

Leslie County District Leadership Assessment Report



03/21/2010 - 03/26/2010



District Leadership Assessment Executive Summary

Leslie County School District

3/21/2010 - 3/26/2010

Larry Sparks, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Leslie County School District during the period of 3/21/2010 - 3/26/2010. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	Leslie County School District leadership did not act on the next steps or recommendations outlined in the October 2006 scholastic audit report.
Next Steps	District leadership should study the 2010 district leadership assessment report and internalize the 88 findings. District leadership should accept their responsibility for student success and actively involve all stakeholders in the implementation of next steps and recommendations outlined in this report.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The superintendent has not adopted a no-excuses approach to improving student achievement.
Next Steps	The superintendent should hold all district and school staff accountable for improving student performance at the high school. He should redefine job responsibilities of central office staff members, use formative and summative evaluations to identify strengths and needed areas of growth and use individual professional growth plans and corrective action plans to monitor staff performance. He should direct district liaisons assigned to the high school to assist the school council with becoming an effective governing body.
District Action Steps to Overcoming Obstacles	

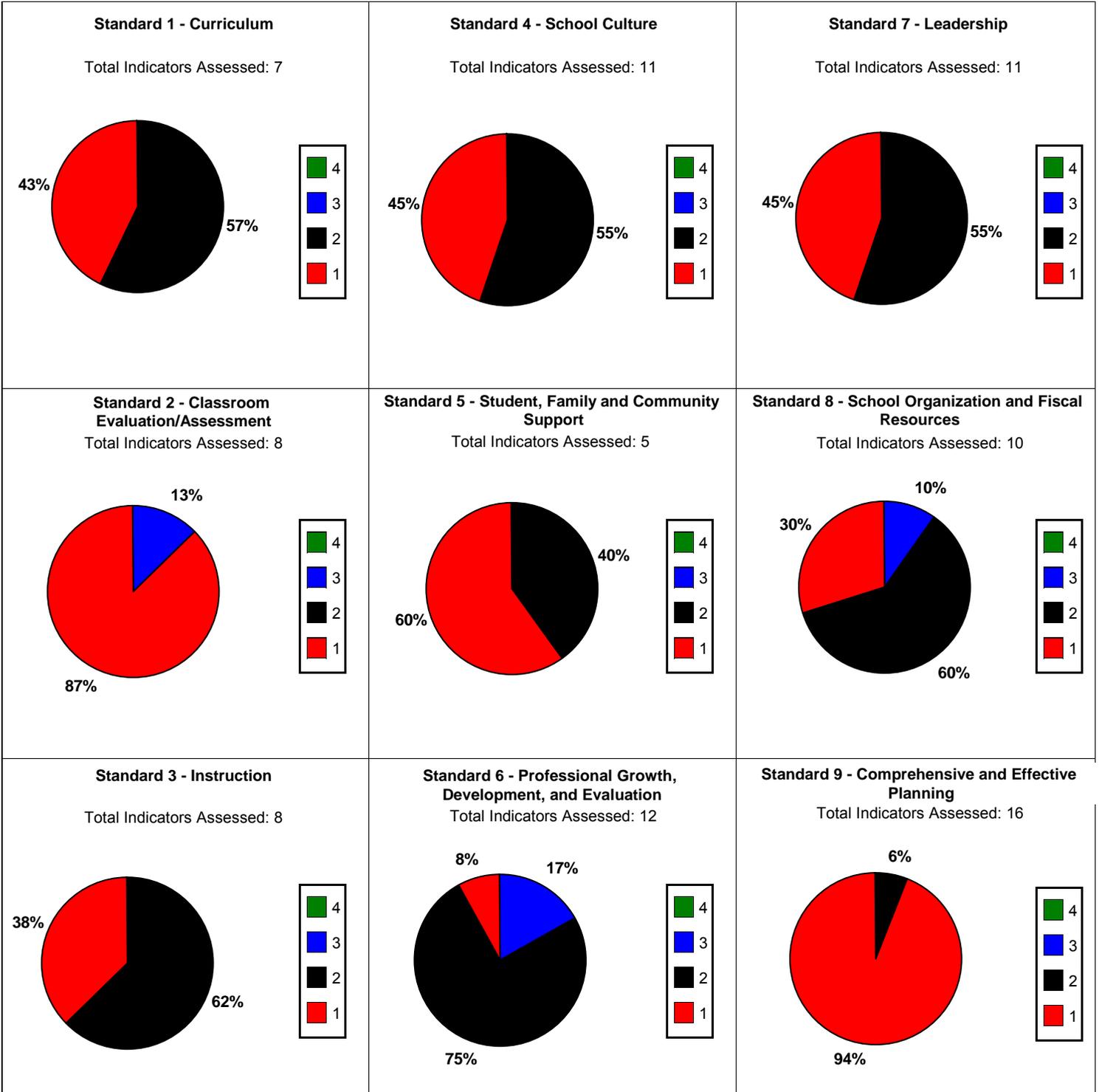
Timeline/Person Responsible	
3. Deficiency	The superintendent does not have a process to monitor the effectiveness of district programs and hold staff accountable for successful implementation.
Next Steps	The superintendent should lead district leadership in designing a plan to monitor the implementation, impact and success of district programs and the resources that support them. This process should inform decision making regarding the continuation, revision or elimination of programs and include the establishment of clear goals and benchmarks to allow ongoing measurement of progress, regular reports by responsible personnel, periodic data collection and analysis and timelines for decisions. Staff members who are responsible for implementing or monitoring these programs should be given the support needed to fulfill these responsibilities and be held accountable for doing so.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	District leadership has not developed a comprehensive communications plan.
Next Steps	District leadership should develop a comprehensive communications plan and designate an individual to guide the dissemination of information to all stakeholders. The communications plan should outline how district leadership will present a positive image of Leslie County School District and Leslie County High School. The plan should include a means to develop ongoing and meaningful interactions among the district, schools, families and the community.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	District leadership does not clearly communicate expectations for developing a fully aligned curriculum, designing and administering rigorous assessments and delivering differentiated instructional strategies to high school leadership and staff.

Next Steps	District leadership should facilitate ongoing discussions between and among the middle school, high school and technology center to ensure vertical alignment, eliminate gaps and overlaps and identify key curriculum transition points. District leadership should define, implement and monitor classroom expectations for addressing differentiation (multiple intelligences, learning styles, student choice) by designing rigorous, authentic assessments to meet the diverse learning needs of all students. District leadership should support and train instructional staff in developing rigorous classroom instructional practices that incorporate critical thinking skills, higher-order tasks and problem-solving strategies for all students. District leadership should provide professional development for technology integration to assist teachers in using technology in creative and effective ways.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	District leadership has not provided a strategic comprehensive district improvement plan that will lead the high school to proficiency.
Next Steps	District leadership should lead the process in developing a comprehensive district improvement plan that is focused on closing achievement gaps for high school students and promoting continuous improvement for all students. This plan should include causes and contributing factors, measurable goals, benchmarks, timelines, persons responsible and resources. The plan should include an evaluation process that measures progress toward meeting high school goals, and monthly reports should be presented to the board of education.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Leslie County
KDE 2010 District Leadership Assessment Report
At-a-Glance

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

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



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Leslie County

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

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

Leslie County

School District

3/21/2010 - 3/26/2010

Introduction

The Kentucky Department of Education conducted district leadership assessment of Leslie County School District during the period of 3/21/2010 - 3/26/2010.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with teachers (9), students (9), parents (11), district support certified staff members (4), central office support staff members (1), district leadership (10), community members (6), school board members (5), school leadership (4), classified school staff (7) and the superintendent.

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

The district leadership assessment team report was based upon examination of the documents provided in the district portfolio, interviews and on-site experiences and observations of the district leadership assessment team. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The chairperson of the team was Betty E. Fox - District Administrator. The other team members were: Anna Whitaker Shepherd - Highly Skilled Educator; Carol J. Wheat - Building Administrator; Jill L. Crowe - University Representative; Gayla B. Jenkins - Building Administrator; Cindy Price - Parent; Rhonda C. Marshbanks - Teacher and Dr. Linda Shelor-District Administrator

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, course syllabi, curriculum documents, curriculum maps, Individual Learning Plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), perception survey results, professional development records, samples of classroom assessments, samples of student work products, school council policies and bylaws, Board of education policies, Professional learning community meeting agenda and minutes, Board of education meeting agendas and minutes, Career Day planning materials and College Day correspondence

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

Observations of classrooms

Performance Rating 2

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

District leadership provides access to Kentucky's curriculum documents and some assistance to teachers in aligning the curriculum with these documents. District support certified staff (curriculum coach, technology integration specialist) assigned to the high school are responsible for assisting teachers in finding resources, designing learning activities and sharing instructional strategies through various means (SharePoint, professional learning communities). District support certified staff do not monitor unit planning to ensure that all high school teachers are aligning the curriculum with current state curriculum standards. In professional learning community meetings, department heads lead content-area teachers in the development of unit plans. These unit plans have been developed to varying degrees among content areas. Teachers do not have the same clarity of what is expected on the unit plans. Some teachers identify both core content and program of studies, while others do not identify either on their unit plans. Some identify core content as objectives, rather than stating in measurable terms what students should be able to do. Guided practice activities are sometimes incomplete or reference a page in the book or worksheet for students to complete. Few resources are identified and strategies are often generic descriptions of what type of instruction will be used. Some content-area

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

teachers have extended their unit planning by developing pacing guides to assist them in determining the amount of time to spend on each unit or concept.

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

District leadership has not fully developed a process for determining if the high school curriculum provides regular opportunities for students to connect what they are learning in school to continuing education or life and career options. District leadership occasionally conducts walkthroughs to determine if learning targets are posted and lesson plans are aligned with core content; however, feedback following these walkthroughs does not always contain specific comments to assist teachers in connecting the curriculum to real-world processes. District leadership does not regularly examine the school curriculum to ensure that teachers are providing students multiple opportunities to apply what they have learned in school to real-life application of skills, knowledge or processes. District leadership, in conjunction with school leadership, plans a career day for students to learn about various careers. In addition, district and school leadership collaboratively plan a fall college fair with representatives from various colleges and regional universities, armed services and technical schools for seniors to learn about their programs. District support certified staff ensures that students are completing individual learning plans according to program guidelines.

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

The board of education has developed curriculum policy (08.1-08.1131) establishing requirements for secondary curriculum, pre-college curriculum, graduation requirements and alternative credit options. The school board has not developed specific procedures addressing curriculum issues for school councils to follow. After adopting policy, the high school council sends the adopted policy to district leadership for review and feedback. If revisions are needed, district leadership will sometimes provide samples and guidance in revising the policy. District support certified staff sometimes attends school council meetings, but rarely offers suggestions on policies or procedures.

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

District support certified staff provides some guidance and assistance in assigning students to core curriculum classes. These support staff use Standardized Testing and Reporting reading and mathematics results as a criterion for determining placement in Response to Intervention, advanced placement and honors classes. Students with disabilities are often pulled out of regular education classes to work with teachers in resource class settings. These students are sometimes regrouped (combination of resource and regular education classes) to ensure a common academic core. District leadership has not led high school teachers and Leslie County Area Technology Center instructors in aligning their curriculum to eliminate unintentional curricular overlaps and gaps. Some students attending the Area Technology Center are not presented with a common academic core because of scheduling conflicts. District leadership collects data concerning student achievement but does not analyze these data to determine root causes for student failure.

District Leadership Assessment Summary Report

Leslie County

School District

3/21/2010 - 3/26/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **1**

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

District leadership does not regularly initiate or facilitate discussions between the high school and the middle school (upstairs in the same building) or with the Area Technology Center (next door to the high school) to ensure curriculum standards are properly sequenced between grade levels and content areas. District leadership does not ensure vertical articulation or provide a seamless continuity of the curriculum from feeder to receiver schools. Some high school teachers occasionally have informal discussions regarding curriculum with middle school teachers, but this practice is not ongoing.

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

District leadership has not developed a process for eliminating gaps and overlaps in the curriculum. District staff assigned to the high school sometimes lead content-area teachers in developing course syllabi and in determining what core content should be covered at different levels (Algebra I and II); however, this practice rarely extends beyond the high school setting or includes other schools.

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

District leadership does not facilitate discussions between schools to identify key curricular transition points. District support certified staff assigned to the high school use STAR assessment results in reading and mathematics at the 8th grade level as a criterion for placement of students in high school courses and Response to Intervention classes. District leadership does not facilitate discussions to resolve curricular transition issues between grade configurations (middle to high) or initiate discussions between the high school and the Leslie County Area Technology Center for placement of students in programs. The Eastern Kentucky University mathematics education team has been tasked to assist regional school districts and high schools in designing and implementing "transition to college" mathematics courses, but this initiative has not been implemented in Leslie County schools at this time.

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3/21/2010 - 3/26/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **1**

District Leadership Assessment Summary Report

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School District

3/21/2010 - 3/26/2010

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The board of education and district leadership should develop and adopt written policy and implement procedures to address curriculum issues in each school. This policy should include methods for monitoring, evaluating, reviewing and revising the curriculum on an annual basis.

District leadership should develop a systematic process for facilitating ongoing curriculum discussions between schools to ensure curriculum standards are properly sequenced between grade levels and within content areas in an effort to eliminate gaps and overlaps in the curriculum.

District leadership in collaboration with school leadership should facilitate discussions among schools to identify key curriculum transition points and provide students a seamless transition from school to school.

Resources:

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

Taylor, R. (1999). *Missing Pieces: Aligned Curriculum, Instruction and Assessment*. *Schools in the Middle*, 9(4), 14-16, National Association of Secondary School Principals.

District Leadership Assessment Summary Report

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom displays, Kentucky's Core Content for Assessment, lesson plans/units of study, rubrics, samples of student work products, Student Performance Level Descriptors, student work, Board of education policies, Professional learning community meeting agendas and minutes and Board of education meeting agendas and minutes

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

Observations of classrooms, media center and District office displays

Performance Rating 3

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

The board of education has adopted an assessment policy and implemented procedures for the administration and ethics training of the state's assessment and accountability system. District leadership provides a district assessment coordinator to lead building assessment coordinators in all requirements of state assessments. The district assessment coordinator distributes and accounts for all testing materials.

District Leadership Assessment Summary Report

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3/21/2010 - 3/26/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

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

District leadership provides teachers with Kentucky Combined Curriculum Document. The board of education adopted an assessment policy (08.222) that states the superintendent shall recommend to the board and the board shall adopt and implement a continuous assessment program in accordance with applicable statutes and regulations. District leadership conducts sporadic informal classroom walkthroughs at the high school but does not collect data that reflect frequent, rigorous and authentic assessments (teacher designed, real life connections, higher order thinking, problem solving, inquiry based, performance based). Several district administrators (superintendent, assistant superintendent, director of federal programs, director of pupil personnel) serve on the state supported Assistance and Support School Improvement Success Team, but the team has not developed a formal plan for designing quality assessments. District leadership expects school leadership to conduct frequent classroom walkthroughs but does not set or model the expectation that classroom formative and summative assessment data should be collected, graphed and analyzed. District leadership provides little assistance to school leadership in the design of classroom assessments that reflect state standards and format. District leadership does not monitor school council policies to ensure the high school council has revised or implemented the adopted assessment policy to reflect changing student needs.

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

District leadership does not have a systematic process for monitoring school leadership expectations with the intent of ensuring teachers are regularly engaged in collaborative efforts to create rigorous and authentic assessments in professional learning communities. The high school principal collaborates with district leadership for support of the newly implemented professional learning communities, but district leadership does not collect data from these meetings for a comprehensive monitoring of teacher-generated authentic assessments. District leadership does not request data from the principal that supports rigorous and authentic assessments.

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

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 1

District leadership does not regularly interview high school students to determine if they know what is required to be proficient in all content areas. Even though some teachers create clearly defined rubrics, district and school leadership do not monitor how students and teachers use them as an impetus for increasing student achievement. The newly created district and high school walkthrough instrument does not have a component for collecting data to gauge if students can articulate what is required to produce proficient work.

2.1d Test scores are used to identify curriculum gaps.

District leadership provides the high school some progress monitoring resources (Standardized Testing And Reporting reading and mathematics, Thinkgate), but does not consistently monitor how the programs are used to generate student achievement data that can be used to identify school curricular gaps. Teachers are trained to use Thinkgate, but district and school leadership does not monitor the implementation of the program to determine if teachers are using it to design common assessments, administer these assessments and collect assessment data to gauge continuous student achievement.

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

District leadership does not have a systematic process for monitoring the design and use of multiple types of classroom assessments. District support certified staff provides a Web site for teachers to access links to various documents (formative assessment trainings/Stiggins Model, core content review jeopardy, classroom assessments), but high school teacher usage data are not collected to measure the impact these resources have on increasing student achievement. The district walkthrough instrument does not include an assessment component, and feedback to teachers following classroom visits rarely addresses the use of multiple assessments. District leadership provides some on-demand, open response, depth of knowledge and rubric training for teachers but does not collect data on how these assessments and standards are used with students or how feedback impacts student achievement.

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

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 1

District leadership expects school leadership to lead teachers in the design of rubrics with rigorous performance level standards and descriptors but does not require high school leadership to collect, analyze or report to the district how students are using rubrics to guide them in producing proficient work. Teachers are not monitored to ensure their instructional practices include multiple opportunities for students to produce proficient work that is congruent to state standards. Samples of student work displayed at the board of education are not products from this school year and are not accompanied with performance standards.

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

District leadership has recently (March 12, 2010) provided professional development opportunities for district and school administrators on data analysis. One component of the training was a protocol for examining student work. District leadership set the expectation for school leadership to provide data analysis training to high school teachers, but district leadership has not established timelines for the high school administrators to report on progress received from this training.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District leadership should monitor high school classroom assessments for rigor. Teachers should be given professional development opportunities regarding the definition and characteristics of proficient work.

District and school leadership should collaborate in the identification of procedures for collecting assessment data during high school classroom walkthroughs. Feedback about assessment issues should be shared with teachers in a timely manner so teachers can use the information to identify curricular and instructional gaps.

District leadership should monitor the high school assessment program to ensure teachers regularly collaborate to analyze student work and to use the results of the analysis to inform instruction and to provide meaningful feedback to students. District leadership should monitor the high school assessment program to gauge how teachers are providing students authentic assessments with scoring guides and rubrics that students can use to produce proficient work.

Resources:

Allen, D. & McDonald, J. (1992). *The Tuning Protocol: A Process for Reflection on Teacher and Student Work*. Coalition of Essential Schools. www.itag.education.tas.gov.au

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

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.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, course syllabi, Individual Learning Plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), perception survey results, professional development records, samples of classroom assessments, samples of student work products, school council policies and bylaws, Board of education policies, Professional learning community meeting agendas and minutes and Board of education meeting agendas and minutes

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

Observations of classrooms and media center

Performance Rating 2

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

District leadership provides human and physical resources to assist high school leadership in aligning instructional strategies with student learning goals and assessment expectations. District staff provide assistance (identify resources, find Web sites, share instructional strategies, design learning activities) to professional learning community teachers in planning units of study. Additionally, district staff members are available to train high school teachers in the use of technology and to repair technological resources. District leadership does not regularly monitor classroom instruction to determine if technology is used effectively to support instructional strategies and to enhance student learning. District leadership has purchased assessment tools (Standardized Testing and Reporting reading and mathematics, Accelerated Reading and Mathematics) to assist teachers in placing students in classes and in measuring student learning. District leadership collect data from the use of these assessment tools but do not fully analyze the data to determine the impact of instructional strategies on student learning. District and school leadership occasionally conduct walkthroughs for the purpose of ensuring that teachers are articulating learning targets and aligning lessons with core content and program of studies; however, the feedback provided to teachers is often non-specific and rarely leads to changes in instructional practices.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

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

District leadership completes the Local Educator Assignment Data report to ensure that all high school teachers are certified to teach in their assigned areas but does not maintain an intentional focus on hiring a diverse, highly-qualified instructional staff. District leadership does not often publicly recognize excellence in teaching or outstanding leadership in district and school staff, but high school leadership recognizes and promotes peer recognition during faculty meetings. District leadership provides opportunities for all teachers to participate in professional development (mandated 42 hours) that updates their content knowledge and professional practices. District leadership occasionally conducts walkthroughs to determine if skills acquired in professional development (book study of Tools for Teaching by Fred Jones) are being implemented in classrooms, but district leadership does not have a systematic process to determine the impact professional development has on instructional practices and student learning.

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

District and school leadership provides teachers some technology resources (document camera, airliner, computer projector system). All high school classrooms are equipped with a teacher computer. Some classrooms have additional computers for student use, but many are outdated and not Internet compatible. District leadership provides the high school with support certified staff (repair technician, chief information officer, technology integration coordinator). Teachers are expected to complete technology requests by accessing the help desk, but the practice is not consistent, and teachers continue to make verbal requests. Teachers do not regularly integrate technology in instruction to engage students, and district and school leadership do not collect classroom instruction data to measure the impact of the use of technology on student learning. Teachers report Infinite Campus problems to district technology support certified staff but are not always given immediate solutions. District leadership does not assist the high school council in reviewing, revising, consolidating and eliminating outdated, repetitious policies. The district technology plan identifies integration of technology in instruction as administering Accelerated Reading and Mathematics testing.

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Summary Findings in: **Academic Performance**

Standard 3 Instruction

Performance Rating 2

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

District leadership does not have a systematic process to evaluate or monitor the use of resources in schools. The board of education adopted an instructional resources policy (08.232) that states school councils shall establish an equitable method of allocating funds to purchase instructional resources. District leadership provides sufficient traditional instructional resources to teachers but does not lead school leadership to engage teachers in discussions for identifying non-traditional instructional materials. Most classrooms are equipped with sufficient resources to deliver the curriculum.

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

The board of education adopted a homework policy (08.211) that states each school based council shall establish standards for out-of-school assignments. Standards shall encompass amounts and types of reasonable homework assignment by grade level. District leadership does not monitor high school council policies for alignment with district expectations. Most homework assignments at the high school are textbook activities or worksheets. Survey data indicates approximately 93 percent of high school students have at least one home computer in their home and Internet access. However, few teachers assign non-traditional homework (computer tasks, real-world applications, projects).

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **1**

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

The board of education has developed and adopted policies (08.1–08.234) regarding instruction, but these policies do not require that teachers use effective and varied instructional strategies in their classrooms. District and school leadership occasionally conduct walkthroughs for the purpose of monitoring instructional practices. The principal at the high school has introduced a new walkthrough instrument that provides a carbon copy for the teachers. This walkthrough instrument based on non-negotiables and Tools for Teaching, by Fred Jones is being implemented by school leadership; however, district leadership does not use this evaluative tool. Feedback from district leadership and other district staff is often comments (dressed professionally, room looked good, Christmas tree up, floors were dirty-needed mopped) that do not focus on instructional practices.

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

District and school leadership occasionally conduct walkthroughs at the high school but provide little specific feedback to teachers. District and school leadership do not always provide timely follow-up to determine if teachers have made modifications in instructional practice based on previous walkthrough instrument results. The walkthrough instrument does not have components to identify if teachers are using effective instructional strategies, technological resources and differentiated tasks to close achievement gaps (males vs. females, students with disabilities, free and reduced lunch students).

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

District leadership allows school leadership to schedule time for high school teachers to analyze student work. At the high school, most collaborative time is allotted during after school professional learning community meetings, but the process of analyzing student work is not refined to using a uniform protocol for collecting student work data, completing an analysis and using the results to inform instructional practice. Professional learning communities at the high school are not a district-led initiative. Teachers rarely analyze

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **1**

formative and summative classroom student work beyond traditional grading.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The board of education and district leadership should review and revise curriculum and instruction policies to include the use of effective and varied instructional strategies (learning styles, multiple intelligences, higher-order thinking, problem-solving, inquiry, differentiated tasks, real-life application of skills) in all classrooms. These policies should include procedures for district and school monitoring of their implementation and measuring of impact on student learning. The board of education should require regular updates on progress of student achievement supported by data.

District and high school leadership should view the walkthrough process as an effective method to guide needed changes in instructional practice and to meet the diverse learning needs of students. District and high school leadership should collaboratively design a walkthrough instrument that includes specific components related to the use of instructional strategies (differentiated tasks, innovative technology use, student-centered activities, problem solving, higher order). District and high school leadership should provide meaningful feedback directly related to instructional practices and provide timely follow-up addressing concerns identified during the walkthrough process.

District support certified staff should lead school leadership and teachers in comprehensive research of the most current and innovative educational technology hardware and software. Technology expenditures should be earmarked for purchases that have a track record for increasing student achievement. Professional development to support teachers for instructional integration should be an ongoing activity. District and school leadership should revise the classroom walkthrough instrument to include monitoring technology integration in instruction.

Resources:

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

Jensen, Eric. (1998). *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-299-9

Marzano, R. J., Pickering, D. J., Norford, J. S., Paynter, D. E. & Gaddy, B. B. (2001). *A Handbook for Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Silver, H., Strong, R.W. & Perini, M.J. (2000). *So Each May Learn*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0871203871

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122

Elmore, R. *Instructional Rounds In Education*

District Leadership Assessment Summary Report

Leslie County

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3/21/2010 - 3/26/2010

Summary Findings in: **Learning Environment**

Standard 4 School Culture

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, comprehensive district improvement plan, cumulative folders system/student working folders/portfolios, district budget and allocations, documentation of referrals to health and social services, examples of school to home communications, Family Resource Youth Services Center documentation, Individual Learning Plans, Kentucky Performance Report disaggregated data, list of co-curricular offerings, newspaper clippings/press releases, newspapers, organizational charts, perception survey results, policies and procedures on access to student records, professional development records, samples of written correspondence to staff/stakeholders, school mission, belief and vision statements, School Report Card data, Software Technology, Incorporated reports, student handbook, student/parent/staff handbooks, trophy cases, District Web page, Infinite Campus and Board of education policies

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

Observations of 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 of education has adopted student conduct (09.42) and student safety (09.22) policies. The district has acquired a grant (Readiness Emergency Management for Schools) that is assisting the district in developing and implementing a districtwide school safety plan. As a result of this grant, some district and school leadership have received safety training from the National Incident Management System (NIMS). District leadership has developed a Code of Student Conduct and Substance Abuse Policy handbook to inform students and families of behavioral expectations and of the consequences for infractions. The school board has adopted use of alcohol, drugs and other controlled substances policy (09.423), and district leadership coordinates random drug testing for all staff and for students participating in competitive extra-curricular activities. The school board has adopted grievance policies (Students 09.4281, Certified Personnel 03.16, Classified Personnel 03.26), and these are communicated in the employee handbook. District leadership does not intentionally evaluate the learning environment to ensure that school board policy regarding a safe, orderly and

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

equitable environment exists for all stakeholders. District leadership is in the process of planning a culture/climate survey from which data can be collected, analyzed and used for planning decisions.

- 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 expresses a commitment of holding high expectations for all students, but this commitment is not always communicated to and embraced by all stakeholders. The superintendent recognizes that not all teachers and staff members demonstrate the belief that all children can learn at high levels. District leadership has not designated central office personnel to serve as a public relations representative to focus on improving the image of Leslie County schools, in particular Leslie County High School. Families and community members do not feel as though recent graduates were prepared to enter the world of work or higher education, but they express the belief that the changing culture within the high school building will lead to that outcome. Although some district leadership participates in classroom observations at the high school, many of the feedback comments are limited to remarks (dressed professionally, room looked good, Christmas tree up, floors were dirty-needed mopped) regarding classroom and teacher appearance. Successes (scholarship awards, Student Technology Leadership Program, athletic accomplishments, conservation essay winner) of high school students are occasionally recognized at monthly board of education meetings.

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

District leadership does not review school council policies on an annual basis with the intent of ensuring compliance and implementation. Leslie County High School has adopted a discipline and classroom management policy, but the policy has not been updated in recent years. District leadership does not guide revisions or monitor the principal's implementation of the policies to ensure they meet current student needs. Recent professional development sessions include classroom management, confidentiality and successful tools for teaching strategies. District leadership provides some assistance to school councils on academic, discipline and classroom management, if requested. District leadership supports the high school principal in his efforts to change

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

the culture at Leslie County High School to become a more student centered environment, but do not actively participate in decisions that promote high academic and behavioral expectations for all staff and students.

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

District leadership articulates a desire to create and sustain a school culture for educating the whole student (physical, emotional, social, academic) but does not always model this desire in building working relationships with students and staff members. District leadership is in the process of planning a culture/climate survey from which data can be collected, analyzed and used for planning decisions.

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

District leadership participates in some high school initiated celebrations of student academic successes (senior awards day, end of year academic awards ceremonies). High school student successes (scholarship awards, Student Technology Leadership Program, athletic accomplishments, conservation essay winner) are occasionally recognized at school board meetings. Some student academic successes are recognized in the local weekly newspaper, but these are submitted from the school level. Samples of student work displayed at the board of education are not products from this school year. District leadership has not designated an individual to guide the dissemination of information for recognizing student success to all stakeholders.

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

The board of education has adopted an equal educational opportunities policy (09.13). District leadership supports the work of the high school Youth Services Center as they assist students and families to reduce the impact of socio-economic, physical, cultural and intellectual barriers to learning. District leadership participate through committee memberships and activities designed to address equity and diversity in meeting student needs (Coal for Kids, drug coalition, Appalachia Service Project, Truancy Diversion program).

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

District leadership recently provided professional development activities for high school faculty members regarding recognizing and planning instruction to address the various learning styles of students. Multicultural teaching materials are supplied upon request from district leadership, but the acquisition of curricular materials and classroom resources that specifically address unique student attributes is not an intentional focus.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **1**

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

District leadership does not demonstrate the need to include a variety of stakeholders in decision making. Committees are formed as needed but seldom have an intentional focus involving the inclusion of both teaching and non-teaching staff. Board of education members do not currently serve on any district or individual school committees. Teaching and non-teaching staff have limited participation in school board meetings and in the development of the comprehensive district improvement plan. The district facilities plan committee and the recently formed committee to revise the district vision and mission statements include some non-teaching staff members.

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

District leadership and the superintendent are aware of the importance of all staff recognizing and accepting their professional role in student success and failure but do not communicate or model this expectation. The superintendent recognizes that while some teachers accept this role, others blame external factors (poor attendance, poverty, difficult home environments, lack of parental support, lack of student accountability on the Kentucky Core Content Test) as impacting the ability of many high school students in achieving academic success.

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

District leadership views the assignment of staff to optimize student learning as a duty of school leadership. Leslie County High School is allocated certified teaching staff based on a teacher to student ratio of 1:31 which mirrors school council policy based on state requirements for maximum class size. District leadership offers an assistance-as-needed approach to the high school principal in aligning certified instructional staff to meet individual student scheduling needs. Strengths of personnel are not always considered for meeting the unique learning needs of students (gifted and talented students, males vs. females, students with disabilities, at-risk students). At the high school, student groups are sometimes formed as a result of instructional needs (mathematics classes, advanced placement, classes for students with disabilities), but student performance data are not collected and analyzed to

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 1

guide regrouping of students. District leadership is not being held accountable for oversight of the gifted and talented program at the high school. Gifted Student Services Plans are not being developed at the high school level as required by law, and gifted and talented students are not receiving appropriate services.

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

The board of education has not adopted policy in regard to student progress reports. High school progress reports are generated using Infinite Campus, and parents have access to the parent portal upon request. District leadership does not require teachers to include comments or detailed explanation of student progress. Graduation policy (08.113) addresses the completion of individual learning plans. Many of the communications between the high school staff members and families are in regard to behavior concerns rather than academic achievement. District leadership has not developed procedures regarding the means and frequency of communications to homes about student progress or performance.

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

The board of education has adopted a public information program policy (10.1). District leadership has not developed procedures or designed a comprehensive communications plan that was identified as a deficiency in the Oct. 2006 district scholastic audit report. District leadership has not designated an individual to guide the dissemination of information to all stakeholders. District leadership maintains a district Web site that includes multiple sources of information and links to other Web sites. Some information (school calendar, school council member training data, professional development page, Leslie County High School No Child Left Behind data) on the district Web site is outdated. District leadership occasionally submits articles to the local newspaper. School leadership submits some pictures and articles regarding student success and upcoming events to the newspaper. School Messenger is used to make calls to families regarding district and school events. District leadership has not created a monthly newsletter for disseminating district and school news to all stakeholders.

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

District leadership should develop and the board of education should adopt a comprehensive district communications plan. This plan should include procedures for providing and disseminating information to all stakeholders. District leadership should consider assigning public relations and the creation of a comprehensive communications plan as an additional responsibility of an existing district level employee. The goal of the communication plan should be presenting a positive and professional image of Leslie County schools, students and staff to the community. Communications should include regular recognition of student, staff and administrative successes and accomplishments. The communications should be continual and should provide families with information that encourages frequent and meaningful interactions among the district, schools, families and the entire community. District leadership should develop procedures regarding the means, frequency and depth of communications to families about student progress and performance in order to boost student engagement and achievement.

District leadership should facilitate discussions with school leadership for the intent of ensuring student needs are matched to teacher strengths. District leadership should collaborate with school leadership in the development and implementation of an intentional process to evaluate and monitor teacher assignments in order to match teacher strengths with student needs. Staff assignments should be conducted in a manner that most effectively meets the diverse needs of students in order to facilitate the greatest impact on student achievement.

District leadership should facilitate opportunities for all Leslie County High School staff to recognize and accept their role in student success. The staff should be encouraged to analyze the connections among classroom instructional practices, nurturing and caring relationships with students and increased individual student achievements. District leadership should actively work with and support the high school principals and leadership team as they establish and sustain a culture of high academic and behavioral expectations for all certified and classified staff and students. District leadership should provide a means through which teachers' successes are celebrated within the school community and shared with the public.

District leadership and staff should develop a process to involve families, business leaders and community members to enhance the educational process. A means should be sought to investigate and research family and community involvement strategies and activities that are proven to be successful in other school districts serving large numbers of children from low socio-economic and high at-risk populations.

Resources:

Beaudoin, M. & Taylor, M. E. (2004). *Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together*. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7

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

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

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

Whitaker, T., Whitaker, B. & Lumpa, D. (2000). *Motivating & Inspiring Teachers: The Educational Leader's Guide for Building Staff Morale*. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4.

District Leadership Assessment Summary Report

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3/21/2010 - 3/26/2010

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, comprehensive district improvement plan, cumulative folders system/student working folders/portfolios, district budget and allocations, documentation of referrals to health and social services, examples of school to home communications, Family Resource Youth Services Center documentation, Individual Learning Plans, Kentucky Performance Report disaggregated data, list of co-curricular offerings, newspaper clippings/press releases, newspapers, perception survey results, policies and procedures on access to student records, professional development records, samples of written correspondence to staff/stakeholders, school mission, belief and vision statements, School Report Card data, school/district safety plan, student handbook, student/parent/staff handbooks, trophy cases, Interim Performance Report, Infinite Campus, District Web page and Board of education policies

Interviews with central office staff, classified staff, community members, counselor, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, local board of education members, parents, principal, school nurse, superintendent and teachers

Observations of common areas and hallways

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.

Families, business leaders and community members were involved in both the 2007 district facilities plan committee and the recent committee meeting to revise the mission statement, but the involvement of these stakeholders in district decision making is not ongoing. District leadership uses some volunteers (career day speakers, college fair representatives, name and claim mentors) in providing additional support to high school students. Leslie County High School Youth Services Center has developed programs within the school to reduce barriers to learning, but these programs and services are not reviewed by the district to evaluate their effectiveness in meeting student needs. District leadership meets with Family Resource and Youth Services Center directors three to four times each year for the directors to share program information. District leadership collaborates with multiple partners (school counselors, Youth Services Center director, court designated worker, case specialist, social services, Kentucky River Community Care) to implement a truancy diversion program. District leadership allows Appalachia

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

Service Project, Inc. to use the facilities at Hyden Elementary School during the summer months while they are assisting the community with home repairs, community involvement and youth education in the Leslie County area.

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

The board of education has adopted student records policy (9.14) governing the maintenance and security of student records. District leadership follows proper records release and access guidelines. District support certified staff assists Leslie County High School students in the development of individual learning plans. These plans are expanded at each grade level according to benchmarks and timelines established in the individual learning plan completion guide. Infinite Campus is used to support student records management in classrooms and offices. However, district leadership does not intentionally support the effective and efficient use of Infinite Campus by providing technical assistance and training.

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Summary Findings in: **Learning Environment**

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

Performance Rating **1**

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

District leadership has not developed procedures or a referral process to ensure all students have access to needed services (school guidance, Youth Services Center, extended school services, gifted and talented) provided by the school. Expenditures of federal and state grants are not monitored effectively to meet fiscal guidelines, and the implementation of these programs and their impact on student achievement are not evaluated. District leadership provides little guidance in the development of the extended school services program at Leslie County High School. Policy or procedures have not been developed to define a clear process to assist all students in equal access to the entire common academic core. Students have access to technology resources, but technology is not regularly integrated throughout the curriculum.

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

District leadership provides a health services center at Leslie County High School staffed by two nurses. The Leslie County High School Youth Services Center collaborates with community agencies (Coal for Kids, Mission of Hope, Appalachia Service Project, Truancy Diversion program, Kentucky River Community Care) to implement programs that reduce barriers (teenage pregnancy, high drop-out rate, substance abuse, truancy) to learning, but district partnerships are minimal. District leadership does not have a referral process for identifying students for support services. District leadership does not have procedures for monitoring and evaluating the effectiveness of student-support programs and does not coordinate programs to eliminate gaps and overlaps of services. District leadership has not led the initiative to match student needs to teacher strengths in the assignment of students to classes. District leadership does not give sufficient guidance to school councils to ensure they are focused on increasing student achievement. Gifted Student Services Plans, required by law, are not developed for Leslie County High School students leading to an absence of opportunities for students to excel in identified gifted areas. District leadership has secured some instructional materials (graphing calculators, document cameras, airliners, computer projector systems) that promote active learning, but most high school staff use these resources in traditional ways rather than for

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Summary Findings in: **Learning Environment**

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

Performance Rating **1**

engaging students.

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

District leadership does not collaborate with the high school in implementing the extended school services program. Leslie County High School partners with Hazard Community College, Eastern Kentucky University and Leslie County Area Technology Center to offer some learning opportunities (dual credit, credit recovery, college credit hours, vocational classes) beyond the regular classroom, but district leadership does not monitor their impact on student achievement. Most support programs (extended school services, Youth Services Center, school guidance programs, health center) within the school operate in isolation with little collaboration or coordination from district leadership. District leadership rarely evaluates or assists in the modification of these programs to eliminate gaps and overlaps of services and meet the changing needs of students.

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Summary of recommendations in: **Learning Environment**

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

District leadership should immediately collaborate with Leslie County High School to identify floundering school programs and either support or eliminate the programs. District leadership should develop a system for supporting all high school students and staff in their quest for improving academic achievement.

District leadership should immediately assist in building and strengthening existing academic and student support services within Leslie County High School. Student assistance teams should be established to coordinate the efforts in meeting student needs and eliminating barriers that directly impact student achievement. Procedures for continuous evaluation of all programs (academic, social, physical, psychological) should be developed. District leadership should identify a person responsible for each student support program. This individual should be held accountable by district leadership for monitoring the implementation of the program and revising the program when needed. District leadership should require personnel to give regular updates regarding the implementation of programs during administrative team meetings and school council meetings.

District leadership should develop partnerships with representative stakeholders (teaching and non-teaching staff, families, business leaders, students, community members). All stakeholder groups should be active partners in the process of identifying areas of need for the students of Leslie County School District. District leadership should lead stakeholder groups in the development of a plan to address these needs and involve all stakeholders in the implementation. All stakeholder groups should be recruited to serve on committees, participate in district improvement planning and become active partners in the decision-making process.

Resources:

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

Decker, L.E. & Decker, V.A. (2001). *Engaging Families & Communities: Pathways to Educational Success*. Fairfax, VA: National Community Education Association.

Principal's Guide to Effective Family Involvement. (2002). Gaithersburg, MD.: Aspen Publishers.

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3/21/2010 - 3/26/2010

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, comprehensive district improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, individual professional growth plans, Kentucky Performance Report disaggregated data, master school schedule, professional development records, staff development agenda, Leslie County High School Assistance and Support School Improvement Success Team (ASSIST) plan, Board of education policies, District Web pages, Leslie County District Substitute Teacher Handbook 2009-2010 and Leslie County Public Schools 2009-10 Professiona

Interviews with assistant principal, assistant superintendent(s), counselor, district leadership, local board of education members, principal, superintendent and teachers

Performance Rating 3

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

The board of education has adopted policy (03.18) and defined procedures for the evaluation of certified personnel performance. The policy and procedures are reviewed and explained as outlined in the certified evaluation plan. The high school principal shared the evaluation process with all certified staff at the beginning of the 2009-10 school year.

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 identifies instructional leadership needs. Instructional activities to meet these needs for district and school leadership are contained in action steps (training in response to intervention, analyzing data with staff, focusing on teacher leadership, monitoring accelerated mathematics programs) in the comprehensive district improvement plan. District and high school leadership fulfill Effective Instructional Leadership Act requirements through the District Level Instructional Leadership Program by attending other professional growth trainings (Using Data to Improve Teaching, Congruent Instruction, Changing Attitudes and Behavior in Order to Improve Student Learning) sponsored by Leslie County School District.

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

District leadership describes professional development as a means of continuous learning for staff members to help students learn to the best of their abilities. Certified staff members are required to participate in 42 hours each year of professional development designed to improve student performance and classroom practices. One day of 2009-10 professional development was dedicated to bringing staff from all schools together for districtwide training (School Wide Literacy, Response to Intervention, Integrating Technology into the Classroom, Using Formative Assessment to Inform Instruction, Professional Learning Communities, New Teacher Training). School leadership is required to develop a one-year professional development plan to meet the remaining 36 hours with specific needs of teachers assigned to that school. High school leadership has implemented professional learning communities to encourage long-term professional growth and to develop leadership skills of content area department leads. Some classified staff are provided specific job-related training (Infinite Campus, Great Leaps, bus monitoring) to improve job performance. Substitute teachers participate in a one day professional development prior to the beginning of school and receive a copy of the Leslie County School District Substitute Teacher Handbook. Professional development activities are included in the comprehensive district improvement plan; however, neither district nor school leadership has an intentional long-term plan for professional growth of all certified and classified staff. School leadership uses an instrument during walkthroughs to monitor implementation of strategies learned through 12 book study (Tools for Teaching by Fred Jones) sessions, but a structured monitoring system is not used to measure the extent to which these activities and experiences impact student learning.

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

Meaningful collaboration between district and school leadership to plan, implement and evaluate effective professional development is limited. District leadership does not always communicate how district professional development activities fit with high school needs. Most professional development activities at the district level tend to be annual events that provide introductions to multiple strategies (Response to Intervention,

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

Performance Rating 2

Integrating Technology in the Classroom, Using Formative Assessment to Inform Instruction, Professional Learning Community, Attendance Incentives) rather than carefully planned multi-year, job-embedded training with continuity and follow-up. High school leadership is expected to develop a professional development plan and be specific to school needs that will build competence in instructional staff. This plan is submitted to the district office for review and suggestions for revisions prior to implementation. A professional development amendment committee (administrators, support staff, district staff) was established at Leslie County High School to amend the plan to support the new principal's vision of quality teaching and learning. According to the revised 2009-10 high school professional development plan, the identified activities are to take place first before reverting to those from the original professional development plan. High school leadership is using professional learning communities to provide continuous growth for instructional staff. A system to monitor the level of impact of professional development on student learning has not been developed.

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

Professional development plans for district and school leadership are research-based (Congruent Instruction, Using Data to Improve Teaching, Effectively Evaluating Teachers, Changing Attitudes and Behavior in Order to Improve Student Learning) and designed to meet the needs of the students they serve, but these plans are not intentionally aligned to individual professional growth plans. District leadership reviews the professional development plan of school based certified staff for alignment with the goals for student performance at the school level. Goals (higher rates of student achievement, curriculum development) identified in the high school Assistance and Support School Improvement Success Team (ASSIST) plan are not directly considered when planning for professional development. Most teachers completed individual professional growth plans as late as February 2010 after most professional development requirements were fulfilled for the school year. School leadership does not use personnel evaluations to determine professional development needs of staff.

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

District leadership sometimes collaborates with high school leadership to

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

Performance Rating 2

review professional development activities identified in the school's professional development plan. District and high school leadership use a walkthrough instrument to determine implementation of strategies learned through 12 book study (Tools for Teaching by Fred Jones) sessions, but data are not collected to measure the extent to which these activities and experiences impact student learning. District professional development plans are aligned with student learning goals as determined through analysis of state assessment data (Interim Performance Report, No Child Left Behind report, PLAN, American College Testing).

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

District leadership and staff professional development activities are usually decided on an annual basis. School leadership at the high school has implemented professional learning communities to encourage ongoing activities. Content area professional learning community teams meet one day after school each week. Most content area departmental team members share the same daily planning time to encourage job-embedded professional development. District leadership intentionally placed district support certified staff for instructional coaching at the high school, but follow-up professional development coaching is not provided on a regular basis. Monitoring of implementation of strategies from a book study (Tools for Teaching by Fred Jones) at the high school has recently started, but measures for successful implementation of all professional development activities are not present. A structured monitoring system is not used to measure the extent to which these activities and experiences impact student learning.

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

District leadership analyzes data (Interim Performance Report, No Child Left Behind report, PLAN, American College Testing) on an annual basis and uses this analysis to develop district professional development activities. District leadership requires high school leadership to submit a professional development plan to the central office for review. District leadership provides some suggestions for revisions as needed to professional development decisions at the high school prior to implementation. School leadership is responsible for oversight, planning and delivery of school-based professional development activities for the intent of ensuring a direct connection to the learning needs of students with a focus on those populations with identified

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

Performance Rating 2

achievement gaps (males vs. females, students with disabilities, free and reduced lunch students). District and school leadership do not intentionally focus professional development activities on identified high school gap groups.

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

The board of education has adopted policy (02.4242), and procedures are in place to allocate appropriate resources for professional development among all schools based on projected enrollment. Allocations are amended in September to reflect actual student enrollment. Title II funds are used to supplement professional development allocations. District leadership does not consider specific needs of Leslie County High School instructional staff when determining allocations for training teachers in strategies for closing achievement gaps. District leadership does not have procedures in place to effectively monitor and identify the impact of professional development expenditures on meeting the identified needs of students.

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

District leadership trains school leadership to collaboratively develop individual professional growth plans with certified staff, but district leadership does not model this practice within their own responsibilities. Many district and high school staff members develop individual professional growth plans with limited collaboration with their primary evaluator. Individual professional growth plans do not always focus on priorities identified through formative or summative evaluations or mesh with the goals of the comprehensive district improvement plan and high school ASSIST plan. Most high school teachers did not complete individual professional growth plans prior to February 2010. This delay was intentional so the principal could identify strengths and areas for growth of the certified staff. District leadership does not have a systematic process to monitor the implementation of individual growth plans at all levels to ensure they are being carried out as agreed.

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

The school board has adopted policy (03.18) and defined procedures that meet standards set in statute and regulations for the evaluation of certified

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

Performance Rating 2

personnel performance. District leadership supports two new administrators in the district with development of personnel evaluation skills by providing technical assistance and professional development training in the implementation of the district's evaluation plan, but the two high school administrators have not received the required six hours of training.

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

Performance Rating **1**

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

District leadership requires all components of the personnel evaluation plan to be implemented. District leadership does not have a systematic process for determining if high school leadership evaluates staff as defined in the evaluation plan. District leadership does not always provide guidance on issues that arise as a result of formative evaluations or monitor progress on the implementation of individual professional growth plans. Summative evaluations are submitted to the district office at the end of the school year with some informal discussions occurring between district and high school leadership at that time. The impact of the evaluation and individual growth activities on student achievement is not measured.

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Summary of recommendations in: **Learning Environment**

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

District leadership, in collaboration with the high school leadership, should develop a long-range professional development plan that is both ongoing and job-embedded. The plan should be designed to build capacity within district and school leadership and certified staff to close high school achievement gaps and to ensure academic success for all students.

District leadership should formally and systematically monitor classroom practices to ensure that skills and knowledge acquired through professional development activities are implemented and evaluated for their impact on student achievement.

District leadership should develop and implement a systematic process to monitor the effective execution of all components of the personnel evaluation plan at the district and school levels. The evaluation process should be used by the evaluator and evaluatee to collaboratively develop individual professional growth plans that address identified professional or leadership needs. District and school leadership should collaborate to monitor implementation of individual professional growth plans and measure the impact on classroom practices and student achievement.

Resources:

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

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

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

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Summary Findings in: **Efficiency**

Standard 7 Leadership

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, categorical program financial reports, certified personnel evaluation plan and process, classroom assessments, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district budget and allocations, district Effective Instructional Leadership Act records (EILA), facility inspection reports, Family Resource Youth Services Center documentation, fire marshal reports, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, master school schedule, needs assessment data, safe schools data reports, school budget and allocations, textbook/instructional resources purchasing plans, Title 1 program plan, District Web pages and Comprehensive district improvement plan

Interviews with assistant principal, assistant superintendent(s), central office staff, community members, counselor, curriculum resource specialist, district leadership, local board of education members, parents, principal, school council members, school resource officer, superintendent and teachers

Observations of classrooms, common areas, hallways and District office displays

Performance Rating 2

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

District and school administrators have individual professional growth plans aligned with Interstate Leadership Licensure Consortium and state standards. District and school administrators obtain most Effective Instructional Leadership Act hours within district-led professional development and administrative professional learning community book studies but are given some leeway to obtain additional hours or to purchase professional leadership materials. Although all individual professional growth plans are not developed in a collaborative format, the high school principal has collaboratively developed his individual professional growth plan with the district superintendent and assistant superintendent. Most administrators have the responsibility to develop their own individual professional growth plans which are then shared with their immediate supervisor for revision or approval. The administrative growth plans do not contain documentation of reviews during the implementation cycle, but some informal discussions occur. Individual professional growth plans do not always address the development of effective leadership skills, and few connections are made between these plans and

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Standard 7 **Leadership**

Performance Rating 2

improvement goals identified in the comprehensive district improvement plan.

- 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 support certified staff members assigned to the high school are available to aid teachers in finding resources and sharing unit plans on SharePoint; however, these resources are not always used by teachers. During professional learning community meetings, teacher leaders sometimes guide content-area teachers in the development of units and exit slips. High school leadership ensures certified instructional staff members have access to Kentucky's curriculum documents through professional learning communities. Most high school teachers have received training in the use of these documents by unpacking standards to ensure awareness of knowledge, skills and products required for mastery of concepts in order to maximize student performance. Teachers have some opportunities to share successful strategies during professional learning community meetings and on SharePoint. Training in the use of state curriculum documents varies among content areas with some areas unpacking the standards while others are developing units of study. District support certified staff does not have a systematic process to collect, analyze, evaluate and report data to district leadership on the use of district-generated curriculum resources. District leadership does not evaluate district support certified staff for the impact their services have on classroom practices and student achievement.

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

The board of education and district leadership use specific staffing formulas for the allocation of human resources. School councils are required to complete an annual needs assessment priority list no later than Jan. 1. The board of education evaluates funding and allocates some additional resources to meet a school's unique needs if funding becomes available (4.4 additional staff to Leslie County High School in order to develop a master schedule sufficient to meet needs of students and ensure planning time for all teachers). Additional district support certified staff (school resource officer, curriculum coach, technology integration specialist) are assigned and housed at the high school for the purpose of addressing instructional and disciplinary

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Standard 7 **Leadership**

Performance Rating 2

issues. At the school level, adjustments are sometimes made to improve the use of resources to better meet the changing needs of students. In July 2009, the high school leadership requested a staff scheduling committee to revisit staff assignments based on some student disciplinary and instructional needs and made changes (safe room, moving certified math teacher from in-school detention unit) based on staff survey results and analysis of student achievement data. District leadership does not have a systematic process to collect, analyze, monitor and evaluate use of resources or to determine if these resources are positively impacting school culture and student achievement. Information about resources may occur on an informal basis but not always for the specific purpose of analyzing the impact human, physical and fiscal resources have on classroom practices and student achievement. District infrastructures (facilities, maintenance, food service) at the high school are sufficient to support continuous school improvement.

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

The board of education has adopted policies (student conduct, student safety), and district leadership has developed emergency plans and procedures (Leslie County School Safety Plan) to support a safe learning environment. District leadership has developed and the board of education has adopted a student conduct policy stating that the superintendent will be responsible for the overall implementation and supervision of the Leslie County Schools Code of Acceptable Behavior and Discipline, and each principal shall be responsible for the administration and implementation of the code within each school. The board of education has funded a school resource officer at the high school, and he is responsible for patrolling high school buildings and grounds. The high school is equipped with security cameras and monitors. District leadership has developed a Code of Student Conduct and Substance Abuse Policy handbook to inform students and families of behavioral expectations and of the consequences for infractions. Safety policies have been adopted regarding the support of a safe, healthy, orderly and equitable environment in which to work and learn. Some district and school leadership have received safety training from the National Incident Management System (NIMS). The Leslie County School Safety Plan contains emergency quick reference guides for each school which provides the initial processes and procedures to be followed in emergency situations (teacher responsibilities, evacuation procedures, severe weather drills, lockdowns).

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Standard 7 **Leadership**

Performance Rating 2

Although the high school council has not officially adopted a safety plan, the school has a plan in place (The Leslie County High School Emergency Guide) that outlines safety procedures and guidelines for staff. District leadership does not always monitor safety practices or respond to safety issues in a timely manner. District leadership is in the process of planning a culture/climate survey from which data can be collected and analyzed and used for planning decisions.

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

District leadership does not review school council policies on an annual basis with the intent of ensuring compliance and implementation. The school council at Leslie County High School has adopted all bylaws and policies required by Kentucky's Revised Statutes. Most school council policies were originally adopted in 1992. District leadership does not guide the school council in reviewing, revising, consolidating or eliminating policies that are out-of-date or no longer relevant. District leadership appropriates certified trainers for new and experienced council members to receive annual professional development requirements. The high school principal has begun the process of leading the school council to realize their responsibility in making informed decisions that will impact student performance. District leadership provides some assistance to school councils on staffing and budgeting process, if requested.

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

District liaisons (superintendent, director of pupil personnel) frequently attend school council meetings at Leslie County High School, participate in council discussions, when requested and often share pertinent information with council members. District liaisons rarely collaborate with school councils in setting agendas that focus meetings on instructional decisions that affect student academic performance.

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Standard 7 **Leadership**

Performance Rating **1**

7.1a Leadership has developed and sustained a shared vision.

District leadership recently (March 2010) appointed a stakeholder committee (parent, students, administrators, teachers) and charged them with the task of revising vision and mission statements. District administrative leadership provided sample vision and mission statements from various districts for review by this committee. Draft mission and vision statements posted within central office are a result of this meeting. An additional meeting is scheduled for April 2010 to continue the discussion and revision of these statements. The mission statement posted on the district Web site was developed approximately four years ago and was revised in 2009 to include the statement “to address the needs of the whole child physically and emotionally.” There are currently three different versions of the district’s mission statement within documents, posted within central office and posted on the Web site. District staff members and community stakeholders cannot articulate the present and posted statements. District leadership makes little effort to communicate and sustain the vision and mission of the district. The vision statement is rarely referenced and not used as a guide in developing the comprehensive district improvement plan or used as the driving force for making decisions by the board of education.

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

The board of education conducts monthly meetings on a rotating basis at each school in the district one time per year. Principals report progress on achieving goals in comprehensive school improvement plans to the board of education at monthly meetings when they are held at their respective schools. The high school principal reported progress on the goals identified within the Assistance and Support School Improvement Success Team (ASSIST) plan at the March 2010 school board meeting. Last spring, district leadership presented gap reports to the board of education identifying specific gap groups (students with disabilities, males vs. females, free and reduced lunch students) and the grade levels where they occur. An ongoing process for principals to update the board of education and district leadership with current student academic performance data does not occur. The school board does not always rely on student achievement data to support the decision-making process. During monthly meetings with ASSIST members, district leadership collaborates with high school leadership to make some curricular and instructional decisions for the purpose of improving student achievement.

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Standard 7 **Leadership**

Performance Rating **1**

- 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 provided principals a comprehensive summary analysis form of over 100 questions to guide data disaggregation at the school level but does not use individual school disaggregated data to intentionally inform the district's improvement planning process. High school leadership and some certified instructional staff members analyze data from assessments (No Child Left Behind report, Interim Performance Report) in specific content areas, but these analyses have little focus on identification of differences in academic performance of gap groups. District and school leadership are aware of gap groups (males vs. females, free and reduced lunch students, students with disabilities) but have not developed specific strategies to address these student populations. High school leadership shares disaggregated performance data with school staff, and strategies (additional math class for struggling students, moving certified math teacher from the in-school detention unit, incorporate reading strategies in all content areas, name and claim) for increasing proficiency and reducing novice have been implemented. Most disaggregated data are incorporated in the Assistance and Support School Improvement Success Team (ASSIST) plan at Leslie County High School, but these data are not used to develop a state-required comprehensive school improvement plan. The comprehensive district improvement plan contains limited correlation with the high school ASSIST plan.

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

District leadership provides little assistance to the high school council in adopting a policy that addresses protection of instructional time and considers minimizing disruptions of instructional time a school issue. The high school principal facilitated the development of a discipline policy to address classroom management practices and student expectations for behavior. The principal implements schoolwide practices and procedures (no calls to classrooms, morning and afternoon announcements, zone duty) to minimize distractions to learning and maximize instructional time. District leadership conducts some walkthroughs but not for the purpose of gathering data or providing feedback on the implementation of the adopted school council

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Standard 7 **Leadership**

Performance Rating **1**

policy.

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

When the superintendent took office, the district had financial problems. The district did not have its 2% contingency which is required by state regulations. If a district does not have 2% of its budget in a contingency fund, the state puts that district on a watch list until they get the 2% back in their fund account. For four years the superintendent has managed to lead district finances off the state watch list, built or maintained school facilities and continued status quo. He has expressed a personal mission of creating a legacy where community members are proud to say, "My child went to Leslie County High School and got a good education." However, it is only recently the superintendent declared a sense of urgency and a state of emergency to close achievement gaps and increase the number of students scoring proficient at Leslie County High School. The superintendent has not delineated district leadership responsibilities or held each district leadership staff member accountable for assisting the principal at Leslie County High School in raising student achievement. The superintendent expresses the belief that the school council at the high school made the correct decision in hiring its new principal in June 2009 and that the principal is a true instructional leader. He frequently makes trips to the high school to "check on how things are going". He visits classrooms, but upon leaving will often make general comments, "good job", rather than leaving constructive feedback for teacher improvement. A district scholastic audit was conducted in October 2006, but deficiencies outlined in that report have not been addressed. It was only recently that a committee of stakeholders has been formed to revise vision and mission statements. Statements of beliefs have yet to be created. He does not use the comprehensive district improvement plan as his guide in working with the board of education to focus all available resources toward improving student achievement at the high school and direct district leadership to gather data to measure the impact of the resources on student learning. Personnel decisions and placements are not always carefully thought out and sometimes become problems rather than assets. Most view the superintendent as an honest and trustworthy individual who deeply cares about kids, but few view him as an instructional leader.

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The superintendent should be the catalyst for school improvement and student performance at Leslie County High School. He should review and delineate all district leadership and support staff responsibilities and use individual professional growth plans and the district's evaluation instrument to evaluate how each individual is actively assisting the high school in changing school culture and classroom practices for the specific purpose of increasing student achievement. The board of education should require regular updates on student achievement progress of the high school at each regularly scheduled school board meeting.

The superintendent should lead district staff in the development and implementation of a comprehensive and systematic monitoring process for all district programs. This monitoring system should be based on commonly understood and clearly communicated measures. District leadership should be held accountable for using this monitoring system to determine the impact of programs and resources on the achievement of academic, instructional and organizational goals, particularly at Leslie County High School. The process should evaluate the effectiveness of programs at both the design and implementation levels in order to allow district and school leadership to determine where and how program adjustments should be made and whether or not programs and services should be continued.

District leadership should conduct a comprehensive review of all high school council policies to ensure that all required policies and bylaws are up-to-date and in compliance with Kentucky Revised Statutes. District leadership should monitor the implementation of these policies. District leadership should provide support to the high school council in making decisions that will directly impact student achievement. Liaisons assigned to the high school should serve as a resource and provide feedback to district leadership regarding services needed. Liaisons should have clear job expectations that are tightly aligned to the development of school council capacity.

District leadership should continue to lead stakeholders through the process of developing vision, mission and beliefs statements that should serve as a guide for the board of education and district leadership in making decisions for moving all students to proficiency.

Resources:

Blankstein, A. M. (2004). *Failure is Not an Option*. Thousand Oaks, CA: Corwin Press.

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

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

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

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, Kentucky Performance Report disaggregated data, master school schedule, needs assessment data, perception survey results, school budget and allocations, school council policies and bylaws, school financial reports, staff development agenda, state statute and regulation and Board of education policies

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

Observations of classrooms, computer lab and media center

Performance Rating 3

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

The board of education has adopted a school budget and purchasing policy (02.4242) with procedures that govern the activities of school councils. Each school council receives the annual Support Education Excellence in Kentucky (SEEK) funds as required by Kentucky Revised Statutes. According to board policy, school councils should receive the 2010-11 allocation by March 1, but this year's allocation has been delayed until May 1 because the state legislature has not informed the district of their SEEK funds. The budget process allocates money to Leslie County High School based on the minimum teacher to student ratio (1:31). The board policy requires school councils to forward a needs assessment priority list no later than Jan. 1. The board of education evaluates funding and allocates some additional resources to meet a school's unique needs if funding becomes available (4.4 additional staff to Leslie County High School in order to develop a master schedule sufficient to meet needs of students and ensure planning time for all teachers). Additional staffing at the high school is funded through the school board's general fund. District finance office personnel meet with principals to explain the school council budget allocation. District leadership is available to provide assistance to school councils in understanding the budget process but leaves budget development to principals. District leadership monitors purchase orders for appropriate expenditures, and the finance department monitors budgets to ensure the school council is staying within allocated funds. Schools are able to access MUNIS to review expenditures. Purchase

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **3**

orders are completed at the school level and district leadership reviews purchase requests. Most funds are allocated based on school enrollment and student attendance.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

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

District leadership delegates the responsibility of developing the high school master schedule to school leadership. School leadership makes sure sufficient core content courses are available to all students. The principal at the high school confers with district leadership on some decisions prior to completing the master schedule. District leadership does not review the master schedule to validate all students have access to the core curriculum. District leadership does not facilitate collaboration between and among Leslie County High School, Leslie County Middle School and the Leslie County Area Technology Center to develop a curriculum fully aligned to Kentucky's curriculum documents (Program of Studies, Core Content for Assessment, Academic Expectations). Staffing allocations to Leslie County High School meet minimum state requirements for teacher to student ratios (1:31).

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

The board of education has adopted a staffing policy (02.4331) that uses projected student enrollment to determine the number of allotted certified and classified positions for each school. Leslie County High School is allocated certified teaching staff based on a teacher student ratio of 1:31. For the 2009-10 school year, the school council at the high school is allocated 17.2 certified instructional staff, one principal, one assistant principal, 1.5 counselors and a .7 media specialist. Additional 4.4 certified instructional staff are allocated from the district general fund for the purpose of creating a sufficient master schedule and ensuring planning time for teachers. District leadership presents school council allocations according to state required timelines. District finance personnel prepare explicit instructional worksheets for school councils to use in determining staff assignments. District leadership offers an assistance-as-needed approach to the high school principal in aligning certified instructional staff to meet student scheduling needs or consider strengths of personnel to best meet the unique learning requirements of students (gifted and talented students, male vs. female, students with disabilities). District leadership often collaborates with high school leadership in the assignment of classified instructional staff in special needs positions (emotional behavior unit, self-contained resource rooms, Great Leaps reading interventionist).

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

District leadership (superintendent, assistant superintendent, director of federal programs, director of pupil personnel) are members of the state supported Assistance and Support School Improvement Success Team (ASSIST) at Leslie County High School. This group meets on a monthly basis to assist school leadership in developing and implementing a plan to improve school organizational and classroom management practices for the efficient use of class time to maximize student learning. Professional learning community training was offered at the district level in August 2009. District leadership has developed and the board of education has adopted the Leslie County Schools Code of Acceptable Behavior and Discipline, and each principal is responsible for the administration and implementation of the code within each school. School councils are required to have policies addressing instructional practices, discipline and protection of instructional time, but the policies at Leslie County High School are not reviewed on an annual basis to ensure compliance and implementation. District leadership has allocated some additional district support certified staff (school resource officer, curriculum coach, technology integration specialist) to address instructional and disciplinary issues. District leadership has conducted some classroom walkthroughs to provide feedback to school leadership on classroom management practices. At the school level, adjustments are sometimes made to improve the use of resources to better meet the changing needs of students. In July 2009, the high school principal requested a staff scheduling committee to revisit staff assignments based on some student disciplinary and instructional needs. Changes (safe room, moving certified math teacher from in-school detention unit) were made based on staff survey results and analysis of student achievement data.

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 district budget developed by district leadership and approved by the board of education allocates some discretionary funds based on needs identified in the comprehensive district improvement plan on the Jan. 1 school council needs assessment. Additional funds may be requested from the district or allocated to address identified school and student needs. District general funds currently provide Leslie County High School with 4.4 additional

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

certified instructional staff and a school resource officer.

- 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.

District leadership develops the comprehensive district improvement plan with some correlation to comprehensive school improvement plans and the high school Assistance and Support School Improvement Success Team plan. District leadership has not guided high school leadership and school council in developing a comprehensive school improvement plan that meets the requirements of a state required improvement plan. District leadership presents completed school council budgets to the school board for review. Board agenda and meeting minutes do not reflect in-depth discussions and questions about school budgets. The school board receives year-to-date monthly budget reports for general approval. Justification as to how these expenditures are addressing the activities outlined in the comprehensive district or school improvement plans or impacting student achievement are rarely discussed at school board meetings.

- 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.

Federal categorical funds (Individuals with Disabilities Education Act, Title I, Title II) are allocated by formula to support identified student needs. Individuals with Disabilities Education Act (IDEA) funds are allocated according to strict federal guidelines based on the category of identification (emotional behavior disability, mild mental disability, multiple disability) and the number of students each certified special needs teacher can serve. District leadership has allocated Leslie County High School 5.8 certified teachers, .2 related services personnel and six instructional assistants (one in emotional behavior disorder classroom, one at the area technical center, one Great Leaps reading interventionist, three in self-contained classrooms) to support special needs instruction. IDEA funds are also used to purchase textbooks, technology, supplies and materials to support instruction and programs for special needs students. District leadership allocates Title II funds to supplement state professional development funds and to purchase supplies and materials for the delivery of professional development. Title I

District Leadership Assessment Summary Report

Leslie County

School District

3/21/2010 - 3/26/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

funds are primarily allocated to all elementary schools and Leslie County Middle School. Although Leslie County High School is not identified as a Title I school, a curriculum coach assigned to serve Leslie County High School and Leslie County Middle School is paid a 187 day contract from Title I funds. Some categorical funds (Title I, Title I stimulus, Title II) are integrated in the comprehensive district improvement plan to enhance school initiatives. At Leslie County High School, categorical funds are integrated to provide services (Standardized Testing and Reporting reading and mathematics, technology purchases, safe room). State categorical funds (professional development, extended school services, textbook, Family Resource/Youth Services Centers) are usually allocated based on enrollment, attendance or program requirements (65 percent professional development allocated to schools). These funds are allocated equally to all schools without special consideration to schools that do not meet No Child Left Behind annual yearly progress goals. District program coordinators do not have a formal process in place to gather data or monitor programs in order to evaluate the effectiveness or the impact of categorical resources on student achievement.

District Leadership Assessment Summary Report

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3/21/2010 - 3/26/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

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

District leadership does not have a systematic process to evaluate or monitor the use of resources in schools. Information concerning resources may occur on an informal basis but not always for the specific purpose of analyzing the impact human, physical and fiscal resources have on classroom practices and student achievement. A district administrative meeting is held weekly for administrators to discuss upcoming events and coordinate activities, but administrators do not always discuss analysis of student achievement data or collected walkthrough data to determine district support or training needed to close achievement gaps. Individual responsibilities of district leadership are not clearly communicated and monitored to ensure they are actively supporting the needs of instructional staff and learning needs of students at Leslie County High School. School liaisons (superintendent, director of pupil personnel) to the high school council sometimes update the administrative team on school council meetings. District support certified staff (curriculum coach, technology integration specialist, school resource officer) assigned to the high school are not monitored by district leadership to identify barriers that may impede school improvement progress. Some community resources (career day volunteers, college day representatives, name and claim student achievement mentoring program) are obtained by district leadership to support the instructional program at the high school.

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 does not assist school leadership at Leslie County High School in developing a master schedule that provides common planning for all content area teachers, but school leadership has recently implemented content specific professional learning communities that meet after school on a weekly basis to plan vertically and horizontally. The high school administrative team and professional learning community department team leads determine the agenda for professional learning community meetings. Some district support certified staff (curriculum coach, technology integration specialist) are located in the high school and are available to provide support but do not always participate in the planning process. District leadership assumes school

District Leadership Assessment Summary Report

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3/21/2010 - 3/26/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

leadership will provide appropriate opportunities and training for teams to address student achievement. District leadership does not evaluate the effectiveness of district provided resources for impact on student performance or classroom practices.

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

District leadership provides little assistance to Leslie County High School leadership in developing or implementing a master schedule that meets the learning needs of all students. School leadership designs the school's master schedule that provides sufficient time for instruction but does not allow the flexibility of increasing time to accommodate individual instructional and curricular needs (science laboratories, art and humanities projects, expanded assessments). District leadership does not facilitate collaboration between Leslie County High School and the Leslie County Area Technology Center to design the high school's master schedule. District leadership has not facilitated discussions on instructional issues between the high school and Leslie County Area Technology Center to accomplish the mission, "ALL Students Can Learn Based on What WE Do", of Leslie County High School.

District Leadership Assessment Summary Report

Leslie County

School District

3/21/2010 - 3/26/2010

Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

In accordance with board of education policy, district leadership should implement formal procedures for monitoring and analyzing the impact of all available human, physical and fiscal resources, including state and federal grants, on student achievement and instructional practices. District leadership should collect and analyze data for the purpose of comparing changes in student performance. District program coordinators should be well versed in the regulations governing their respective state and federal programs and conform to the guidelines for allocation of resources and expenditure of funds. District program coordinators should maintain a commitment to sustained growth by implementing and monitoring programs that become part of a long-range strategic plan.

District leadership should provide assistance to Leslie County High School leadership in designing a master schedule that meets the learning needs of all students. Matching staff strengths to student needs should be the determining factor when assigning teachers to content classes. District leadership should facilitate regular discussions on instructional issues between the high school and Leslie County Area Technology Center to accomplish the mission of the high school.

Resources:

Bernhardt, V. L. (2006). Using Data to Improve Student Learning in School Districts. Larchmont, NY:Eye on Education.

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

District Leadership Assessment Summary Report

Leslie County

School District

3/21/2010 - 3/26/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, classroom assessments, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district technology plan, employee handbooks, eWalk data, examples of school to home communications, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, needs assessment data, organizational charts, perception survey results, professional development records, school council meeting agenda and minutes, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, School Report Card data, school Web pages, student academic records, Leslie County Assistance and Support School Improvement Success Team (ASSIST) plan, District Web pages, Interim Performance Report and Comprehensive district improvement plan (CDIP)

Interviews with assistant superintendent(s), counselor, district leadership, local board of education members, parents, principal and teachers

Observations of common areas, hallways and District office displays

Performance Rating 2

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

District leadership includes some research-based instructional strategies (Explicit Direct Instruction, Tools for Teaching by Fred Jones, Accelerated Reading and Mathematics) within the comprehensive district improvement plan. Few district, national and state expectations for student learning were considered as the goals and objectives of the comprehensive district improvement plan were developed.

District Leadership Assessment Summary Report

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3/21/2010 - 3/26/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 1

- 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.

A deficiency noted in the 2006 Leslie County School District Scholastic Audit stated the need for involving all stakeholders in developing beliefs statements that should be the foundation of school improvement. To date, beliefs statements have not been developed. It is only recently that district leadership is beginning the process of revising previously adopted vision and mission statements. Once revised and adopted by the board of education, plans are to publish the revised statements in the newspaper along with a request for public comments. The mission statement posted on the district Web site was developed approximately four years ago and was revised in 2009 to include the statement "to address the needs of the whole child physically and emotionally". Three different versions of the district's mission statement can currently be found on district publications. Vision or mission statements are not considered in the development of the comprehensive district improvement plan, referenced at board of education meetings or used as the guiding force for making district decisions directly affecting Leslie County High School students.

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

District leadership collects limited student achievement data from state assessments (No Child Left Behind report, Interim Performance Report) to use in the development of the goals, priorities and action steps for the comprehensive district improvement plan. District leadership provides the capacity for the high school to generate diagnostic data (Accelerated Reading and Mathematics, Thinkgate, Standardized Testing and Reporting reading and mathematics) but does not always collaborate with school leadership in collecting an analysis of these data to address identified high school needs in the comprehensive district improvement plan. Classroom assessment and analysis of student work is not collected by district or school leadership.

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

District leadership identifies the use of limited student achievement data from state assessments (No Child Left Behind report, Interim Performance Report) to determine needs, develop goals, set priorities and plan action steps in the

District Leadership Assessment Summary Report

Leslie County

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3/21/2010 - 3/26/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

comprehensive district improvement plan. Many strategies and action steps are not congruent with student learning needs or supported by data analysis. Regular collection and on-going analysis of high school student assessment data (student work, formative and summative classroom assessments) by either district or school leadership does not occur.

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

District leadership analyzes state assessment data (No Child Left Behind report, Interim Performance Report) to identify achievement gap populations (males vs. females, free and reduced lunch students, students with disabilities) at the high school. Additional data (student interest surveys, attendance, health, previous grades, parental status records) are not analyzed or disaggregated to determine root cause of student failure or identify unique instructional needs. District leadership uses little data for developing priorities, setting goals and creating action steps in the comprehensive district improvement plan.

9.3c The desired results for student learning are defined.

Goals for student learning are not clearly stated or defined in measurable terms. Specific periodic benchmarks to measure ongoing student performance are not identified in the comprehensive 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 does not intentionally collaborate with high school leadership for the purpose of assessing instructional and organizational strengths and weaknesses of the district in working with the high school.

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

Most goals in the comprehensive district improvement plan are not stated in clear and concise terms and focus solely on increasing the Annual Measurable Objectives as identified on No Child Left Behind reports. District leadership does not assist high school leadership in developing a comprehensive school improvement plan that meets state regulations in the format approved and adopted by the Leslie County Board of Education.

District Leadership Assessment Summary Report

Leslie County

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3/21/2010 - 3/26/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

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

The comprehensive district improvement planning team used comprehensive school improvement plans from district schools to develop action component goals and activities for district improvement. The comprehensive district improvement plan places some emphasis on the elimination of achievement gaps, but all goals and activities are not congruent with objectives identified in the high school's Assistance and Support School Improvement Success Team (ASSIST) plan. Goals and objectives are non-specific and are not always measurable. Objectives are not developed with measures of success for each of the causes and listed contributing factors. Activities within the comprehensive district improvement plan are not sufficient to achieve the objectives and do not always support the needs of the high school. District leadership makes limited use of research when developing activities for the comprehensive district improvement plan. Informal discussions between district and school leadership center around the implementation of activities rather than the evaluation of the impact on student achievement.

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

The comprehensive district improvement plan is funded using a variety of fiscal resources. Most timelines are stated as ongoing or August-May rather than specific benchmarks or target dates. One action component, student achievement, is identified in the comprehensive district improvement plan, and one district administrator is named as component manager. Persons responsible for implementing some action steps in the plan are named individually for most strategies, but some action steps and strategies list role groups rather than specific personnel responsible for implementation.

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

District leadership has not designed a process to measure and evaluate the effectiveness of strategies and goals of the comprehensive district improvement plan. The high school principal reports annually on progress of implementation of the ASSIST plan. District leadership does not complete regular implementation and impact checks to the measure the impact of

District Leadership Assessment Summary Report

Leslie County

School District

3/21/2010 - 3/26/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

activities and strategies on student learning.

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

The action component of the comprehensive district improvement plan is not directly aligned with the mission of the district. This action component of the comprehensive district improvement plan uses limited strategies that focus on improving the academic performance of high school achievement gap students (males vs. females, students with disabilities, free and reduced lunch students). Realistic benchmarks have not been established to effectively measure the impact of the activities on continuous school improvement.

- 9.6a The plan is implemented as developed.

District leadership does not have a systematic process for monitoring the implementation of the comprehensive district improvement plan or the high school ASSIST plan. District leadership has not sufficiently communicated the goals of the comprehensive district improvement plan to all stakeholders. Few district and high school staff members are aware of the goals, objectives and priorities identified in the comprehensive district improvement plan.

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

District leadership has access to generate assessment data (Standardized Testing and Reporting reading and mathematics assessments and Thinkgate) but does not effectively use these resources. District leadership does not have a systematic process for reporting progress of the plan to all stakeholders on a regular basis.

- 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 supports administration of benchmark tests three times per year at the high school but does not use this information to determine the degree or effectiveness of implementation of the comprehensive district improvement plan or the impact on student learning.

District Leadership Assessment Summary Report

Leslie County

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3/21/2010 - 3/26/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

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

District leadership infrequently reviews the progress the district is making in implementing the comprehensive district improvement plan. District leadership conducts informal discussions with school leadership about how the plan is being implemented and the impact it is having on student achievement. Modifications to the plan are made to comply with No Child Left Behind requirements. The revisions to the comprehensive district improvement plan have not been approved by the board of education.

District Leadership Assessment Summary Report

Leslie County

School District

3/21/2010 - 3/26/2010

Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

District leadership should use the comprehensive district improvement plan to drive decision-making and improve classroom instruction and student learning. District leadership should develop belief statements and finalize and communicate the mission, vision and beliefs statements to guide development of the comprehensive district improvement plan. Monitoring of the plan's implementation and collection of data to determine impact on learning should be continuous. Plan revisions should be made as needed based on new and continual data analysis and changing student needs. District leadership should develop formal policies and procedures to monitor and evaluate the implementation and effectiveness of all program components in the comprehensive district improvement plan. These policies should include requirements for a close integration of each comprehensive school improvement plan with the comprehensive district improvement plan and a clear relationship between the plan's contents and vision, mission and belief statements of the district. A formal quarterly benchmark report relating to plan component implementation and effectiveness should be required by board policy. This report should be used to make determinations relating to appropriate timelines and progress requirements in subsequent comprehensive district improvement plan revisions. The board of education should require monthly updates and list the comprehensive district improvement plan as a regular agenda item.

Resources:

Comprehensive School and District Improvement Planning. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/>

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

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

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

District Leadership Assessment Summary Report

Leslie County

School District

3/21/2010 - 3/26/2010

Summary of Next Steps:

District leadership should study the 2010 district leadership assessment report and internalize the 88 findings. District leadership should accept their responsibility for student success and actively involve all stakeholders in the implementation of next steps and recommendations outlined in this report.

The superintendent should hold all district and school staff accountable for improving student performance at the high school. He should redefine job responsibilities of central office staff members, use formative and summative evaluations to identify strengths and needed areas of growth and use individual professional growth plans and corrective action plans to monitor staff performance. He should direct district liaisons assigned to the high school to assist the school council with becoming an effective governing body.

The superintendent should lead district leadership in designing a plan to monitor the implementation, impact and success of district programs and the resources that support them. This process should inform decision making regarding the continuation, revision or elimination of programs and include the establishment of clear goals and benchmarks to allow ongoing measurement of progress, regular reports by responsible personnel, periodic data collection and analysis and timelines for decisions. Staff members who are responsible for implementing or monitoring these programs should be given the support needed to fulfill these responsibilities and be held accountable for doing so.

District leadership should develop a comprehensive communications plan and designate an individual to guide the dissemination of information to all stakeholders. The communications plan should outline how district leadership will present a positive image of Leslie County School District and Leslie County High School. The plan should include a means to develop ongoing and meaningful interactions among the district, schools, families and the community.

District leadership should facilitate ongoing discussions between and among the middle school, high school and technology center to ensure vertical alignment, eliminate gaps and overlaps and identify key curriculum transition points. District leadership should define, implement and monitor classroom expectations for addressing differentiation (multiple intelligences, learning styles, student choice) by designing rigorous, authentic assessments to meet the diverse learning needs of all students. District leadership should support and train instructional staff in developing rigorous classroom instructional practices that incorporate critical thinking skills, higher-order tasks and problem-solving strategies for all students. District leadership should provide professional development for technology integration to assist teachers in using technology in creative and effective ways.

District leadership should lead the process in developing a comprehensive district improvement plan that is focused on closing achievement gaps for high school students and promoting continuous improvement for all students. This plan should include causes and contributing factors, measurable goals, benchmarks, timelines, persons responsible and resources. The plan should include an evaluation process that measures progress toward meeting high school goals, and monthly reports should be presented to the board of education.

District Leadership Assessment Summary Report

Leslie County

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3/21/2010 - 3/26/2010

In Conclusion:

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

District Leadership Assessment Determination:

The district leadership assessment team has determined that the district does not have the capability and capacity to manage the intervention in Leslie County High School.

Commissioner, Kentucky Department of Education: _____

Date: _____

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

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

I have received the leadership assessment report for Leslie County School District and Leslie County High School. I understand the school and district must meet the requirements listed above.

Superintendent, Leslie County Schools: _____ Date: _____

District Leadership Assessment Summary Report

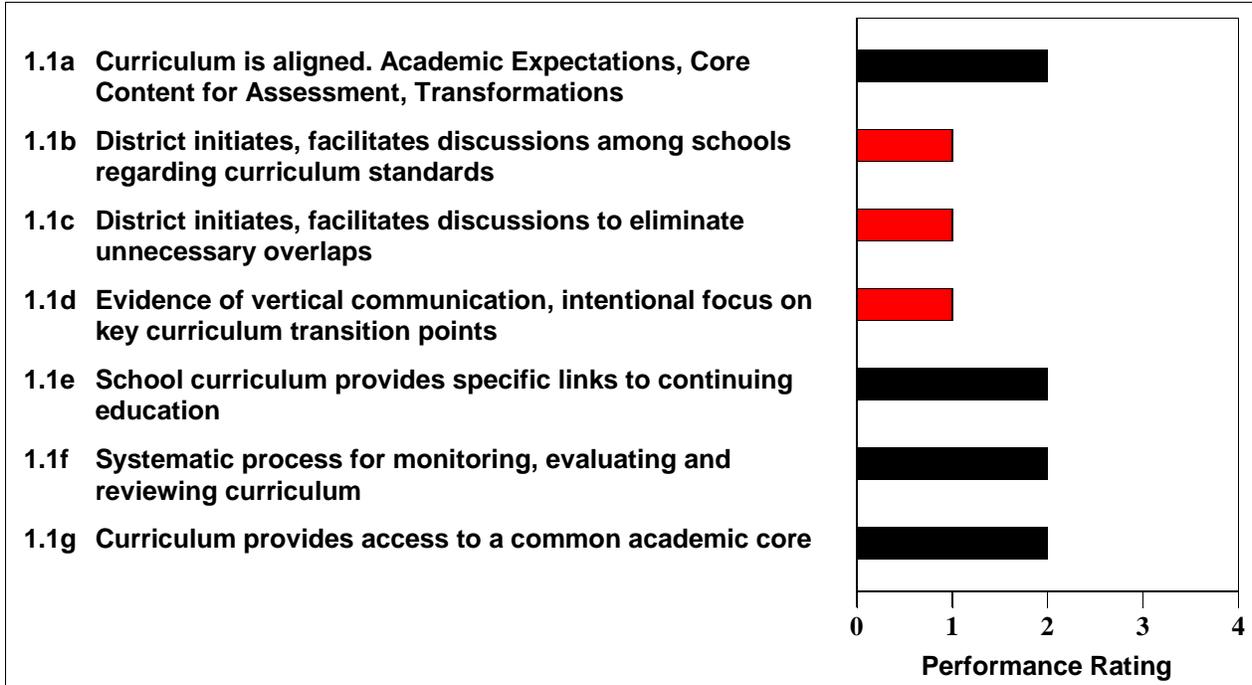
Leslie County

School District

3/21/2010 - 3/26/2010

1.1 Curriculum

Academic Performance



District Leadership Assessment Summary Report

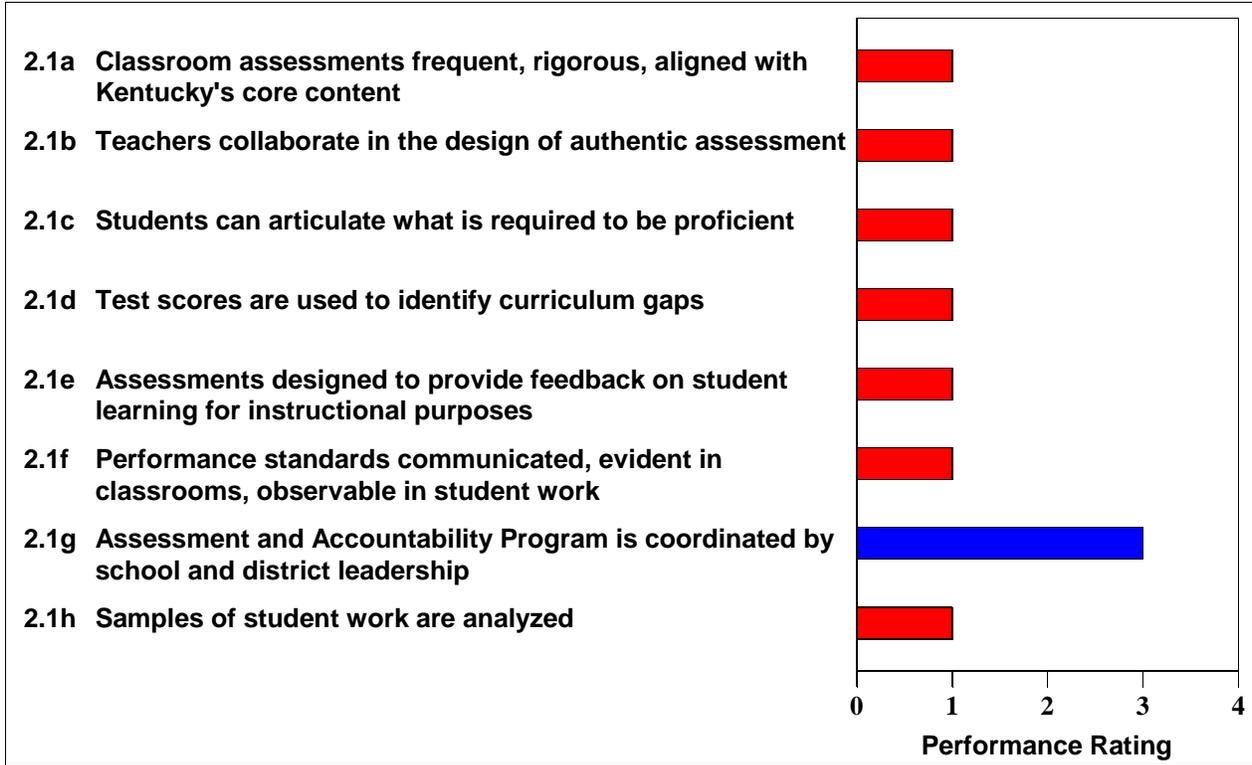
Leslie County

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2.1 Classroom Evaluation/Assessment

Academic Performance



District Leadership Assessment Summary Report

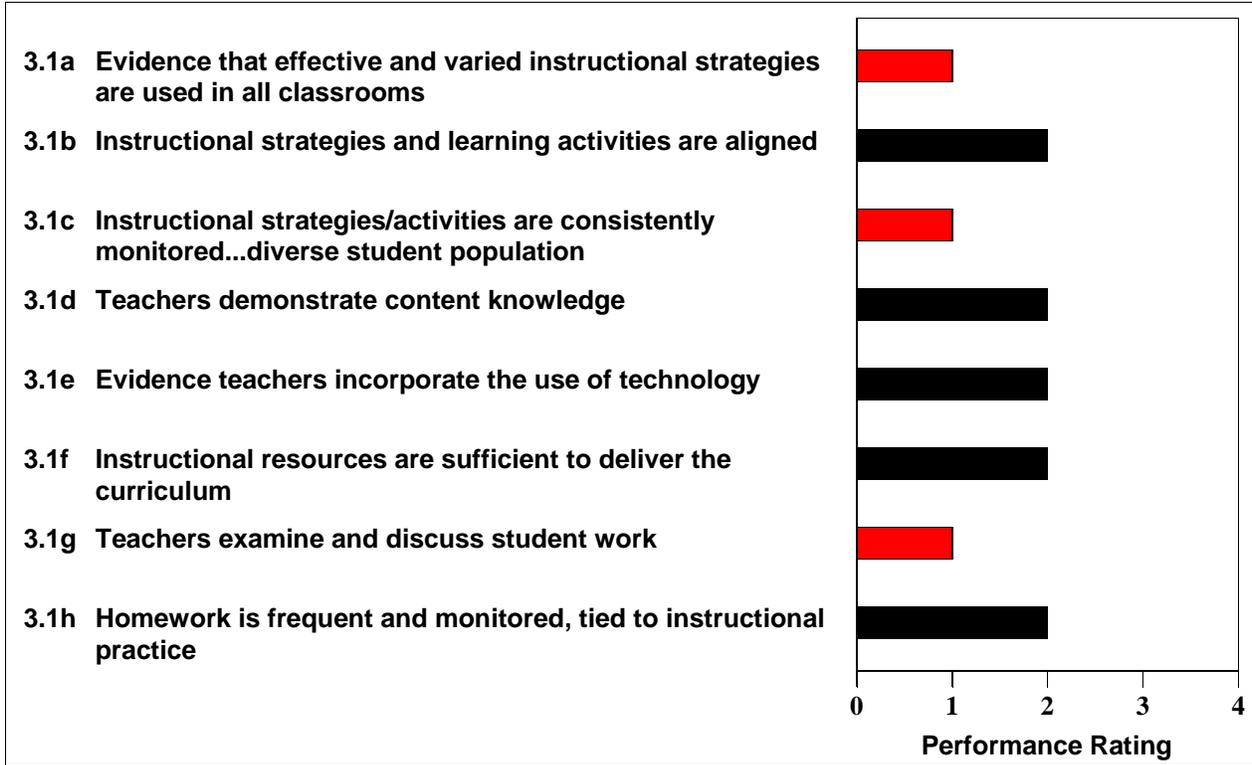
Leslie County

School District

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3.1 Instruction

Academic Performance



District Leadership Assessment Summary Report

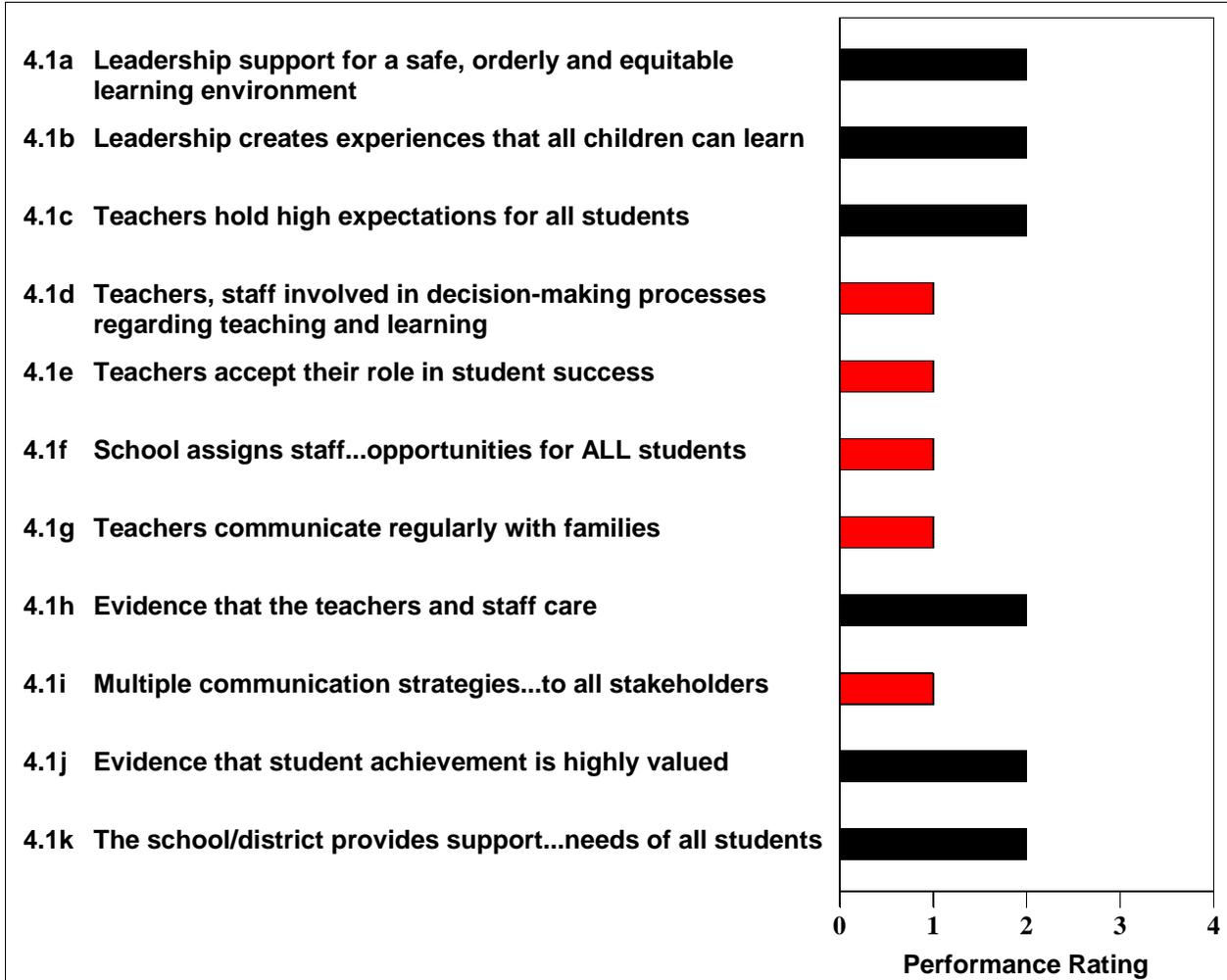
Leslie County

School District

3/21/2010 - 3/26/2010

4.1 School Culture

Learning Environment



District Leadership Assessment Summary Report

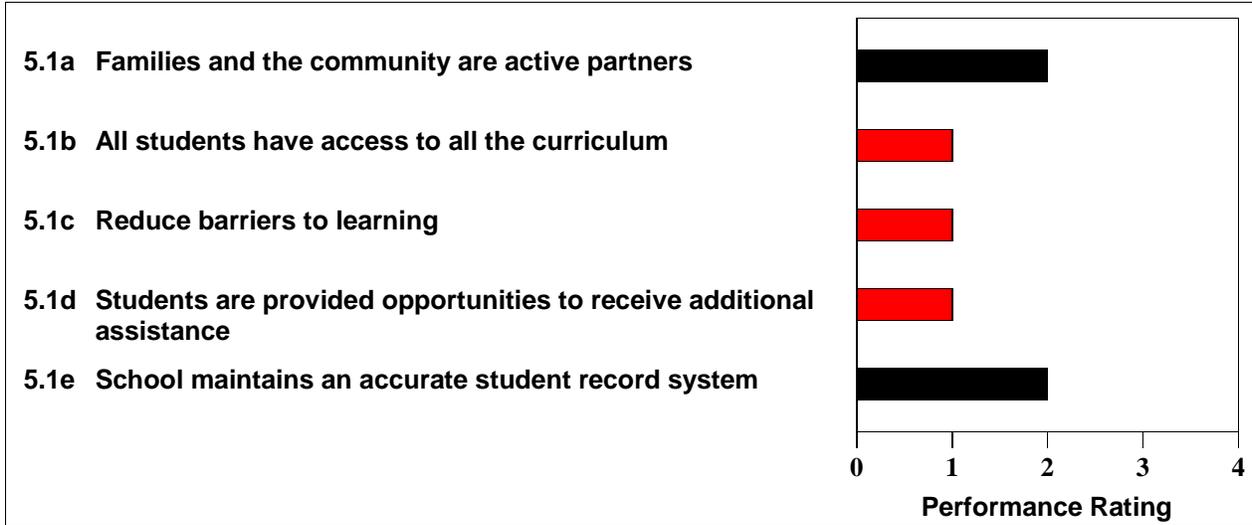
Leslie County

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3/21/2010 - 3/26/2010

5.1 Student, Family and Community Support

Learning Environment



District Leadership Assessment Summary Report

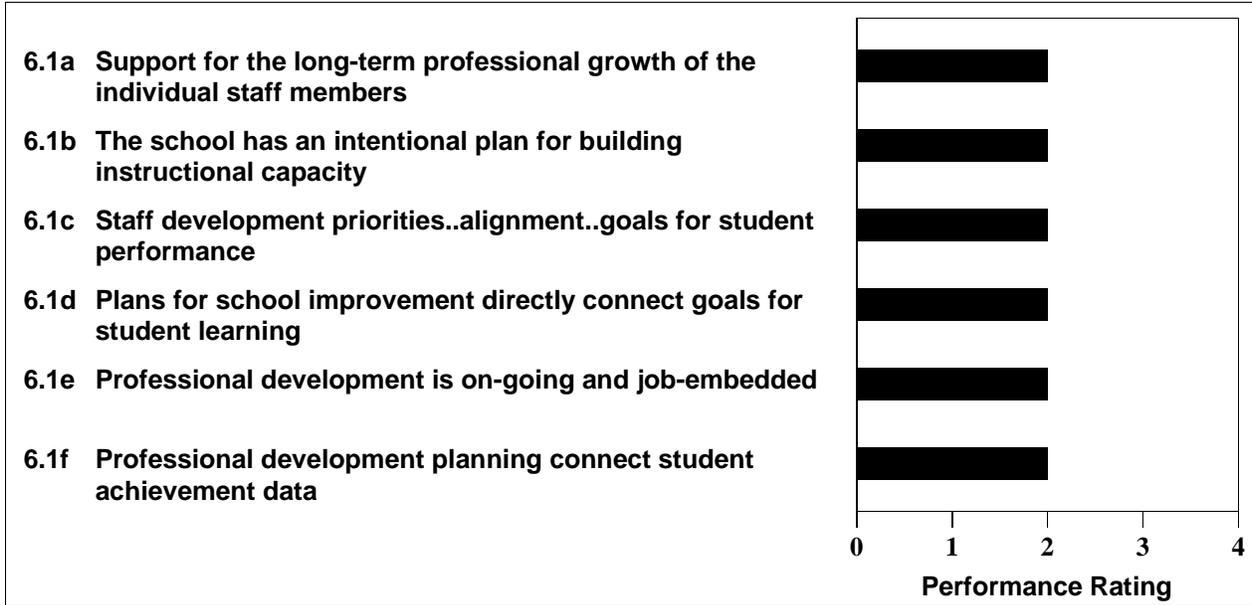
Leslie County

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6.1 Professional Development

Learning Environment



District Leadership Assessment Summary Report

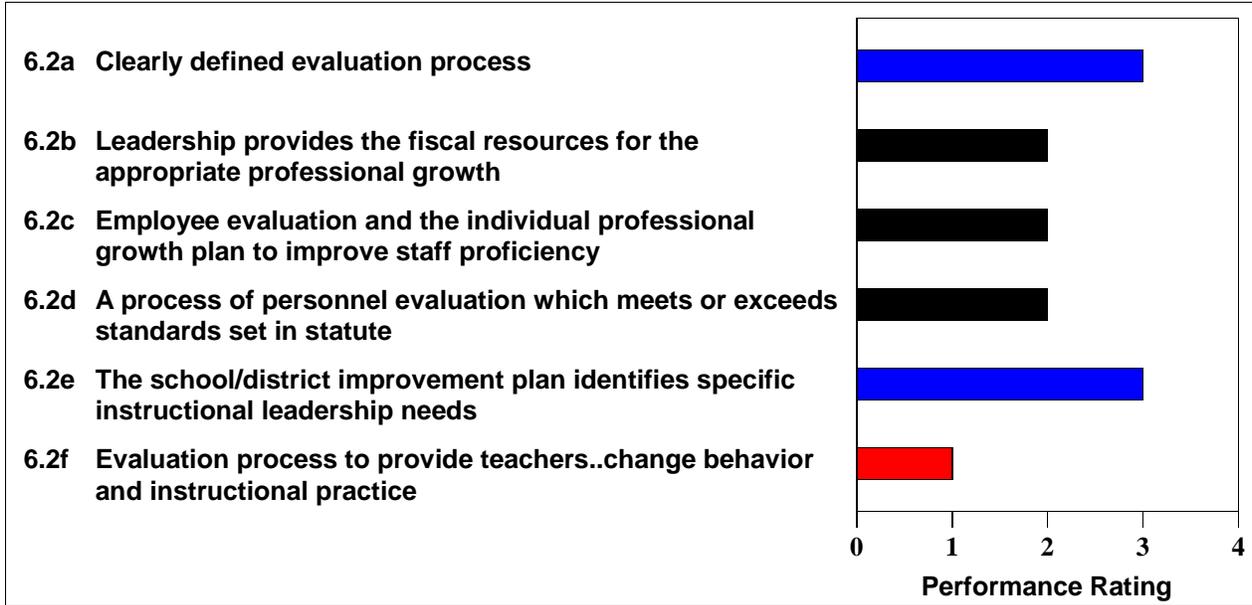
Leslie County

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6.2 Professional Growth and Evaluation

Learning Environment



District Leadership Assessment Summary Report

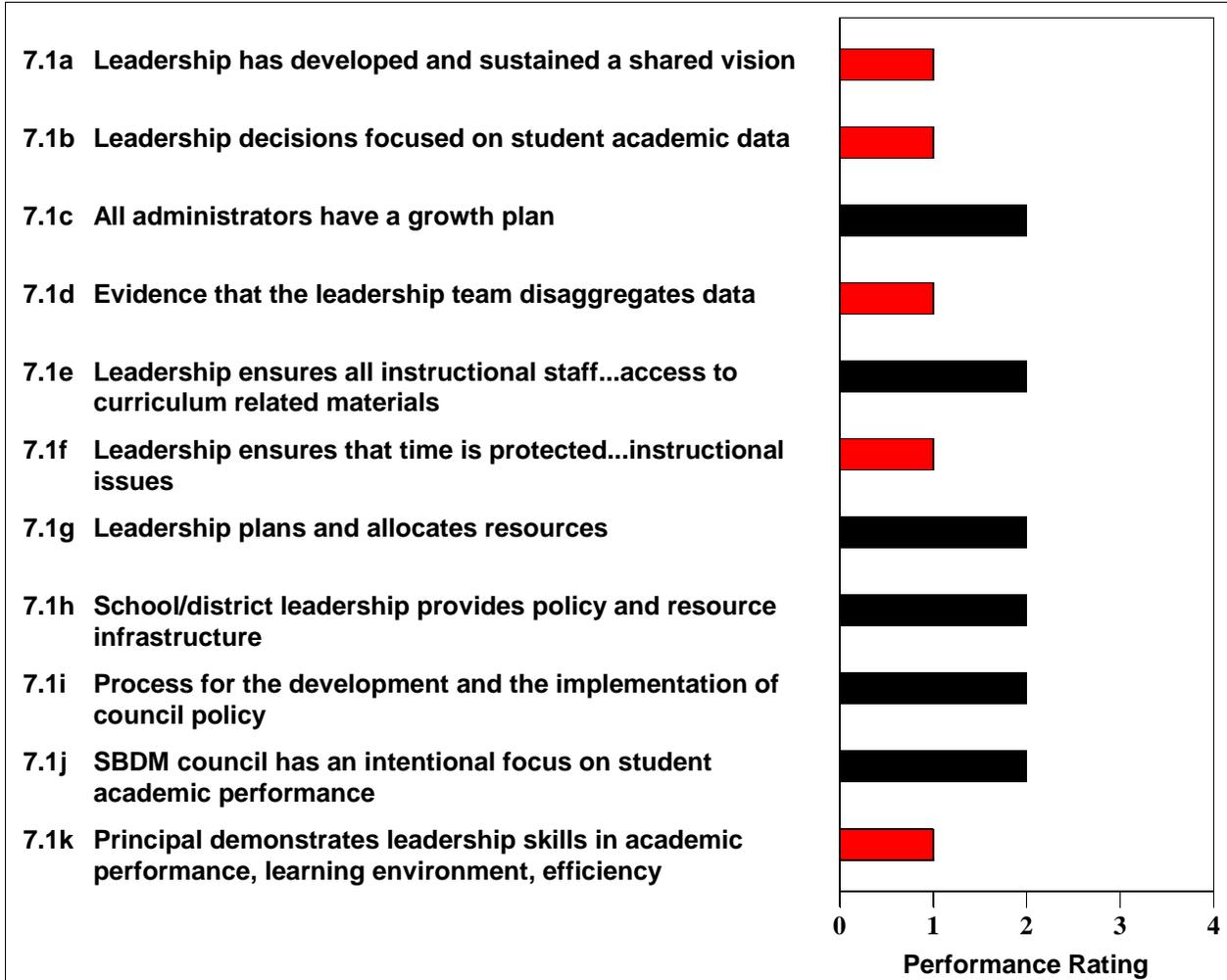
Leslie County

School District

3/21/2010 - 3/26/2010

7.1 Leadership

Efficiency



District Leadership Assessment Summary Report

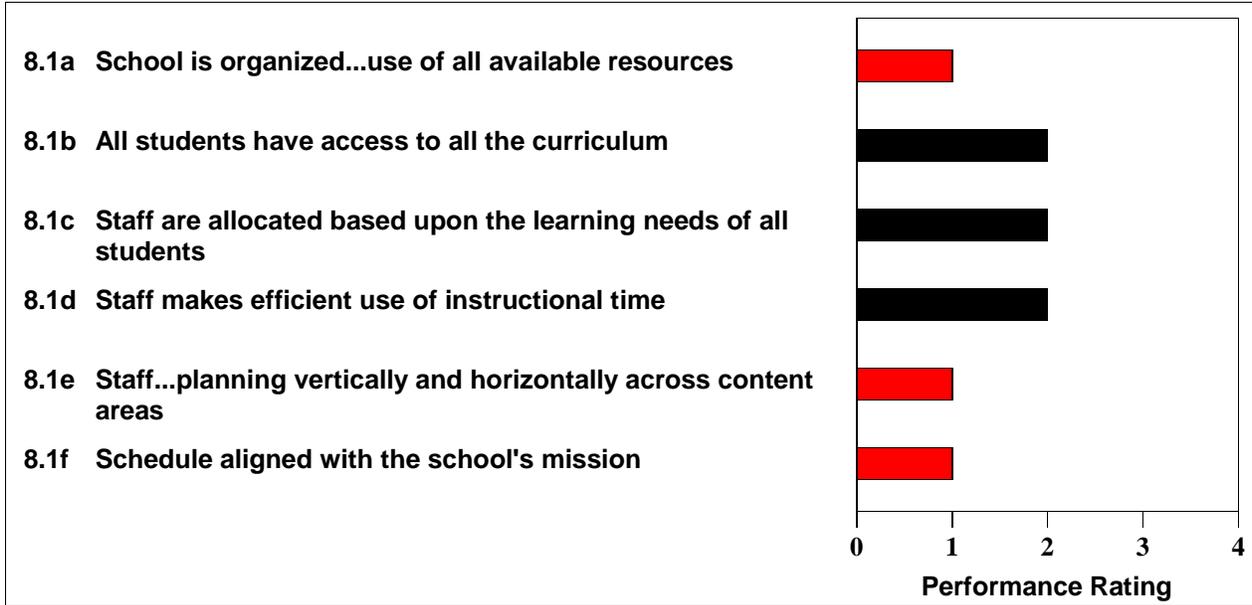
Leslie County

School District

3/21/2010 - 3/26/2010

8.1 Organization of the School

Efficiency



District Leadership Assessment Summary Report

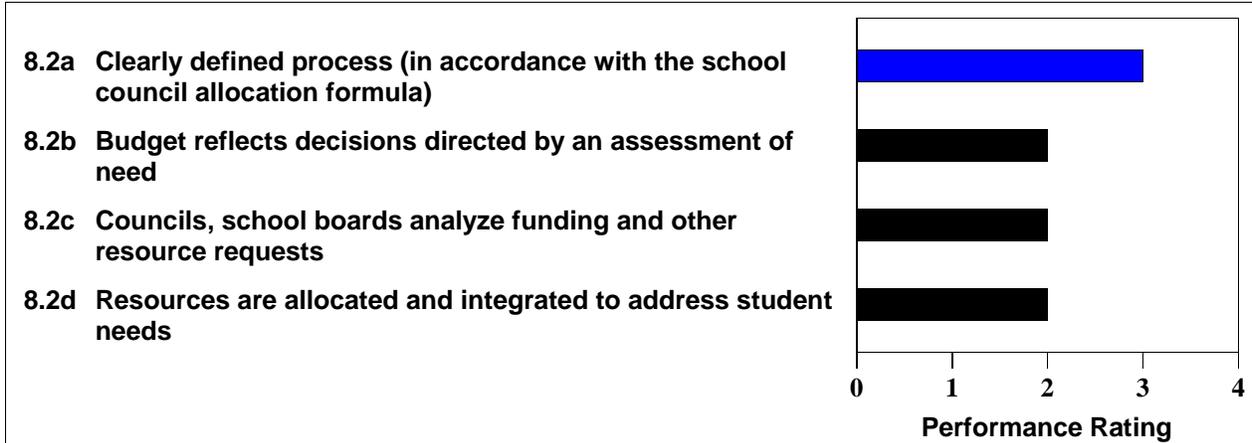
Leslie County

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3/21/2010 - 3/26/2010

8.2 Resource Allocation and Integration

Efficiency



District Leadership Assessment Summary Report

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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



District Leadership Assessment Summary Report

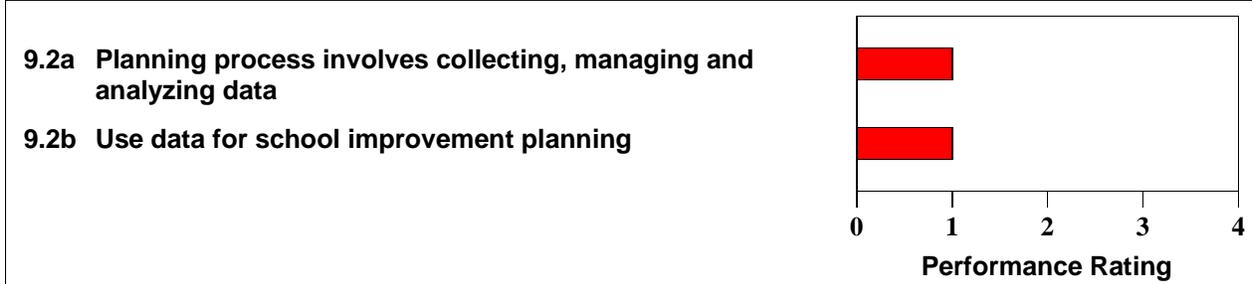
Leslie County

School District

3/21/2010 - 3/26/2010

9.2 Development of the Profile

Efficiency



District Leadership Assessment Summary Report

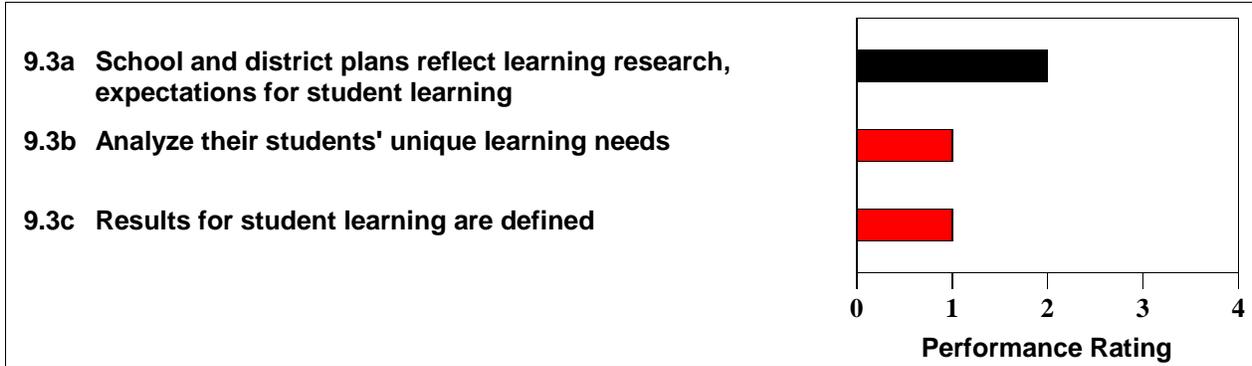
Leslie County

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3/21/2010 - 3/26/2010

9.3 Defining Desired Results for Student Learning

Efficiency



District Leadership Assessment Summary Report

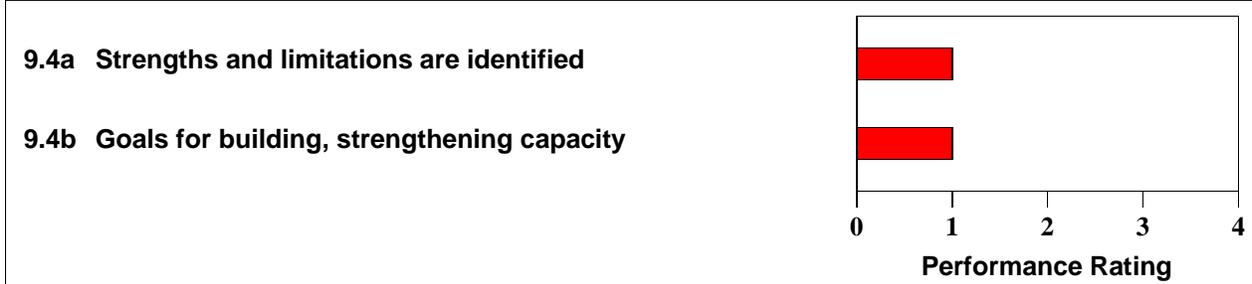
Leslie County

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3/21/2010 - 3/26/2010

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



District Leadership Assessment Summary Report

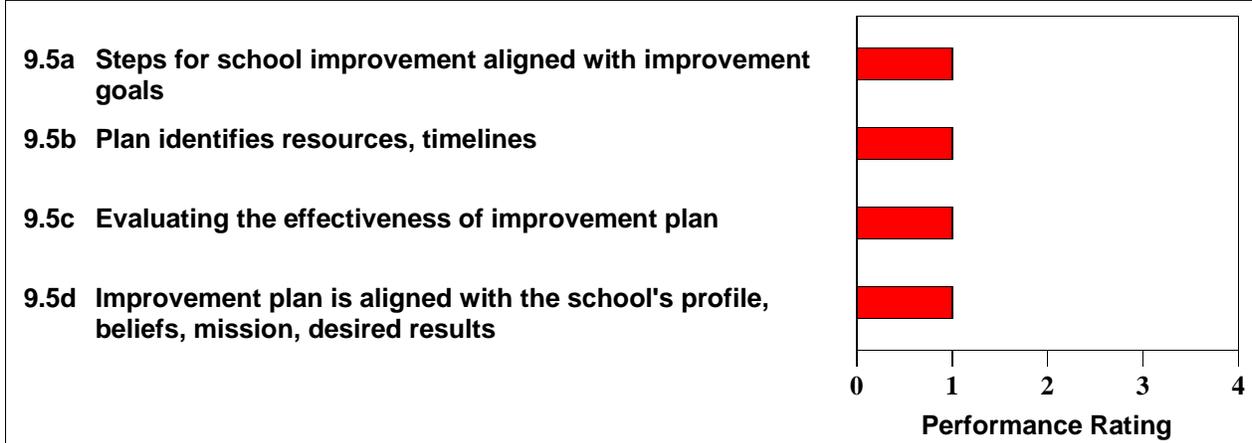
Leslie County

School District

3/21/2010 - 3/26/2010

9.5 Development of the Improvement Plan

Efficiency



District Leadership Assessment Summary Report

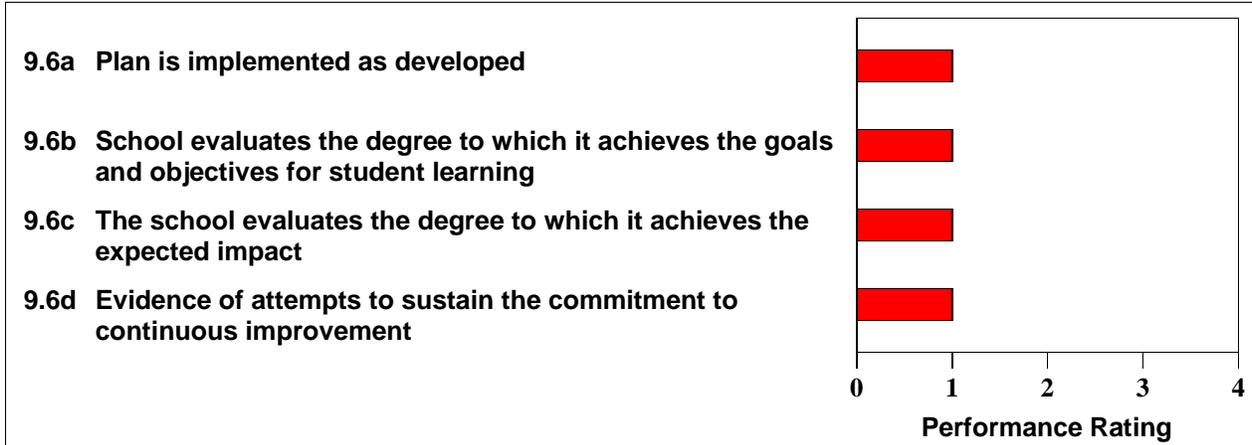
Leslie County

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9.6 Implementation and Documentation

Efficiency



District Leadership Assessment Summary Report

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In Conclusion:

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

District Leadership Assessment Determination:

The district leadership assessment team has determined that the district does not have the capability and capacity to manage the intervention in Leslie County High School.

Commissioner, Kentucky Department of Education:



Date:

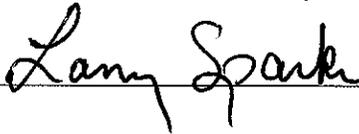
4/16/10

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

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

I have received the leadership assessment report for Leslie County School District and Leslie County High School. I understand the school and district must meet the requirements listed above.

Superintendent, Leslie County Schools:



Date:

4-21-10