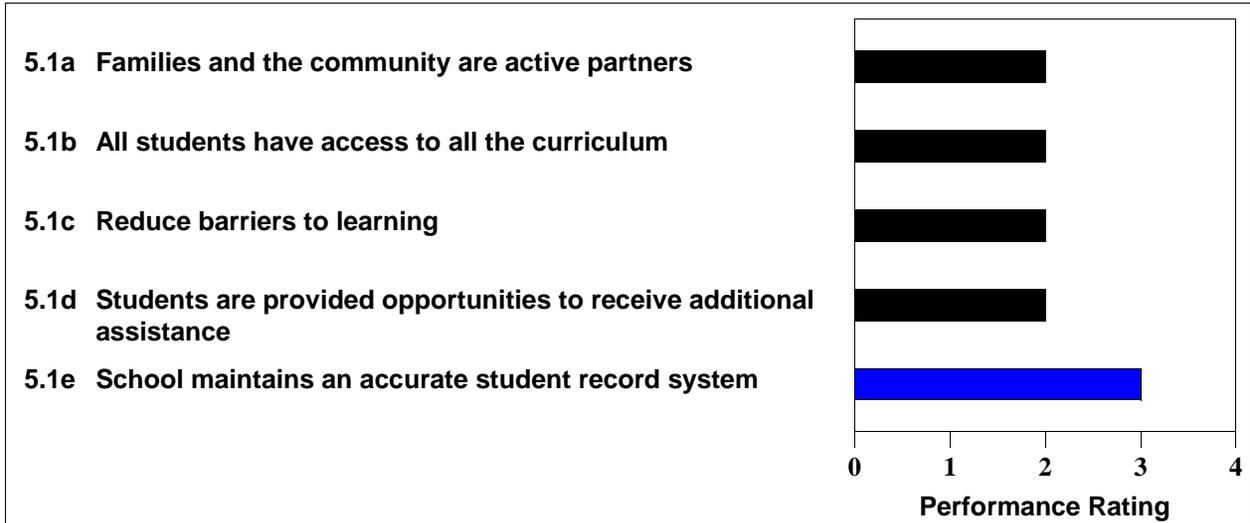
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 5.1 Student, Family and Community Support

### Learning Environment



# District Leadership Assessment Summary Report

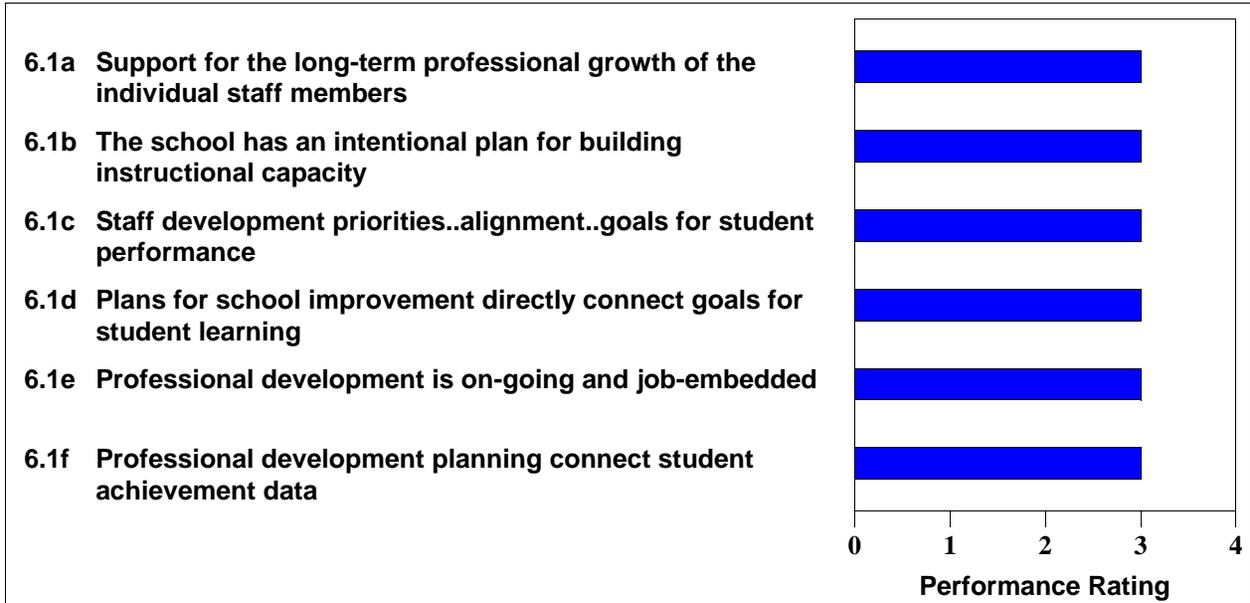
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 6.1 Professional Development

### Learning Environment



# District Leadership Assessment Summary Report

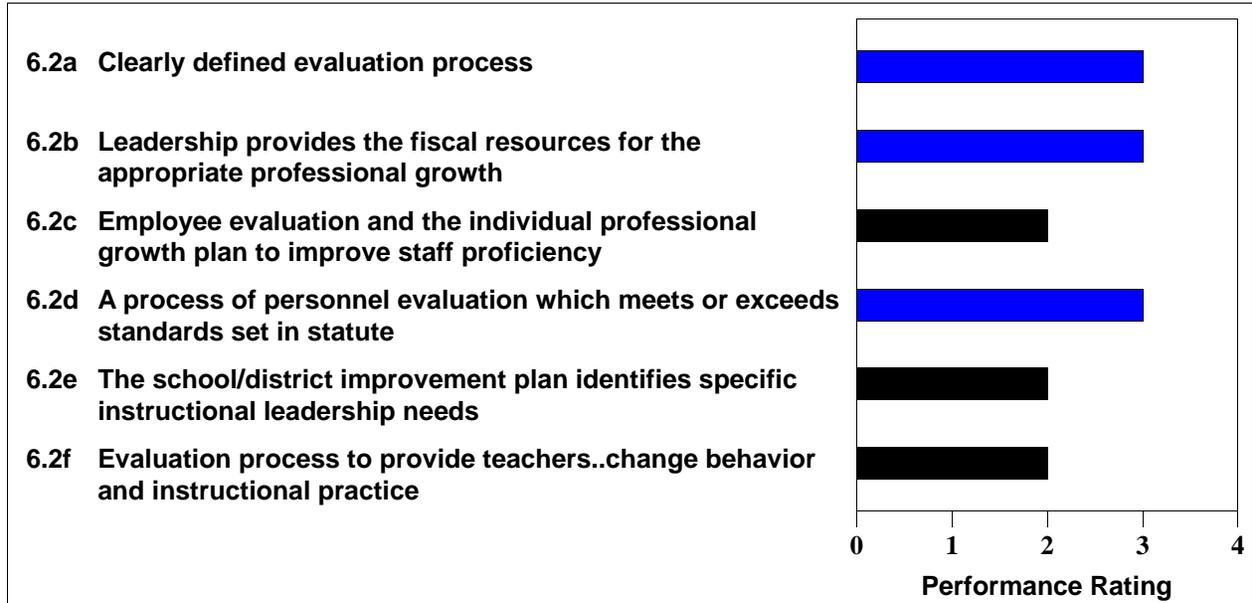
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 6.2 Professional Growth and Evaluation

### Learning Environment



# District Leadership Assessment Summary Report

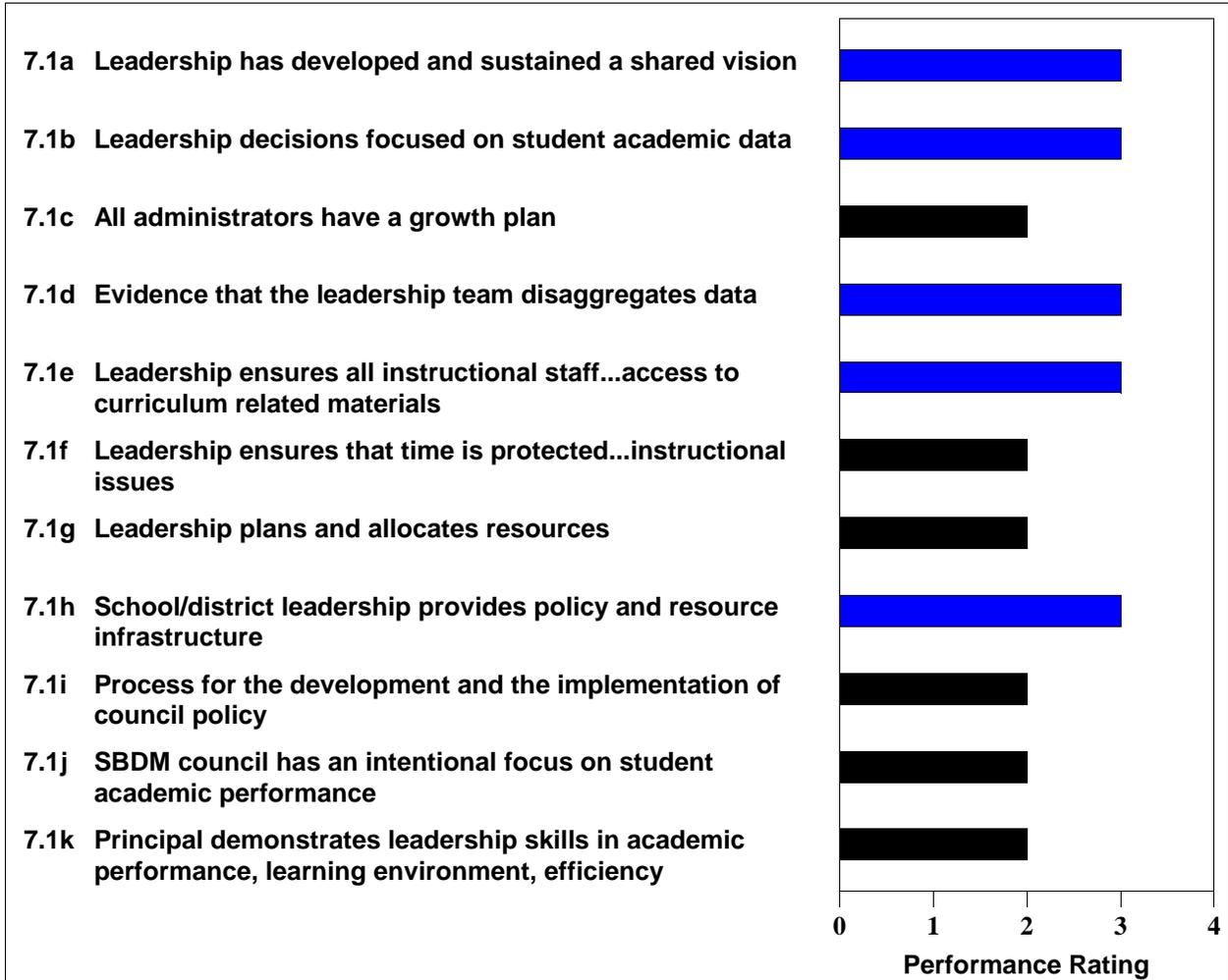
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 7.1 Leadership

Efficiency



# District Leadership Assessment Summary Report

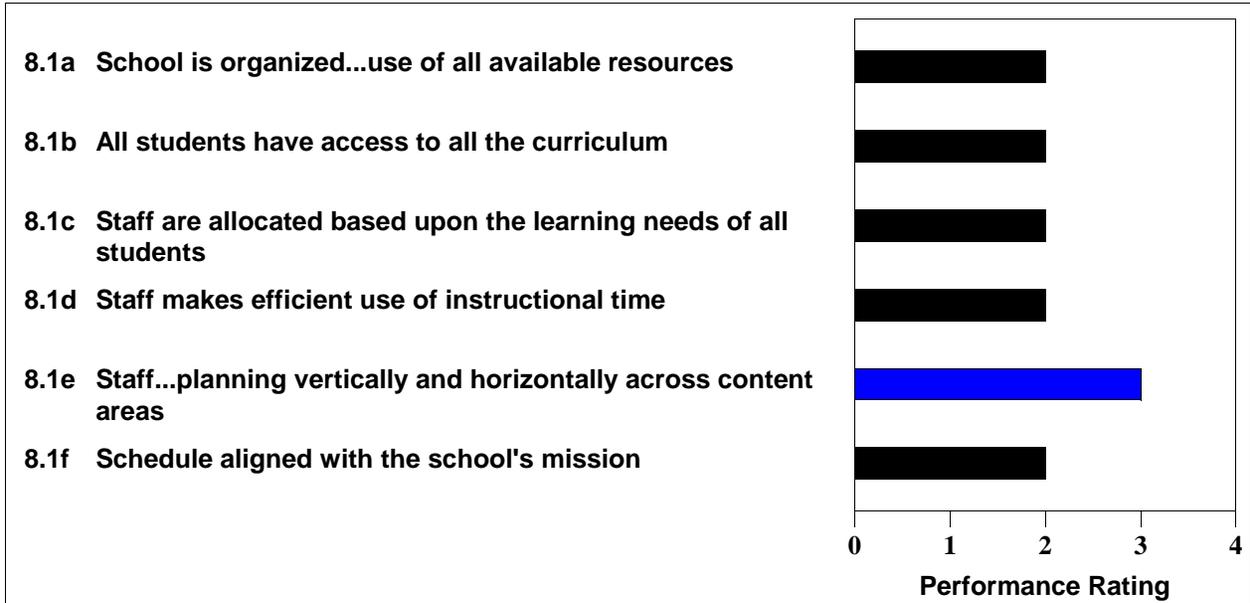
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 8.1 Organization of the School

Efficiency



# District Leadership Assessment Summary Report

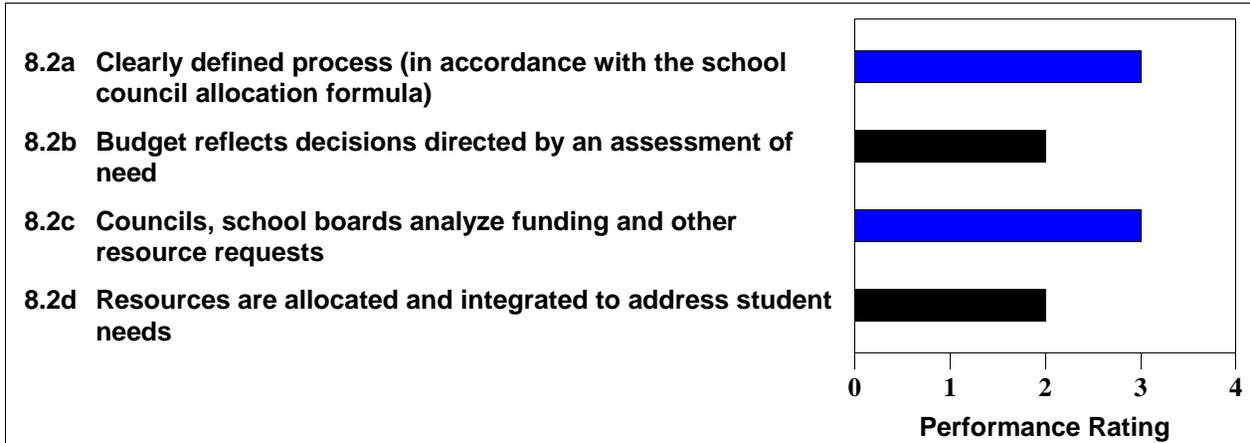
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 8.2 Resource Allocation and Integration

Efficiency



# District Leadership Assessment Summary Report

## Lawrence County

School District

3/18/2012 - 3/23/2012

### 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

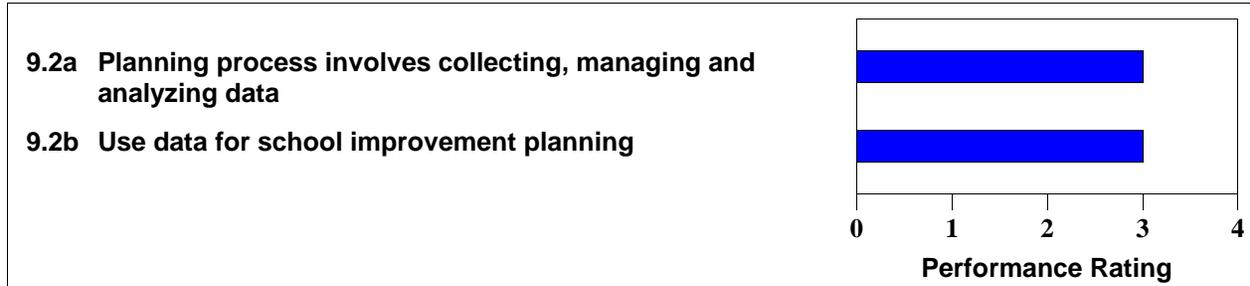
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 9.2 Development of the Profile

Efficiency



# District Leadership Assessment Summary Report

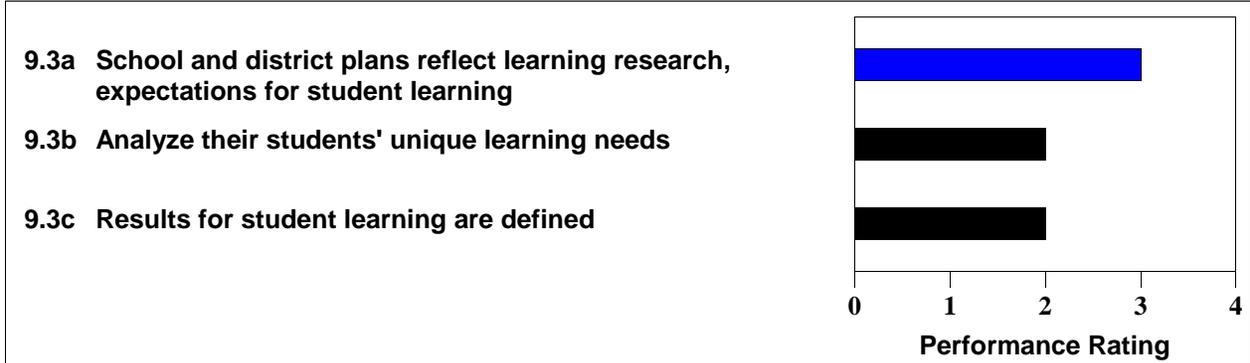
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 9.3 Defining Desired Results for Student Learning

Efficiency



# District Leadership Assessment Summary Report

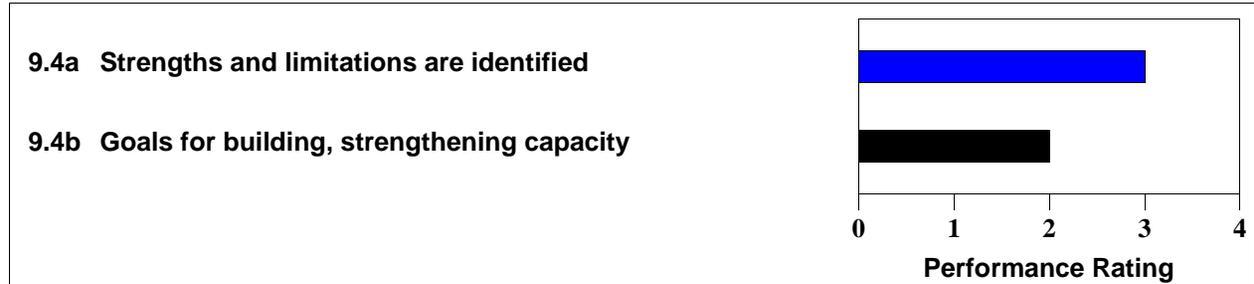
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



# District Leadership Assessment Summary Report

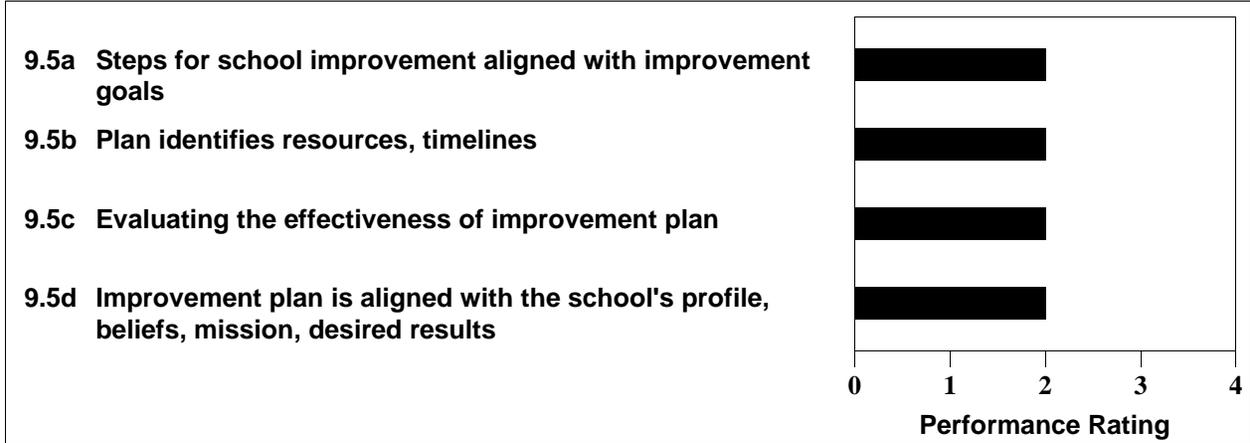
## Lawrence County

School District

3/18/2012 - 3/23/2012

### 9.5 Development of the Improvement Plan

Efficiency



# District Leadership Assessment Summary Report

## Lawrence County

School District

3/18/2012 - 3/23/2012

### 9.6 Implementation and Documentation

Efficiency

