

Livingston County District Leadership Assessment Report



01/22/2012 - 01/27/2012



District Leadership Assessment Executive Summary

Livingston County School District

1/22/2012 - 1/27/2012

Darryl Chittenden, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Livingston County School District during the period of 1/22/2012 - 1/27/2012. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	District leadership has not established an ongoing collaborative process to address curricular issues and analyze student assessment data to identify and guide needed curriculum modifications.
Next Steps	The superintendent should require district leadership to facilitate ongoing content area and grade level meetings among teachers to align all Kentucky and district curriculum standards, identify key transition points, develop curriculum maps and pacing guides, infuse literacy standards in social studies and science, document program reviews, identify gaps and unnecessary repetitions in the curriculum and analyze student work and assessment data to continuously ensure the district curriculum is aligned to meet the learning needs of students.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	District leadership has not developed a process to ensure professional development activities improve instructional practices and advance student achievement.

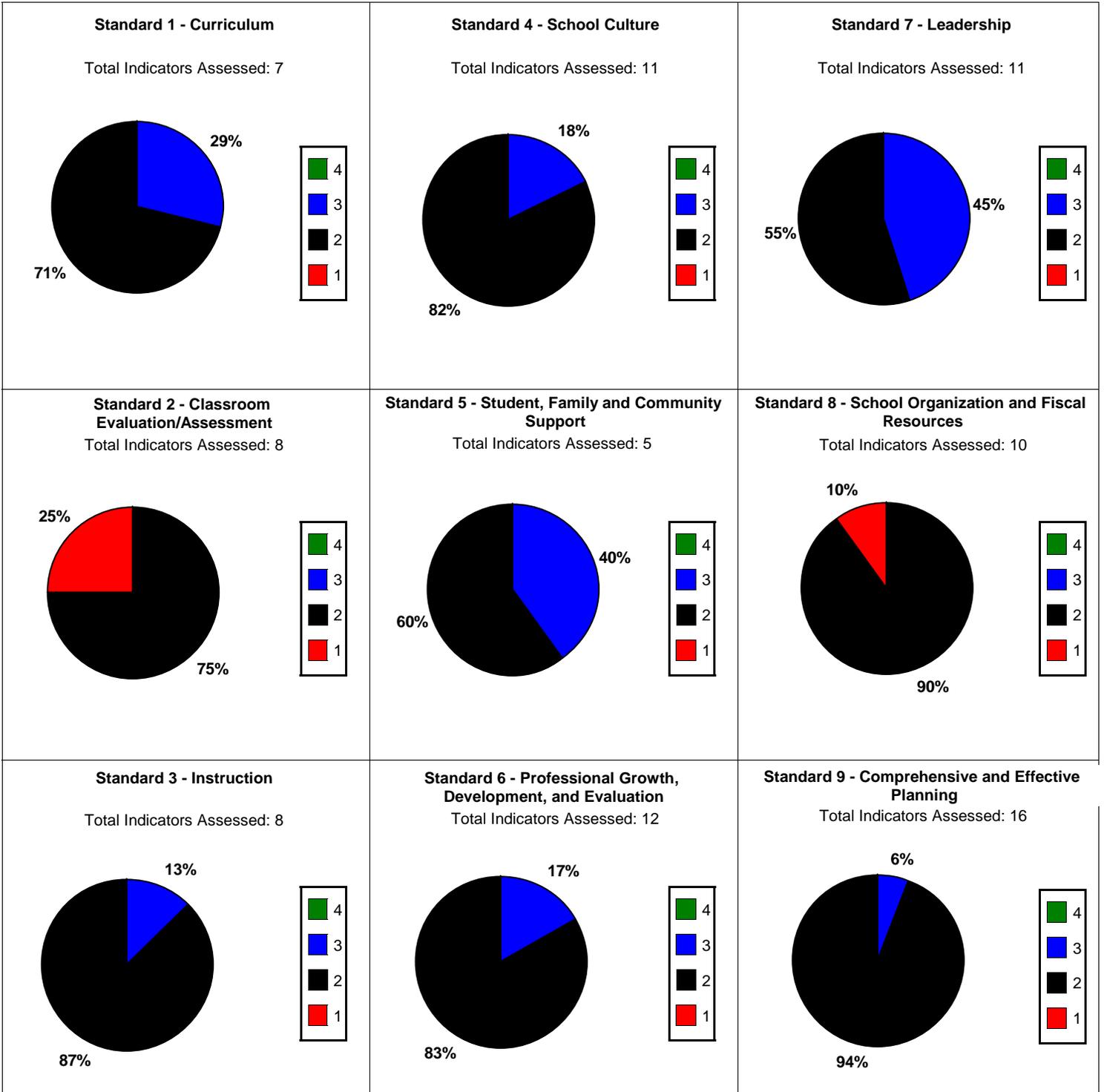
Next Steps	District leadership should collaboratively develop a multi-year, research-based professional development process. The process should include ongoing analyses of observational data, needs assessment, survey results and student achievement data to identify the most significant professional learning needs of teachers. District leadership should facilitate a process to review existing research and visit successful districts of similar size and demographics to identify and design professional development activities that address the professional growth needs of teachers. District leadership should develop systematic procedures to ensure that the high school principal consistently monitors and evaluates instructional practices to determine the extent to which professional learning transfers to effective instruction and assessment practices.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	District leadership has not required high school leadership to establish an effective intervention program to address the individual needs of students.
Next Steps	District leadership should require school leadership to establish a response to intervention program that is designed to meet the discrete and specific learning needs of individual students. District and school leadership should collaboratively research and identify response to intervention programs that have significantly increased student achievement in districts and high schools of similar size and demographics. They should use this information to design an intervention program that meets frequently and addresses student learning needs as identified in reviews of student work and formative, achievement and diagnostic assessment data. Diagnostic assessments and progress monitoring should guide the grouping and regrouping of students in intervention classes as the learning needs of students change. District leadership should hold school leadership accountable for continuously monitoring student learning to ensure response to intervention classes are closing the achievement gaps for struggling students and modifying any aspect of the program that is not sufficiently advancing student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	District leadership has not ensured high school leadership provides ongoing explicit and specific feedback to teachers regarding professional practices.

Next Steps	District leadership should require high school leadership to establish a continuous process to formally and informally observe and evaluate all teachers throughout the entire school year. This process should include ongoing cycles of observations, immediate, specific and clear feedback identifying needed improvements and continuous follow-up and support. Feedback should provide sufficient direction to guide improvements in instruction, assessments, actions and attitudes. District leadership should ensure school leadership develops deep understandings of how effective instruction looks in the classroom and can readily distinguish between highly effective and ineffective pedagogical practices.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	District leadership does not sufficiently evaluate the impact of district improvement strategies, programs or resource allocations to determine the extent to which desired results are achieved.
Next Steps	District leadership should establish a comprehensive evaluation system to determine the extent to which district improvement strategies and resources have impacted organizational effectiveness, leadership skill development, classroom practices and student achievement. The evaluation system should include ongoing monitoring and an analysis of current and emerging data. District leadership should use findings to identify needed changes in programs, initiatives, instruction and assessment practices, professional development, curriculum, district improvement goals and strategies and resource allocations.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

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

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

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



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Livingston County

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

Focus on Student Academic Performance

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

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

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

Identify the implications of this report for stakeholders.

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

District Leadership Assessment Summary Report

Livingston County

School District

1/22/2012 - 1/27/2012

Introduction

The Kentucky Department of Education conducted district leadership assessment of Livingston County School District during the period of 1/22/2012 - 1/27/2012.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with teachers (13), students (27), parents (8), high school principal, high school assistant principal, guidance counselor, central office certified staff members (12), central office support staff members (18), and the superintendent.

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

The chairperson of the team was Janet Hurt, Ph.D. The other team members were: Larry Stinson, Ed.D - District Administrator; Gayle H. Mills - Parent; Deborah Mapp-Embry, Ed.D. - Higher Education Representative; Sharon Baker Knight - School Administrator; Joy Waldrop - Teacher; Billie Travis - Educational Recovery Specialist

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

District Leadership Assessment Summary Report

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of attendance records, bulletin boards, exhibits and displays, classroom assignments, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district technology plan, lesson plans/units of study, roster of teaching assignments, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, student homework with teacher feedback, student work and School Web site

Interviews with district leadership, parents, students and teachers

Observations of classrooms

Performance Rating 3

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

During the summer and fall of 2011, district leadership coordinated district-wide professional development activities for teachers to collaborate on a variety of curriculum issues (e.g., Kentucky Core Academic Standards, ACT Quality Core standards Program Review, end of course assessment) across and among grade levels. District leadership provided a follow up session in fall 2011 to continue work on aligning curriculum documents.

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

The Livingston County Board of Education adopted a policy called Curriculum (08.1) on September 9, 2002 and established accompanying procedures. The Livingston Central High School council adopted a policy called Curriculum (08.02), and school leadership monitors curriculum work through discussions and collaboration with teachers and the curriculum committee. District leadership requires the high school council to conduct ongoing policy reviews.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

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 developed a District Intervention Plan for Livingston Central High School and included topics (e.g., standards, targets, data) that should be discussed in weekly professional learning community meetings. District leadership facilitated professional development in the summer and fall of 2011 for high school English/language arts and mathematics teachers to align Kentucky Core Academic Standards and ACT Quality Core standards. During this time, science and social studies teachers worked on ACT Quality Core standards and end of course assessments but did not embed literacy standards from the Kentucky Core Academic Standards into their respective curriculums. Teachers in other content areas worked on Program Review report development during that time.

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

District leadership facilitated curriculum meetings in the summer and fall of 2011 to provide teachers with time to examine curriculum to identify gaps and unnecessary repetitions. District and Livingston Central High School leadership engage in ongoing discussions regarding curriculum work at the high school, and district leadership informally monitors this work.

- 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 facilitated vertical conversations among English/language arts and math content area teachers in summer and fall of 2011. District leadership engages Livingston Central High School leadership in discussions regarding the continuation of curriculum work within content areas and across grade levels. District leadership has not established a formal process to provide ongoing opportunities for high school teachers to engage in discussions with middle school teachers regarding curriculum issues.

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

District and Livingston Central High School leadership use a review of curriculum to identify opportunities that provide post-secondary and career options (e.g., advanced placements classes, dual college credit with Murray State University and West Kentucky Community and Technical College). Livingston Central High School leadership provides some opportunities (e.g., Cooperative Work Experience Program, Community Based Transition Program, a school vocational program) for some students to become college and career ready. District and school leadership monitor Individual Learning Plans to ensure completion.

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

District leadership requires Livingston Central High School leadership to ensure all students have access to all academic core classes. District leadership informally monitors student enrollment in core classes during conversations with high school leadership. High school leadership has not ensured that all courses are taught at the appropriate depth of knowledge.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

District Leadership Assessment Summary Report

Livingston County

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1/22/2012 - 1/27/2012

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

District leadership should establish an ongoing and systematic process to ensure continuous horizontal and vertical discussions occur among teachers. These discussions should be intentionally focused on key curricular transitional points to eliminate unnecessary overlaps and gaps in the curriculum. District leadership should analyze student assessment data and use findings to drive curriculum improvements.

District Leadership Assessment Summary Report

Livingston County

School District

1/22/2012 - 1/27/2012

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district technology plan, employee handbooks, Kentucky Performance Report disaggregated data, lesson plans/units of study, perception survey results, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, school Web pages and student work

Interviews with classified staff, district leadership, local board of education members, parents, teachers and School Council Members
School Leadership

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

Performance Rating 2

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

District leadership and two high school teachers participate in the English/Language Arts, Mathematics Teacher Leader Network. District leadership expects these teachers to disseminate information to fellow high school teachers in their professional learning community meetings. Many high school classroom assessments are aligned with the appropriate Kentucky curriculum standards. The school council adopted a policy called Assessment of Individual Student Progress (21.01) that classifies student performance levels as novice, apprentice, proficient or distinguished. District leadership and the high school principal meet weekly to discuss a variety of issues (e.g., formative assessments, curriculum standards roll-out, teacher effectiveness). District leadership has not ensured that high school leadership builds competence in teachers to design and implement formative assessments and use results to improve student learning. District leadership annually conducts two classroom walkthrough observations and two instructional rounds at the high school to provide some feedback to guide instructional improvements, but data collected does not specifically identify the effectiveness of classroom assessments.

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

District and school leadership provide opportunities (e.g., common planning,

District Leadership Assessment Summary Report

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School District

1/22/2012 - 1/27/2012

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

grade level meetings, professional learning community meetings, G days) for teachers to collaborate. District leadership expects school leadership to maximize these opportunities to facilitate discussions and provide assistance to teachers in developing assessment tasks. District leadership, however, seldom collaborates with teachers to specifically discuss rigor and authenticity in classroom assessments.

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

District leadership engages in discussions with Livingston Central High School leadership regarding the importance of sharing academic expectations with students and encouraging teachers to post learning targets in their classrooms. District leadership developed a district improvement strategy (E1) that requires the display of proficient student work, but high school teachers rarely post proficient student work. Few teachers consistently provide students with scoring guides and rubrics to guide student learning and to articulate the characteristics of proficiency as measured by their assessments. Most teachers post learning targets written as I Can statements. District leadership rarely monitors to specifically determine whether students know the characteristics of proficiency in all content areas.

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

District leadership purchased Discovery Education to help Livingston Central High School leadership and teachers monitor student progress and identify individual student learning needs. School leadership uses results of the Discovery Education assessment to identify students who need additional assistance in content areas, but they rarely drill beyond the content area to identify and diagnose specific weaknesses (e.g., statistics, computation, supporting details, main idea) and use that information to group and regroup students with similar and specific needs. School leadership uses Discovery Education assessment results to place students in advisor-advisee classes where they typically receive general assistance in a content area using a three-week rotating schedule. In addition to not maximizing the use of diagnostic data from Discovery Education, district leadership has not ensured that school leadership develop an intervention plan that requires differentiating instruction to meet the learning needs of students, including grouping and regrouping as needed. District leadership seldom monitors to

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

ensure formative assessment data are analyzed to identify improvements needed in instruction and assessment practices.

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

The Livingston County Board of Education adopted a policy called Assessment (08.222) that requires compliance with state assessment guidelines. District leadership participates in District Assessment Coordinator training provided by the Kentucky Department of Education and shares assessment guidelines with school leadership and building assessment coordinators. District leadership ensures that high school leadership trains all staff members involved in the administration of Kentucky assessments and secures signatures verifying participation in this training.

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

The comprehensive high school improvement strategy AP-K1 instructs teachers to collaborate in analyzing student work. District leadership has not ensured school leadership has trained teachers or established protocols for effectively analyzing student work. District and school leadership rarely monitor teacher practices to intentionally ascertain whether teachers are analyzing student work and using findings to modify instructional practices.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

2.1d Test scores are used to identify curriculum gaps.

District leadership collaborates with school leadership to analyze data (e.g., No Child Left Behind report, ACT results, Kentucky Interim Performance Report). District leadership does not participate in the review of these analyses with the high school faculty or school council and use findings to specifically identify curriculum gaps and unnecessary repetitions in the curriculum. District leadership expects school leadership to identify student achievement gaps and to specifically address these in the comprehensive school improvement plan. District and school leadership rarely examine classroom assessment data to determine whether teachers are effectively teaching the content.

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

District leadership conducts classroom walkthrough observations and looks for postings of learning targets in all high school classrooms. Learning targets (i.e., I Can statements) are visibly displayed in many classrooms. District leadership has not ensured that high school leadership has established formal procedures to evaluate the effectiveness of classroom assessments and to identify if these assessments provide students the opportunity to demonstrate mastery congruent with Student Level Performance Descriptors. District leadership has not ensured that Student Level Performance Descriptors are observable in student work or communicated to students.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District Leadership Assessment Summary Report

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District leadership should ensure that high school leadership establishes an ongoing process to collect and analyze multiple sources of assessment data (e.g., formative, summative, diagnostic, student work samples) to identify and address needed instructional and assessment improvements.

District leadership should require high school leadership to collaborate with teachers to identify or design protocols to analyze student work. District and school leadership and teachers should participate in professional development to learn to use protocols and resulting information to improve professional practices and meet the needs of students. District leadership should ensure school leadership establishes a process to use findings to inform instructional improvements and advance student learning.

District leadership should require high school leadership to establish non-negotiables regarding the design and use of authentic and rigorous assessment tasks. School leadership should ensure teachers collaboratively develop and use scoring guides to help students understand the characteristics of proficiency in all content areas.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district technology plan, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, samples of classroom assessments, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school Web pages and student work

Interviews with classified staff, district leadership, students, teachers and School leadership

Observations of classrooms, common areas and hallways

Performance Rating 3

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 resources (e.g., Discovery Education, professional development, release time) to assist teachers in addressing student learning goals.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

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

District leadership expects high school leadership to ensure a variety of high quality, research based strategies are used by all teachers. This expectation, however, has not produced consistent; and effective instruction for all students. School leadership provides feedback from observations to teachers individually and in faculty meetings to improve instructional strategies. District leadership provides several professional development opportunities including a train-the-trainer model (e.g., English/Language Arts and Mathematics Teacher Leader Network, Learning 360).

- 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 annually conduct two classroom walkthrough observations and two instructional rounds to monitor instructional strategies. District leadership is currently completing bell-to-bell observations of all high school teachers to provide meaningful feedback to guide instructional improvements. District leadership uses classroom walkthrough observations and instructional rounds to specifically monitor the level of student engagement and the use of higher order thinking. Findings and suggestions for improvement generated from these observations are shared collectively and with individual teachers. District leadership expects school leadership to continuously monitor classroom instruction and provide feedback and ensure teachers modify instruction; however, much of the feedback provided by the school leadership lacks the specificity necessary to guide instructional improvements.

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

District leadership works with Murray State University to recruit highly qualified personnel. District leadership ensures all teachers are highly qualified and appropriately certified. District and school leadership collaborate to provide professional development activities to assist teachers. High school teachers currently participate in content specific professional development (e.g., English/Language Arts and Mathematics Teacher Leader Network, ACT Quality Core). District leadership, however, does not consistently monitor

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Summary Findings in: **Academic Performance**

Standard 3 Instruction

Performance Rating 2

professional development at the high school to ensure that this knowledge transfers to classroom practices.

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

District leadership has not ensured that the Livingston Central High School council has adopted a technology policy. District leadership allocates technology resources equitably among all schools. District leadership primarily relies on school leadership to ensure teachers embed technology in instruction and place technology in the hands of students.

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

District leadership provides sufficient resources to advance student achievement at the high school. District leadership considers requests from high school leadership regarding additional resources, but has not developed procedures to determine whether current resources are positively impacting student learning or enhancing instructional practices.

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

District and school leadership established professional learning communities for core content area teachers to collaborate on topics (e.g., targets, standards). Teachers rarely use professional learning community meetings to examine student work. District and school leadership have not provided training for teachers to assist them in analyzing student work as a means of informing instructional next steps

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

The Livingston Central High School council adopted a policy called Homework (25.01) in 2009 that requires homework be calculated as 50% of the final grade. District leadership does not require that school leadership monitors homework assignments to ensure they are meaningful and purposeful and extend learning beyond the school day.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

District and school leadership should provide ongoing, job-embedded professional development activities to help teachers learn to effectively and routinely implement a variety of research-based instructional strategies (e.g., cooperative learning, advanced organizers, high level questions, homework) to foster student learning. District leadership should hold school leadership accountable to establish non-negotiables regarding the level of instructional rigor and the appropriate depth of knowledge using a variety of research based instructional strategies.

District leadership should require school leadership to use data to identify individual student learning needs and to design instruction to meet those needs. Discrete (e.g., computation, statistics, supporting details, meaning of words) diagnostic and formative assessment data should be used to group and regroup students within the classroom and to differentiate instruction.

Resources:

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

Core Content for Assessment, 4.1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.0/default.htm>

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.

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.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, comprehensive district improvement plan, comprehensive school improvement plan, employee handbooks, Family Resource Youth Services Center documentation, master school schedule, perception survey results, report cards/progress reports, safe schools data reports, school mission, belief and vision statements, school visitors register, school Web pages, school/district safety plan, student handbook and trophy cases

Interviews with district leadership, parents, students and School Leadership

Observations of classrooms and common areas

Performance Rating **3**

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

The Livingston County Board of Education adopted a policy called Safety (05.4), and district leadership has developed procedures (e.g., Emergency Operations Plans developed from the Kentucky Center for School Safety's Emergency Management Resource Guide, Classroom Emergency Procedures Guide, Bus Drivers Emergency Procedures Guide) to ensure a safe, orderly and equitable environment. District leadership has implemented emergency procedures (e.g., fire, earthquake, severe weather, lockdown). District leadership provided 16 security cameras for Livingston Central High School. On most school days, the Livingston County Sheriff monitors morning and afternoon traffic at the high school. District and school leadership recently collaborated with several local agencies (e.g., Kentucky State Police, Emergency Management, West Kentucky Educational Cooperative) in a real-time tabletop scenario of a high school shooting. District and school leadership and agency representatives assessed current emergency procedures. The board of education adopted policies called Grievances (.09.4281, 03.16, 03.26) for certified and classified staff members, teachers and parents. These policies can be accessed by students, parents and staff members at the district Web site. Specific procedures to assist employees file complaints are detailed in the Livingston County District Employee Handbook. District leadership conducted a culture and climate survey in December, 2011, to generate information on learning environments of all Livingston County schools.

- 4.1i Multiple communication strategies and contexts are used for the

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **3**

dissemination of information to all stakeholders.

District and school leadership share information concerning Livingston County School District and Livingston Central High School with stakeholders and community members through various forms of communication (e.g., district Web site, One-Call system, media class morning announcements on closed circuit TV, high school marquee, The Livingston Ledger, The Lake News, home visits). District leadership publishes a monthly newsletter.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

- 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 to high expectations for all students through the district mission, vision and belief statements. The district motto, "Where Knowledge Flows", is displayed on several district documents (e.g., Emergency Operations Plans, District Technology Plan) and the district website. District leadership ensures high school leadership provides some opportunities (e.g., common planning, professional learning community meetings, English/Language Arts, Mathematics Teacher Leader Network meetings, G Days) for teachers to share successful strategies that positively impact student learning. District leadership recognizes student and school successes in several arenas (e.g., board of education meetings, district Web site, The Livingston Ledger, The Lake News, WPSD Channel 6 TV, WKYQ radio). District leadership publishes an online monthly newsletter.

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

The Livingston Central High School council has adopted several policies (e.g., Curriculum, Instructional Practices, Discipline and Classroom Management) that address academics and behavioral issues. Each student receives the Livingston Central Student Planner that explains academic and behavior expectations. District leadership expects school leadership to analyze a variety of data (e.g., academic, behavior, walkthrough observations) to ensure the equitable implementation of school procedures. District leadership conducts two formal classroom walkthrough observations and two instructional rounds annually at the high school to observe classroom practices but not specifically classroom management. District leadership meets with the high school principal and provides specific feedback from walkthrough observations and expects school leadership to share findings individually and collectively with teachers. District leadership promotes a culture of high expectations by recognizing student achievement (e.g., spelling bee winners, outstanding attendance, honors and awards) at monthly board of education meetings.

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

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

District leadership occasionally solicits input regarding decisions from both teaching and non-teaching staff through a few committees (e.g., technology, comprehensive district improvement planning).

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

District leadership articulates the expectation that all staff members accept their professional responsibility for student learning; however this expectation has not been embraced by all Livingston Central High School staff members. District leadership expects school leadership to use the results of district walkthrough observations and instructional rounds as a tool for teachers to reflect on instructional strategies and student outcomes.

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

Although the Livingston Central High School council has adopted policies (Assignment of Students to Classes within the School, Assignment of All Instructional and Non-Instructional Staff Time), student-teacher ratio is not addressed. District leadership informally participates in developing the master high school schedule through ongoing discussions. District leadership, however, has not ensured teaching assignments are determined by matching student learning needs with the strengths of teachers. Students are assigned to some classes (e.g., credit recovery, advisor-advisee math and reading) based on grades and Discovery Education data.

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

The Livingston County Board of Education adopted a policy called Grading (08.221) that requires teachers to maintain detailed, systematic records of the achievement of each student and issue grade reports to parents every nine weeks. This policy does not require teachers to include specific comments or individual learning plan progress goals on the reports. Parents can review the individual learning plan of their child through the Career Cruising Web site. Nine week grade reports and mid-term progress reports are generated using Infinite Campus software and sent home to parents.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

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

District leadership is currently collecting data from the December, 2011, culture and climate survey to identify perceptions about district and school staff. District leadership provides resources to assist Livingston Central High School implement programs (e.g., Family First, Open Campus, Project Great, New Beginnings, Response to Intervention, Preparing All Students for Success) to foster student success by removing barriers to learning and providing additional assistance. District and school leadership collaborate to recognize student achievements (e.g., Wall of Fame, Cardinal of the Month) in various arenas (e.g., monthly board meetings, high school marquee, The Livingston Ledger, The Lake News) to motivate and inspire students.

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

District leadership celebrates student academic success using several venues (e.g., monthly board meetings, pictures and articles in The Livingston Ledger and The Lake News, district Web site). District leadership, however, has not established a comprehensive formal plan to recognize student academic successes. District leadership rarely displays student work in the community. District leadership employs a public relations coordinator who is currently establishing a district Public Relations committee.

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

District leadership collaborates with community and government agencies (e.g., West Kentucky Educational Cooperative; Pennyryle Allied Health; Livingston County Sheriff, Livingston County Attorney, Livingston County Court Clerk, Livingston County judges; Livingston County Health Department, Livingston County Extension Service, Black Patch Council) to establish programs and provide services (e.g., school nurse, Family First, Teen Leadership Coalition) to reduce barriers to learning. District leadership collaborates with the Livingston County Sheriff to make home visits and work with families to improve attendance. A Snack Pack program is sponsored by local churches to provide food for needy students. District and school leadership have established some programs (e.g., Open Campus, New

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Standard 4 **School Culture**

Performance Rating 2

Beginnings, Project Great, Family First) to meet the intellectual, cultural and physical needs of all students. The school council adopted a policy called Equity and Diversity (30.01). District leadership has provided some professional development opportunities (e.g., Hear Our Cry, Boys in Crisis, Teaching with Poverty in Mind) to promote appreciation and awareness of cultural differences.

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Standard 4 **School Culture**

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

District leadership should administer perception surveys to identify issues impeding the development of a professional school culture and productive student learning environment at Livingston Central High School. Findings should be used to focus collaborative conversations and decision making about how to improve the learning environment and professional collegiality.

District leadership should create a comprehensive plan for recognizing student academic achievement. District leadership should ensure recognitions and celebrations for student successes regularly occur and are shared with the board of education, parents and community members. District leadership should seek additional venues (e.g., local businesses, community agencies) to share student recognitions in the community.

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, district technology plan, Family Resource Youth Services Center documentation, master school schedule, perception survey results, policies and procedures on access to student records, school mission, belief and vision statements, school Web pages, student handbook and trophy cases

Interviews with district leadership, parents, students and school leadership

Observations of classrooms and common areas

Performance Rating 3

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

District leadership implements various programs to increase parent and community involvement for reducing barriers to student learning. District leadership employs a public relations coordinator to promote district and school programs and services using the district Web site, high school marquee, One-Call system and local media (e.g., The Livingston Ledger, The Lake News, WPSD Channel 6 TV, WKYQ radio). District leadership in conjunction with Family First staff provides many services (e.g., Back to School Fair, Snack Packs, Christmas for Kids, Teen Leadership Coalition, Thanksgiving baskets) that facilitate interaction between teachers, students and families. Family First staff provides programs (e.g., anti-bullying, anti-drug, tobacco prevention, Party Safe-Party Sober, career readiness, parenting classes for teen moms) and refers students and families to support services (e.g., Pennyrile Allied Health, Social Services, Livingston County Health Department, Four Rivers Behavioral Health). Local businesses (e.g., BB&T Bank, Kentucky Farm Bureau, Regions Bank, First Kentucky Bank) provide assistance, when requested, and support the district and the high school with donations. District leadership provides non-traditional drop-out prevention programs, Open Campus and Project Great, that provide students who are at-risk of not completing high school an alternative method of earning a diploma. The previous district administration involved representatives from a variety of stakeholder groups (e.g., local business leaders, community members, parents) to develop the current mission, vision and belief statements. District leadership has not intentionally involved representatives from all stakeholder groups in decision making to ensure students are

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Summary Findings in: **Learning Environment**

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

Performance Rating **3**

college/career ready upon graduation

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

The Livingston County Board of Education adopted a policy called Student Records (09.14) that addresses the protection and maintenance of student records. School leadership houses cumulative folders in locked filing cabinets in the guidance office, and special education records are secured in case manager offices. District and school leadership enter attendance, grades and other relevant student information in Infinite Campus. The Infinite Campus Parent Portal is available for families to access the records of their children. The guidance counselor assists in the development of student individual learning plans. District and school leadership monitor the individual learning plans to ensure their completion.

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

Performance Rating 2

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

District leadership has established a formal technology plan and provides Livingston Central High School with some technological equipment (e.g., projectors, mobile computer labs, SMART Boards, SMART Slates, document cameras, classroom response systems) to assist with classroom instruction and student learning. District leadership works with Family First staff members to provide services and programs that reduce barriers to learning. District and school leadership ensure all students have access to guidance services. District and high school leadership collaborate with Murray State University and West Kentucky Community and Technical College to offer dual credit courses for high school students. The Livingston County Board of Education adopted a policy called Equal Educational Opportunities (09.13) and district leadership offers alternative opportunities (e.g., credit recovery, distance learning) to provide all students access to the entire common academic core. District leadership monitors the expenditures of federal and state program funds but does not consistently evaluate the impact of expenditures on student learning.

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

District leadership provides programs (e.g., Cooperative Work Experience Program, Community Based Transition Work Program) and technological resources (e.g., SMART Boards, SMART Slates, document cameras, classroom response systems) to engage students in active learning. The Livingston County Board of Education adopted a policy called Health Requirements and Services (09.21). District leadership addresses student health and social services needs through referrals from the Family First coordinator, guidance counselor and on-site school nurse. District and school leadership in collaboration with Family First staff host a Back to School Fair to disseminate information regarding available services. District and school leadership examine data (e.g., No Child Left Behind report, EXPLORE and PLAN scores, ACT results, Kentucky Interim Performance Report) to identify student learning needs. District leadership collaborates with community agencies (e.g., Pennyrile Allied Health, Livingston County Extension Service, Kentucky Children's Health Insurance Program, Four Rivers Behavioral Health, Social Services) to support students and families. District leadership

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

Performance Rating 2

has offered some professional development opportunities (e.g., Teaching with Poverty in Mind, Hear Our Cry, Boys in Crisis) to assist teachers in understanding how cultural differences impact student learning. District leadership ensures the inclusion of students (e.g., special education, English Language Learners) in core curriculum classes, but has not ensured high school leadership intentionally matches the needs of students to the strengths of teachers when assigning classes.

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

District and school leadership collaborate to ensure that structures (e.g., Open Campus, Project Great, New Beginnings), resources and programs (e.g., peer tutors, technology, credit recovery, intervention, Preparing All Students for Success) are available for students who need additional time to master core content. District leadership, however, does not systematically evaluate these programs and services to measure the impact on student achievement. District leadership does not have a formal process for monitoring or evaluating services (e.g., Family First, guidance programs, school nurse) to eliminate gaps and overlaps.

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

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Summary of recommendations in: **Learning Environment**

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

District and school leadership should collaborate to develop a systematic process to review and evaluate existing programs and services. District and school leadership should use this information to ensure programs and services are integrated to maximize benefits and to eliminate gaps and unnecessary overlaps.

Resources:

Marzano, R. (2003). *What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). *Bridges Out of Poverty*. Highlands, TX: Aha! Process, Inc.

Prichard Committee for Academic Excellence, Lexington, KY - www.prichardcommittee.org

SISI Toolkit Standard 5. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%205/Standard%205%20By%20Standards.htm

The Missing Piece of the Proficiency Puzzle.

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, civic group programs/agenda, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, perception survey results, professional development records, school mission, belief and vision statements, School Report Card data and Professional development offerings
School Board Policy Manual

Interviews with classified staff, district leadership, local board of education members, principal, students, teachers and School Council members

Observations of classrooms

Performance Rating 3

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

The Livingston County Board of Education adopted two policies called Evaluation (Certified [03.18]) and Evaluation (Classified [03.28]) that explain the evaluation of employees. The board of education approved the certified evaluation plan on May 9, 2011, establishing procedures for the evaluation of certified staff, and the Kentucky Department of Education approved the plan on May 20, 2011. The district certified evaluation plan is in compliance with all state requirements. District and school leadership implement the plan and procedures in adherence with district policies and state statutes.

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

The Livingston County Board of Education adopted a policy called Evaluation (Certified [03.18]), establishing procedures for the certified evaluation plan approved by the Kentucky Department of Education on May 20, 2011. The evaluation plan is in compliance with all state requirements, and district and school leadership implement procedures accordingly. District leadership supports administrators in the development of evaluations skills by ensuring all primary evaluators attend an annual review of the district certified evaluation process prior to the beginning of the school year and additional certified evaluation update trainings as required to implement the evaluation

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Summary Findings in: **Learning Environment**

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

Performance Rating **3**

process. District leadership uses the certified evaluation process in an attempt to improve instructional practices, but has yet to determine the extent to which this process has impacted student achievement.

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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 acknowledges that professional development is a critical component in the school improvement process and demonstrates a commitment to go beyond the regular allocation of time and resources (e.g., G Days, Discovery Education program and training, supporting instructional and leadership network initiatives, release days, ACT Quality Core training, external principal mentor, weekly district intervention meetings). District leadership, however, has not developed a process to ensure that professional development activities are specifically designed to meet the identified or emerging individual needs of staff members. District leadership monitors to ensure the completion of the required 24 hours of professional development but has not established a process to ensure every employee in the district participates in learning experiences to meet their individual growth needs.

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

District and high school leadership regularly engage in conversations and discussions (e.g., weekly district intervention meetings, monthly administrator meetings) concerning professional development needs specific to the high school, and district leadership provides several resources to build instructional capacity (e.g., ACT Quality Core training, release days for English and mathematics departments, G Days). At the close of each school year, high school leadership submits a list of proposed professional development activities for the coming year to district leadership. As prompted by district leadership, high school leadership provides time for content-specific professional learning communities to meet weekly, providing an opportunity for some on-going, job-embedded professional development (e.g., unit development, curriculum alignment). Many professional development initiatives, however, lack continuity from year to year and seldom scaffold and build on previous learning.

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

District leadership ensures professional development and individual professional growth goals support district improvement goals and increase

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

Performance Rating 2

leadership and instructional capacity. District leadership expects high school leadership to ensure professional development activities for high school teachers and administrators are aligned with school improvement goals while addressing the identified growth needs of the staff. District leadership informally monitors this expectation during conversations and in meetings with high school leadership.

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

District and school leadership collaborate to determine professional development activities provided for high school staff members. District and school leadership conduct classroom walkthrough observations and instructional rounds to monitor implementation of some strategies but not intentionally to determine the impact of professional development activities on student learning. District leadership monitors professional development hours completed by staff members to ensure completion of the required 24 hours.

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

District leadership provides high school leadership with some on-going, job-embedded professional development opportunities (e.g., external principal mentor, weekly district intervention meetings, book studies). High school leadership, in consultation with district leadership, established content-specific professional learning communities that meet weekly. District leadership collaborates with school leadership to provide some job-embedded professional development opportunities (e.g., congruency protocol for formative assessments, developing learning targets, instructional leadership network vignettes, unit development) during departmental release days (i.e., two days for mathematics and two days for English). Many professional development activities are not on-going and do not build on prior learning and professional development experiences.

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

District and school leadership analyze a variety of data (e.g., Interim Performance Report, No Child Left Behind report, EXPLORE, PLAN and ACT results) and use findings to select professional development activities to support district and school improvement goals. Student work is seldom

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

Performance Rating 2

examined to specifically guide the improvement of professional growth. Although district leadership frequently offers direction and input to school leadership regarding proposed and implemented professional development activities, district leadership has not developed a process to ensure professional development activities are designed to intentionally to help teachers meet the specific learning needs of all students, especially the needs of students in targeted populations (e.g., students eligible for free or reduced lunches in math, students eligible for free or reduced lunches in reading).

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

The Livingston County Board of Education adopted a policy called School Budget and Purchasing (SBDM [02.4242]), requiring professional development allocations to schools to be equal to or greater than the formula specified in Kentucky Administrative Regulations (702 KAR 3:26). Professional development funds are appropriated according to policy. District leadership provides additional funding and resources to Livingston Central High School to address some school-specific needs (e.g., external principal mentor, weekly district intervention meetings, ACT Quality Core training, Discovery Education software and training, release days, Learning 360). District leadership has not established a formal process to evaluate the impact of professional development activities, resources and expenditures on student learning

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

Following the summative evaluation, the superintendent collaborates with the evaluatee to develop, review or revise the individual professional growth plan. Possible growth areas are discussed and priorities are identified to support district improvement goals and increase professional capacity. District leadership frequently engages in conversations with the high school principal to ensure the evaluation process, including the development and review of individual growth plans, is implemented as required and in a timely manner. Although district leadership generally monitors the effectiveness of the evaluation process at the high school, a formal, systematic monitoring process ensuring the principal maximizes the evaluation process has not been established.

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

Performance Rating 2

- 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.

Specific instructional leadership needs are not addressed in the January 2012-13 district improvement plan; however, strategy AP4 requires administrators to be trained in Characteristics of Highly Effective Teaching and Learning to increase the inter-rater reliability when conducting classroom walkthrough observations and instructional rounds. District and high school leadership fulfill the Effective Instructional Leadership Act requirements through participation in a variety of professional development opportunities (e.g., Instructional Supervisor Leadership Network meetings, West Kentucky Educational Cooperative offerings, school council, Kentucky Association of School Administrators, Kentucky Association of School Councils).

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

District leadership emphasizes the importance of evaluation during numerous formal and informal conversations (e.g., monthly administrator meetings, weekly district intervention meetings). District leadership engages in frequent conversations with school leadership to discuss the importance of evaluation for struggling teachers and to stress adherence to timelines and policy requirements. District leadership is ever-mindful of the importance of providing meaningful feedback and continuous support to all teachers, especially those who are on corrective action plans. Although district and school leadership frequently discuss formative evaluations, district leadership does not monitor formative teacher evaluations specifically to ensure that feedback is of the quality or to the extent that will develop and sustain the necessary changes in teacher practices and behaviors. District leadership monitors the completion of summative evaluations and individual growth plans to ensure that all certified staff members are evaluated in compliance with the district evaluation plan.

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

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Summary of recommendations in: **Learning Environment**

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

District leadership should monitor incremental progress toward reaching individual professional growth goals. District leadership should establish benchmarks to assist in this process.

District leadership should develop a strategic professional development plan. District leadership should analyze data from a variety of sources (e.g., student assessment, classroom observations, surveys, student work, instructional rounds) and use findings to create a job-embedded, multi-year professional development plan grounded in research.

District leadership should require school leadership to formally and systematically monitor classroom practices to ensure skills and knowledge acquired through professional development activities are effectively implemented. District leadership should develop a system to routinely evaluate the impact of professional development activities on instructional practices and student learning.

Resources:

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

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

Results-Based Staff Development. National Staff Development Council.
<http://www.nsd.org/connect/projects/resultsbased.cfm>

SISI Toolkit Standard 6. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%206/Standard%206%20By%20Standards.htm

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of categorical program financial reports, comprehensive school improvement plan, curriculum documents, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, enrollment data, facility inspection reports, fire marshal reports, Individual Learning Plans, lesson plans/units of study, list of co-curricular offerings, master school schedule, needs assessment data, professional development records, samples of written correspondence to staff/stakeholders, school budget and allocations, school council meeting agenda and minutes, school event calendar, school financial reports, School Report Card data, school Web pages, student academic records and student discipline reports

Interviews with classified staff, community members, district leadership, principal and teachers

Observations of classrooms and common areas

Performance Rating **3**

7.1a Leadership has developed and sustained a shared vision.

The previous district administration hired an external consultant in 2009 to facilitate a process involving stakeholders from a variety of groups (e.g., community members, parents, teachers, guidance counselors, principals) to revise the current mission, vision and belief statements. The Livingston County Board of Education approved the district mission, vision and belief statements at the December 10, 2009 meeting. The comprehensive district improvement plan includes a strategy to develop new vision and mission statements between January 2012 and May 2012. District leadership has yet to initiate this process. Although not always intentional, the superintendent sustains the district vision and mission through his actions and decisions. District leadership displays vision mission beliefs statement in a variety of locations (e.g., Livingston County Board room, district Web site, 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 leadership and Livingston Central High School teacher leaders attend professional development activities provided by the Kentucky Department of Education on the new curriculum standards. District leadership facilitated two

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Standard 7 **Leadership**

Performance Rating 3

meetings in fall 2011 for English/ language arts and math teachers to develop pacing guides and units of study. Other content area teachers worked on end of course assessments and program reviews during summer 2011. District leadership informed all teachers, via school leadership, that Kentucky curriculum documents are accessible through the Kentucky Department of Education Web site. Following the fall meetings with English/language arts and mathematics teachers, district leadership e-mailed curriculum documents to teachers. District leadership provides teachers access to all curriculum documents through the district Web site, which is currently undergoing improvements.

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.

District leadership has developed several specific emergency plans (e.g., Classroom Emergency Plan, Livingston County Emergency Operations Plan 2011-12) to explicitly outline emergency procedures for various situations (e.g., lockdowns, fire, severe weather). District leadership ensures that all teachers have copies of the Classroom Emergency Flipchart. The Livingston County Board of Education adopted a variety of policies (e.g., Health and Safety, 03.14; Student Welfare and Wellness, 09.2; Tornado Drills, 05.42) and procedures (e.g., Severe Weather Drills, 05.42 AP.1; Fire Drills, 05.41 AP1; Earthquakes, 05.41 AP1) to foster a safe, healthy and orderly learning environment. An ongoing renovation project at Livingston Central High School includes replacement of all exterior doors. The board of education purchased a surveillance camera system for use at the high school. The school council adopted a policy called Bully Free Policy (29.01) and informally adopted the district emergency procedures.

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

A district liaison attends all school council meetings to monitor decisions and to provide guidance as needed.

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

The superintendent holds the Livingston Central High School principal and

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district leadership accountable for advancing student achievement. The superintendent engages his district leadership team and the high school principal in ongoing conversations regarding the responsibilities of administrators, teachers and non-teaching staff members to improve student achievement. The superintendent holds the high school principal accountable for evaluating high school administrators and teachers and expects school leadership to determine their effectiveness and identify improvements necessary in their professional practices to improve instructional capacity and advance student achievement. The superintendent maximizes the evaluation system and explicitly identifies areas where improvement is needed. He has secured the services of an external coach to mentor the new high school principal for six days during 2011-12. The superintendent meets weekly with the high school principal to guide growth in the principal's leadership skills and facilitates a monthly administrator meeting. He actively engages in classroom walkthroughs and observations and provides feedback and guidance to the high school principal and teachers. The superintendent's leadership style is hands-on, forthright and transparent. He understands the importance of his role in holding district leaders and the high school principal accountable for advancing the achievement of each student. The superintendent has not developed formal procedures to monitor the frequency and effectiveness of high school leadership's formal and informal classroom observations. He has not developed a process to ensure teachers are being observed frequently, provided immediate and meaningful feedback and follow-up and support necessary to improve the instructional capacity of all Livingston Central High School teachers. The superintendent, additionally, has not developed formal monitoring systems to ascertain levels of implementation or to quantitatively measure the impact from programs, professional development and resources on student learning. The superintendent has not ensured that high school leadership develops and implements a highly effective response to intervention program that targets specific student needs based on diagnostic data and that result in grouping and regrouping students as necessary.

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

Livingston Central High School leadership, including the school council, report to the Livingston County Board of Education each fall to provide an update on student achievement and progress made toward reaching school improvement goals. District leadership annually reports to the Livingston County Board of Education on student assessment data and bi-annually discusses the implementation and impact of district improvement strategies. The board of education occasionally grounds decision-making in findings from formal data analyses. District and school leadership collaborate in decision making regarding district and school initiatives (e.g., Discovery Education, credit recovery, curriculum needs, professional learning community meeting agenda).

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

The superintendent collaborated with each district administrator and the Livingston Central High School principal to develop individual professional growth goals. Individual professional growth goals of the school principal and all district administrators focus on the improvement of leadership skills to build instructional and leadership capacities of teachers to advance student learning, as well as to ensure alignment with state approved standards. The superintendent and each administrator identified individual professional growth goals as an integral part of the evaluation process but did not intentionally align these to district improvement goals. The superintendent annually reviews each growth plan as part of the evaluation process.

- 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 analyzes a variety of data (e.g., No Child Left Behind report, Kentucky Interim Performance Report, attendance and retention rates) and reviews findings from data analyses conducted by the University of Louisville to inform revisions of the comprehensive district improvement plan. District leadership analyzes data and identifies learning gaps for students in targeted populations (e.g., students eligible for free and reduced lunch in

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math, students eligible for free and reduced lunch in reading). Although several district improvement strategies have the potential to positively impact the learning of all students, district leadership did not develop improvement strategies specific to the learning gaps for students in targeted populations.

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

District leadership engages the Livingston Central High School principal in conversations and encourages him to protect instructional time. District leadership has not ensured the high school council has adopted a policy addressing the efficient and effective use of instructional time. The school council, however, has adopted a policy called Discipline and Classroom Management Techniques (14.01) that requires adherence to the Livingston County Schools Code of Acceptable Behavior and Discipline.

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

District leadership allocates sufficient resources (e.g., Discovery Education, credit recovery) to meet the individual learning needs of each student at Livingston Central High School. District leadership examines data from some sources (e.g., Discovery Education, Kentucky Interim Performance Report). District leadership discusses school improvement in weekly meetings with the Livingston Central High School principal. The superintendent has established a number of organizational structures (e.g., weekly meetings, district classroom walkthrough observations, feedback to teachers, student conferences, administrator meetings) that support continuous improvement at the high school, but few structures or procedures have been established to collect and analyze quantitative data to measure organizational effectiveness, district capacity and school improvement.

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

District leadership requires the Livingston Central High School council to submit minutes and agendas of meetings. District leadership reviews meeting agendas and minutes and occasionally discusses these with the principal. A district liaison attends each high school council meeting. District leadership

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discusses school council policies with the high school principal and has expressed an expectation for all policies to be reviewed and revised to ensure they are up-to-date and in compliance with district policy and state requirements. District leadership does not formally monitor school leadership to ensure all policies are fully and effectively implemented.

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Summary of recommendations in: **Efficiency**

Standard 7 Leadership

District and school leadership should collaboratively develop a highly effective response to intervention plan. District leadership should ensure school leadership conducts ongoing thorough analyses of formative, summative and diagnostic assessment data and identifies the specific skills or concepts where the breakdown in learning occurs. The plan should provide specific instruction tailored to individual needs of each student. Students should be grouped and regrouped in response to intervention classes as needed based on continuous progress monitoring and diagnostic data. District leadership should provide aggressive oversight of this process to ensure school leadership implements with fidelity, monitors continuously and modifies any aspect of the response to intervention program that fails to meet the individual learning needs of students.

District and school leadership should collaborate to identify methods to increase ACT scores of high school students. Students should be challenged at appropriate levels and instruction should be aligned with ACT Quality Core standards, as well as with Kentucky Core Academic Standards.

The superintendent should immediately ensure that following classroom observations the high school principal provides feedback to teachers containing the specificity necessary to improve instruction. This process should include an ongoing cycle of observations and support to improve professional practices (i.e., instruction, assessments, actions, attitudes).

Resources:

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

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

SISI Toolkit Standard 7. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%207/Standard%207%20By%20Standards.htm

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, committee meeting minutes and agenda, comprehensive school improvement plan, enrollment data, individual professional growth plans, master school schedule, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements and school Web pages

Interviews with classified staff, district leadership, local board of education members and principal

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

Performance Rating 2

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

District leadership monitors allocated resources and expenditures as required by state and federal regulations but does not ensure resources are used effectively to address student learning and staff professional growth needs. District leadership formally (e.g., monthly administrator meetings, individual principal meetings) and informally reviews the learning needs of students and the instructional practices of staff. District leadership has not established a systematic process to evaluate or monitor the use of resources in schools. Information concerning resource use, typically, is gathered informally rather than for the specific purpose of analyzing the impact human, physical and fiscal resources have on classroom practices and student achievement. District leadership has not developed formal procedures to purposefully identify resource issues that may hinder the ability of Livingston Central High School staff to address the learning needs of all students. District leadership communicates with the high school principal regarding instructional issues, the master schedule and teaching assignments.

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

District leadership engages in discussions with Livingston Central High School leadership during development of the school master schedule. District leadership expects school leadership to ensure courses are available to meet the individual learning needs of all students by maximizing available

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Performance Rating 2

resources. The number of allocated certified staff members exceeds state and local minimum requirements, but district and school leadership have not ensured optimal use of teacher strengths to enhance the instructional capacity of the school.

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

The Livingston County Board of Education has not adopted a policy addressing the efficient use of instructional time. District leadership has engaged school leadership in some conversations regarding the efficient use of instructional time; however, district leadership has not implemented procedures to ensure school leadership continuously monitors the efficient use of instructional time.

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

District leadership provides direction to school leaders for conducting professional learning community meetings as required in the district improvement plan. Results of these meetings are discussed during monthly administrator meetings. District leadership facilitated district-wide meetings in the summer and fall of 2011 to ensure vertical alignment of the curriculum in math and English/language arts. District leadership meets with content area teachers to facilitate horizontal planning to unify staff in promoting equitable support of college and career readiness for all students.

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

District leadership expects the Livingston Central High School principal to design a master schedule that maximizes instructional time to promote increased student growth and achievement, but does not require an intentional focus on the written mission of the district or school. District leadership provides consultation and advice to the high school principal in

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developing the master schedule.

- 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 Livingston County Board of Education adopted a policy called School Staffing (SBDM, [02.4331]) that uses state law to guide the allocation of staff resources. The board also adopted a policy called Budget Planning and Adoption (04.1) that establishes a timeline for budget development based on educational needs and revenue projections for the upcoming year. Most allocations to schools are based on past practice and projected enrollment. District leadership responds to school needs based on requests from Livingston Central High School leadership. The board of education approved an administrative procedure called Budget Implementation (04.11 AP.1) and a policy called School Budget and Purchasing (SBDM, [02.4242]) that provide guidance on expenditures and monitoring of funds allocated to schools. District leadership monitors MUNIS reports to ensure expenditures are within approved limits, but there is no formal analysis to determine the impact from resources

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

District leadership generally does not allocate discretionary funds to schools as a part of the budget planning and adoption process. District leadership responds to requests from high school leadership for additional resources needed during the fiscal year. District leadership provides some resources (e.g., Discovery Education, Open Campus) to target specific concerns at the high school.

- 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 makes most decisions about financial and other resources on the basis of prior practice and enrollment, rather than with an intentional focus on the district mission and vision. District leadership ensures proposed expenditures are allowable within fund source guidelines and ensures budget

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appropriations contain funding for priorities included in the district improvement plan but does not intentionally use the district improvement plan to guide overall budget development. The Livingston County Board of Education expects district leadership to exercise due diligence before submitting requests for new resources. Livingston Central High School leadership seldom submits requests to district leadership for additional resources. When such requests are submitted, district leadership requires justification that the requested resources will support improved student achievement or enhancement of staff knowledge and skills.

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

District leadership allocates most categorical and federal funds on the basis of enrollment. District leadership adjusts staffing to serve students with disabilities but has not established a formal process to evaluate the effective use of resources allocated from categorical and federal programs. District leadership integrates funds from a few sources to provide professional development; however, district leadership seldom integrates categorical funds to purposefully address specific student achievement initiatives.

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Performance Rating **1**

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

District leadership allocates staff to the high school on the basis of state minimum requirements in accordance with district policy. The Livingston Central High School certified staff allocation currently exceeds the state minimum, because staff reductions have not been made commensurate with reductions in student enrollment. District leadership has not required the high school principal to evaluate and reassign the excess staff allocation to meet current individual student learning needs more effectively.

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

District leadership should revise the budget development procedure to ensure it is responsive to student learning and staff development needs identified in the comprehensive school and district planning processes. District leadership should assure that resource allocations support priorities in the comprehensive improvement plans, district technology plan and district professional development plan.

District leadership should ensure that all budgets are purposely developed in support of district and school vision and mission statements and improvement goals. District leadership should revise the staff allocation policy to go beyond compliance with state required minimum levels and be more responsive to student learning needs.

District leadership should take immediate action to establish procedures to formally monitor the extent to which Livingston Central High School leadership and staff make effective use of financial, human and material resources. These procedures should include clearly defined metrics, benchmarks and timelines that guide incremental reporting and analysis.

Resources:

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

Kentucky School Board Association - www.ksba.org

Lezotte, L. W. and Pepperl, J.C. (2002). Assembly Required, A Continuous School Improvement System: A Proven Path to Learning for All. Okemos, MI: Effective Schools Products, Ltd.

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

Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J. & Kleiner, A. (2000). Schools That Learn. New York, NY: Doubleday Dell Publishing Group, Inc.

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

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, classroom assessments, classroom assignments, comprehensive district improvement plan, comprehensive school improvement plan, employee handbooks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, needs assessment data, professional development records, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, School Report Card data and school Web pages

Interviews with district leadership, local board of education members, principal and teachers

Observations of classrooms

Performance Rating 3

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

In January 2009, the previous district administration organized a process involving a variety of stakeholders (e.g., students, parents, business leaders, community members) to revise the mission, vision and belief statements for Livingston County Schools. District leadership asked Dr. Larry Allen to facilitate the process. The Livingston County Board of Education approved the final mission, vision and belief statements at the December 10, 2009 meeting.

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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

Although district leadership analyzed data from several sources (e.g., ACT, No Child Left Behind report, Kentucky Interim Performance Report, graduation rates) to identify district improvement goals and strategies (i.e., action steps), they did not specifically analyze student work or classroom assessment data.

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

District leadership used data from several sources (e.g., Kentucky Interim Performance Report, No Child Left Behind report, attendance report) to develop most district improvement goals and strategies. Many strategies require investigating or researching rather than including specific actions designed to immediately improve student learning.

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

The comprehensive district improvement planning committee included some research-based strategies (e.g., professional learning communities, Characteristics of Highly Effective Teaching and Learning, classroom walkthrough observations, instructional rounds) in the district improvement plan. The planning committee reviewed student performance data relative to state and national standards (e.g., Kentucky Interim Performance Report, No Child Left Behind Adequate Yearly Progress report, EXPLORE and PLAN results, ACT scores) when establishing district improvement goals and strategies.

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

The comprehensive district improvement planning committee examined No Child Left Behind disaggregated data to identify achievement gaps. District leadership developed improvement goals to improve the performance of all students, yet improvement strategies seldom focus specifically on the individual learning needs of students in targeted populations identified through analyses of achievement data.

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Performance Rating 2

9.3c The desired results for student learning are defined.

District leadership articulated annual improvement goals (e.g., increase proficiency in reading and math, graduate college and career ready, improve attendance rates) for students. District leadership established measureable goals but did not articulate benchmarks to measure incremental progress toward reaching goals.

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

The comprehensive district improvement planning committee collects and reviews student performance data. The Livingston Central High School principal and the school council annually share student performance data with the board of education, and all district administrators regularly review and discuss student performance data during monthly administrator meetings. District leadership has not established a formal process to specifically identify deficiencies and strengths in organizational structures or in the capacity of the district to support instructional improvements at 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.

Comprehensive district improvement goals generally are stated in clear, concise and measureable terms. Most goals and strategies focus on academic performance or culture and climate. Some strategies are designed to improve instructional effectiveness. District leadership did not establish benchmarks to measure progress at specific intervals during the school year. District leadership collaborated with Livingston Central High School leadership to establish school improvement goals to build and strengthen instructional effectiveness and improve student achievement. District leadership has yet to focus on the organizational effectiveness of the school.

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

Students who are eligible for free or reduced lunch did not make Adequate Yearly Progress in reading and math during the 2010-11 school year. District leadership did not specifically and adequately identify and develop strategies (i.e., action steps) to close the achievement gaps for these students, but

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many strategies have the potential to increase learning for all students. Frequently a single improvement strategy encompasses multiple, and occasionally unconnected activities, which diffuses the focus of the strategy. In LE9, for example, three different and separate activities comprised this one action step (implement effective research based interventions for identifying and monitoring low performing students, formalize support systems into a Kentucky System of Interventions pyramid of interventions and develop district response to intervention procedures). District leadership developed several strategies that align with Livingston Central High School improvement goals but has not established measurable objectives. Some district improvement strategies are anchored by empirical research.

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

District leadership developed several timelines for implementing district improvement strategies that span two school years. Although most timelines generally provide enough time to implement the strategy, not all strategies are designed to have immediate impact on student learning. Many strategies require exploration or development of a new program (e.g., AP10 requires district leadership to develop new mission and vision statements, LE4 calls for an exploration of alternative master schedules, LE7 requires an exploration of teacher induction programs). District leadership identified the fund amounts necessary to implement each strategy along with the funding source. District leadership identified one person as responsible for implementing both district improvement plan components. Several people and the principal role group are identified as responsible for implementing each improvement strategy.

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

District leadership included an evaluation plan in the executive summary of the comprehensive district improvement plan. The evaluation process includes continuous monitoring of progress but fails to articulate explicit actions or measures used to effectively evaluate the implementation and impact of improvement strategies. The evaluation plan requires the component manager and the persons identified as responsible for implementing each strategy to use an Implementation and Impact check process to monitor progress toward reaching benchmarks, but the plan did not include incremental benchmarks to measure. The Livingston Central High

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School principal reports annually to the board of education regarding progress toward reaching school improvement goals.

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

District leadership established comprehensive district improvement plan action components that align with the mission and vision statements. District leadership identified several strategies that involved researching new initiatives, activities or programs but failed to fully develop and articulate whether their findings would be implemented.

- 9.6a The plan is implemented as developed.

District leadership participates and provides some direction and support (e.g., multiple e-mails, monthly administrator meetings, weekly district intervention meetings with the high school leadership, a district improvement planning committee meeting) for developing and implementing district and school improvement strategies. Most district leaders and school staff members are familiar with district improvement goals.

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

District and high school leadership occasionally review student achievement data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, EXPLORE, PLAN and ACT results, Discovery Education) to determine the effectiveness of district improvement strategies. District leadership expects high school leadership to ensure teachers review student data during weekly professional learning community meetings. District leadership biannually collects information from the high school principal regarding the implementation and impact of district improvement strategies, but district leadership expects high school leadership to monitor the implementation and impact of the school improvement plan. District and high school leadership engage in conversations about school improvement goals during weekly district intervention meetings and monthly administrator meeting.

- 9.6c The school evaluates the degree to which it achieves the expected impact on

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Performance Rating 2

classroom practice and student performance specified in the plan.

District leadership occasionally examines data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, EXPLORE, PLAN and ACT results, Discovery Education) to evaluate the impact of district improvement strategies on student performance. District leadership annually conducts two classroom walkthrough observations and two instructional rounds at the high school to monitor classroom practices. District leadership, additionally, conducts unannounced, bell-to-bell observations and provides feedback to high school teachers. District and school leadership discuss the feedback during a variety of meetings (e.g., weekly district intervention, Educational Development Team), but district leadership does not specifically monitor to evaluate the impact of district improvement strategies on classroom practices and student performance.

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

District leadership reviews the effectiveness of district improvement strategies biannually (i.e., November and May) by conducting Implementation and Impact checks. District leadership generally modifies district improvement goals and strategies annually and submits the revised comprehensive district improvement plan to the Livingston County Board of Education for approval.

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Standard 9 **Comprehensive and Effective Planning**

District leadership should develop a systematic and formal process to monitor the implementation and quantitatively measure the impact of district improvement strategies on instructional practices and student achievement. District leadership should develop procedures to evaluate the impact of district improvement strategies on organizational effectiveness, teacher instructional capacity and student achievement. District leadership should establish benchmarks to measure incremental progress toward reaching district improvement goals. District leadership should consider emerging data and revise improvement goals, objectives and strategies as necessary.

District leadership should revise the comprehensive district improvement plan to include specific goals and strategies that target the students eligible for free or reduced lunches who are not reaching No Child Left Behind Adequate Yearly Progress goals. Strategies should be clear and provide sufficient direction to effectively implement and measure the resulting impact. Each strategy should be distinct and include a single focus rather than multiple activities, for example LE7 contains several activities each of which should be monitored and measured independently rather than grouped as one strategy.

District leadership should give consideration to developing a more strategic district improvement plan anchored by high yield strategies proven successful in districts with similar demographics. Rather than adopting exploration and investigation strategies in the district improvement plan, district leadership should first review research on potential strategies and select those that best match the identified needs of the district.

Resources:

Prichard Committee for Academic Excellence - www.prichardcommittee.org

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

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

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Summary of Next Steps:

The superintendent should require district leadership to facilitate ongoing content area and grade level meetings among teachers to align all Kentucky and district curriculum standards, identify key transition points, develop curriculum maps and pacing guides, infuse literacy standards in social studies and science, document program reviews, identify gaps and unnecessary repetitions in the curriculum and analyze student work and assessment data to continuously ensure the district curriculum is aligned to meet the learning needs of students.

District leadership should collaboratively develop a multi-year, research-based professional development process. The process should include ongoing analyses of observational data, needs assessment, survey results and student achievement data to identify the most significant professional learning needs of teachers. District leadership should facilitate a process to review existing research and visit successful districts of similar size and demographics to identify and design professional development activities that address the professional growth needs of teachers. District leadership should develop systematic procedures to ensure that the high school principal consistently monitors and evaluates instructional practices to determine the extent to which professional learning transfers to effective instruction and assessment practices.

District leadership should require school leadership to establish a response to intervention program that is designed to meet the discrete and specific learning needs of individual students. District and school leadership should collaboratively research and identify response to intervention programs that have significantly increased student achievement in districts and high schools of similar size and demographics. They should use this information to design an intervention program that meets frequently and addresses student learning needs as identified in reviews of student work and formative, achievement and diagnostic assessment data. Diagnostic assessments and progress monitoring should guide the grouping and regrouping of students in intervention classes as the learning needs of students change. District leadership should hold school leadership accountable for continuously monitoring student learning to ensure response to intervention classes are closing the achievement gaps for struggling students and modifying any aspect of the program that is not sufficiently advancing student achievement.

District leadership should require high school leadership to establish a continuous process to formally and informally observe and evaluate all teachers throughout the entire school year. This process should include ongoing cycles of observations, immediate, specific and clear feedback identifying needed improvements and continuous follow-up and support. Feedback should provide sufficient direction to guide improvements in instruction, assessments, actions and attitudes. District leadership should ensure school leadership develops deep understandings of how effective instruction looks in the classroom and can readily distinguish between highly effective and ineffective pedagogical practices.

District leadership should establish a comprehensive evaluation system to determine the extent to which district improvement strategies and resources have impacted organizational effectiveness, leadership skill development, classroom practices and student achievement. The evaluation system should include ongoing monitoring and an analysis of current and emerging data. District leadership should use findings to identify needed changes in programs, initiatives, instruction and assessment practices, professional development, curriculum, district improvement goals and strategies and resource allocations.

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In Conclusion:

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

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

District Authority:

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

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

Commissioner, Kentucky Department of Education:

_____ Date: _____

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

Superintendent, Livingston County Schools

_____ Date: _____

District Leadership Assessment Summary Report

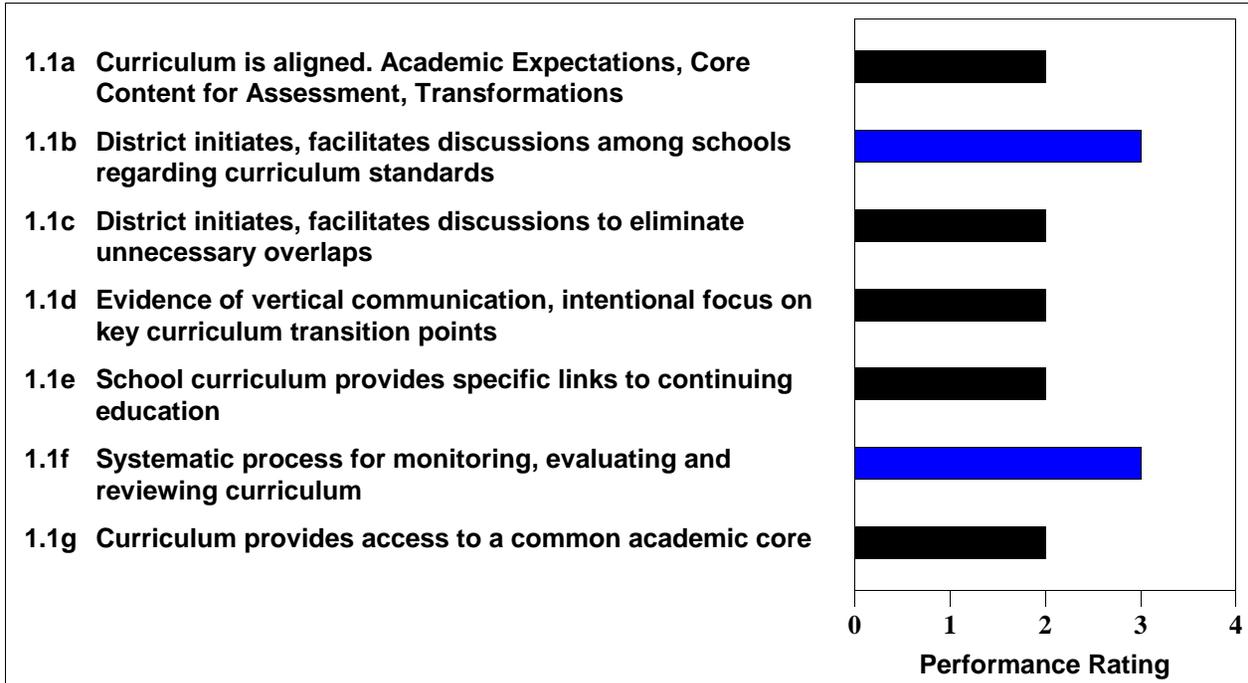
Livingston County

School District

1/22/2012 - 1/27/2012

1.1 Curriculum

Academic Performance



District Leadership Assessment Summary Report

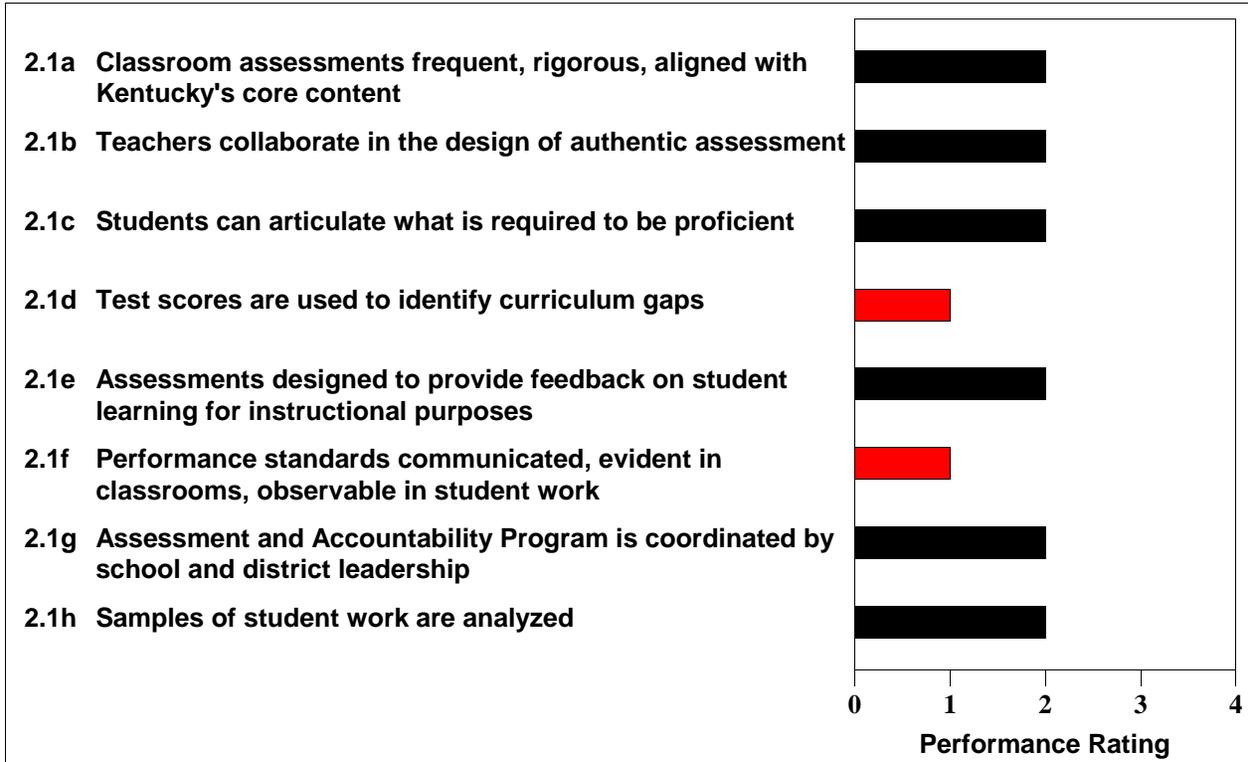
Livingston County

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2.1 Classroom Evaluation/Assessment

Academic Performance



District Leadership Assessment Summary Report

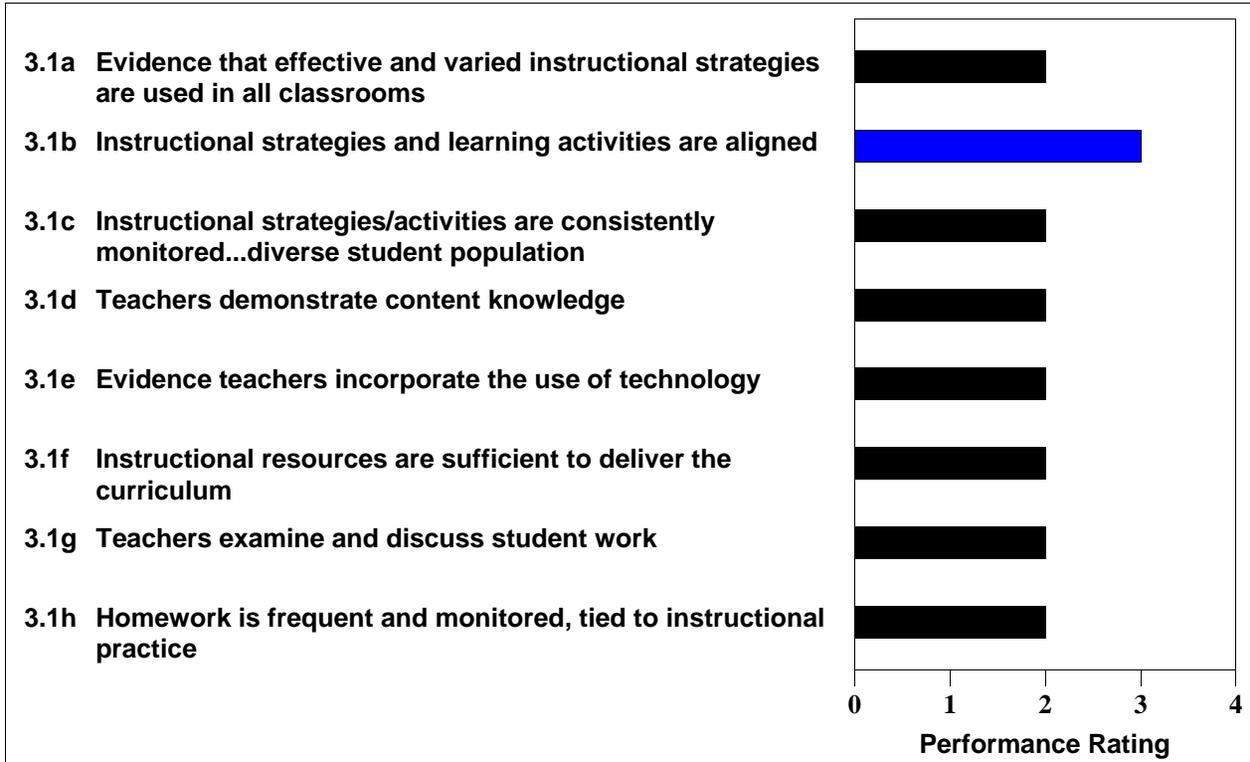
Livingston County

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3.1 Instruction

Academic Performance



District Leadership Assessment Summary Report

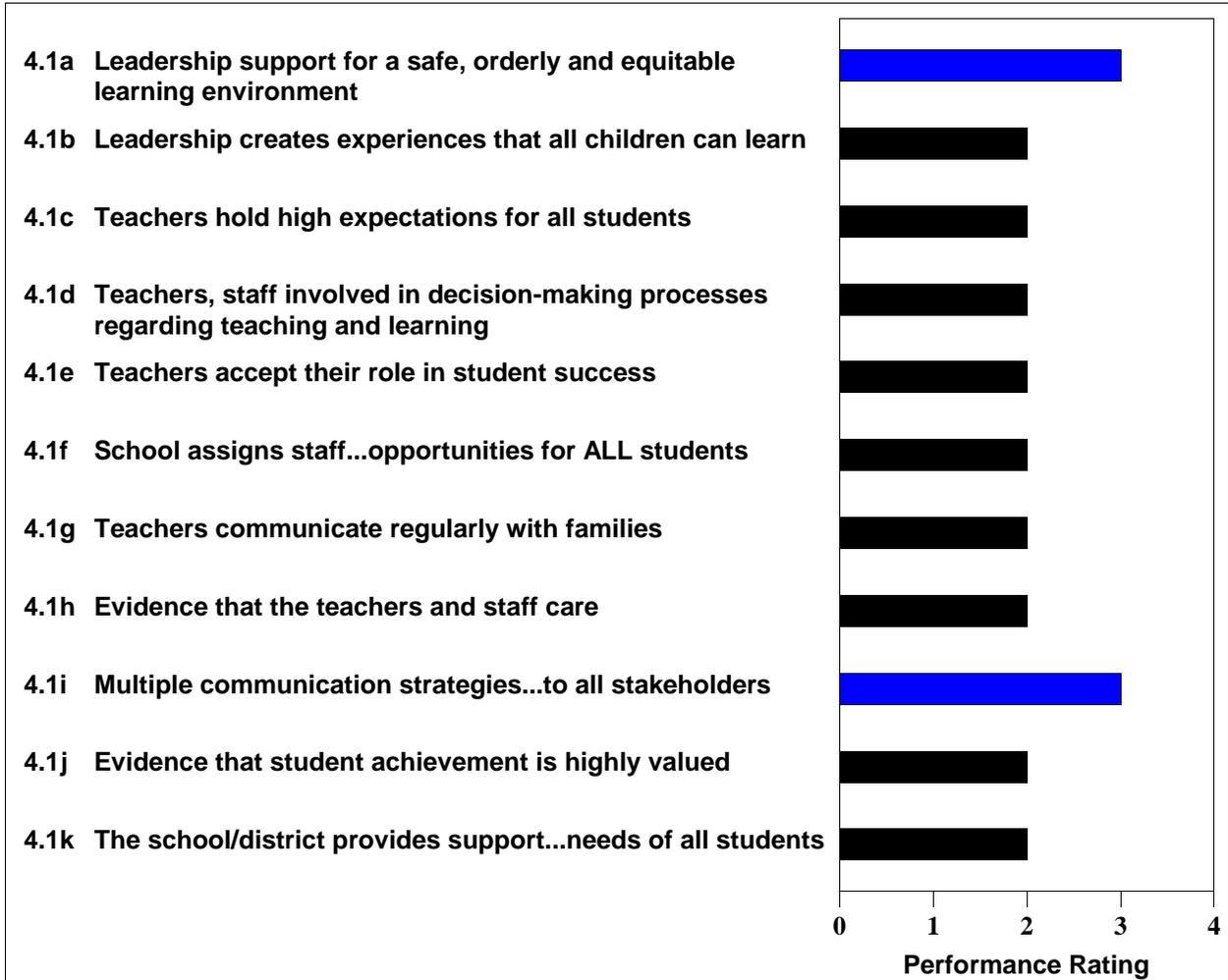
Livingston County

School District

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4.1 School Culture

Learning Environment



District Leadership Assessment Summary Report

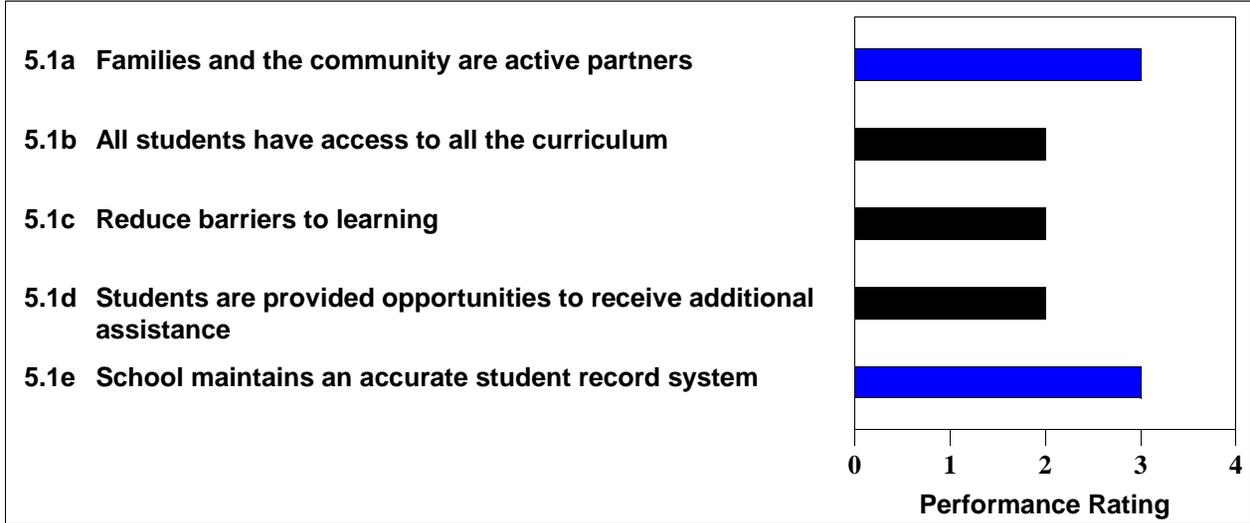
Livingston County

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5.1 Student, Family and Community Support

Learning Environment



District Leadership Assessment Summary Report

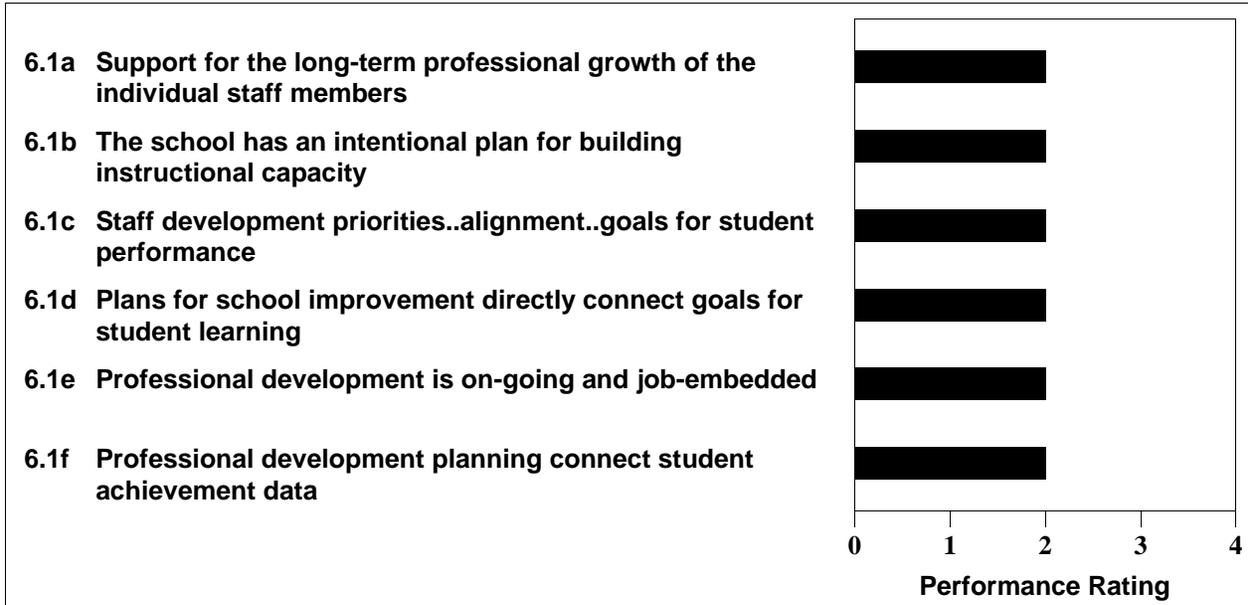
Livingston County

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6.1 Professional Development

Learning Environment



District Leadership Assessment Summary Report

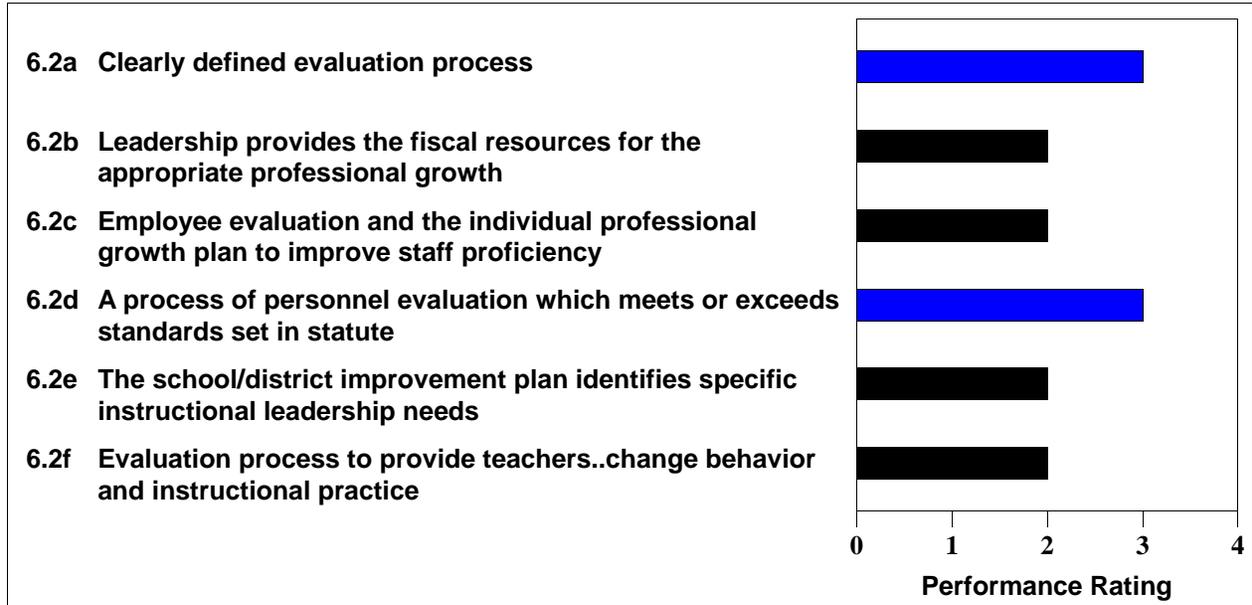
Livingston County

School District

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6.2 Professional Growth and Evaluation

Learning Environment



District Leadership Assessment Summary Report

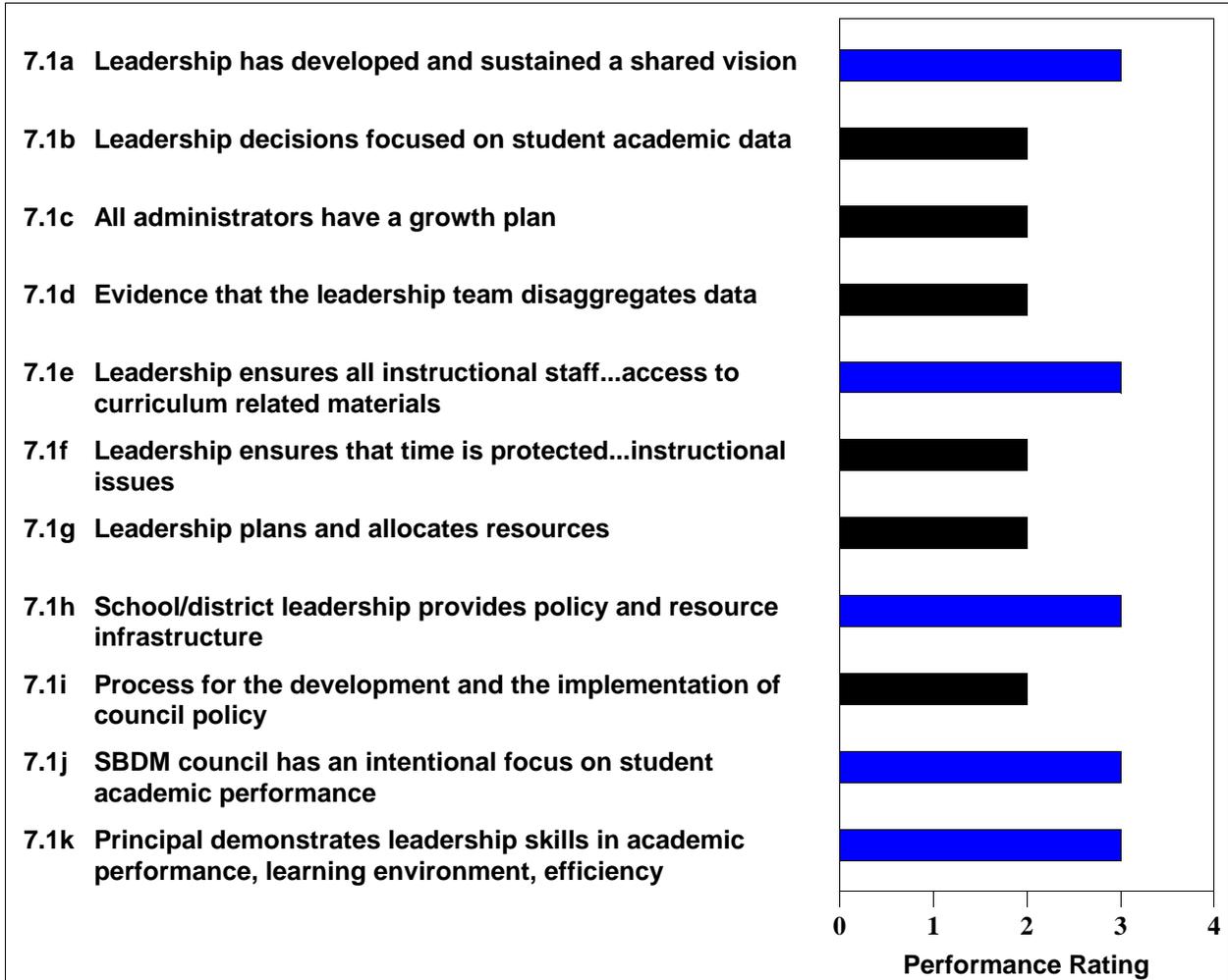
Livingston County

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7.1 Leadership

Efficiency



District Leadership Assessment Summary Report

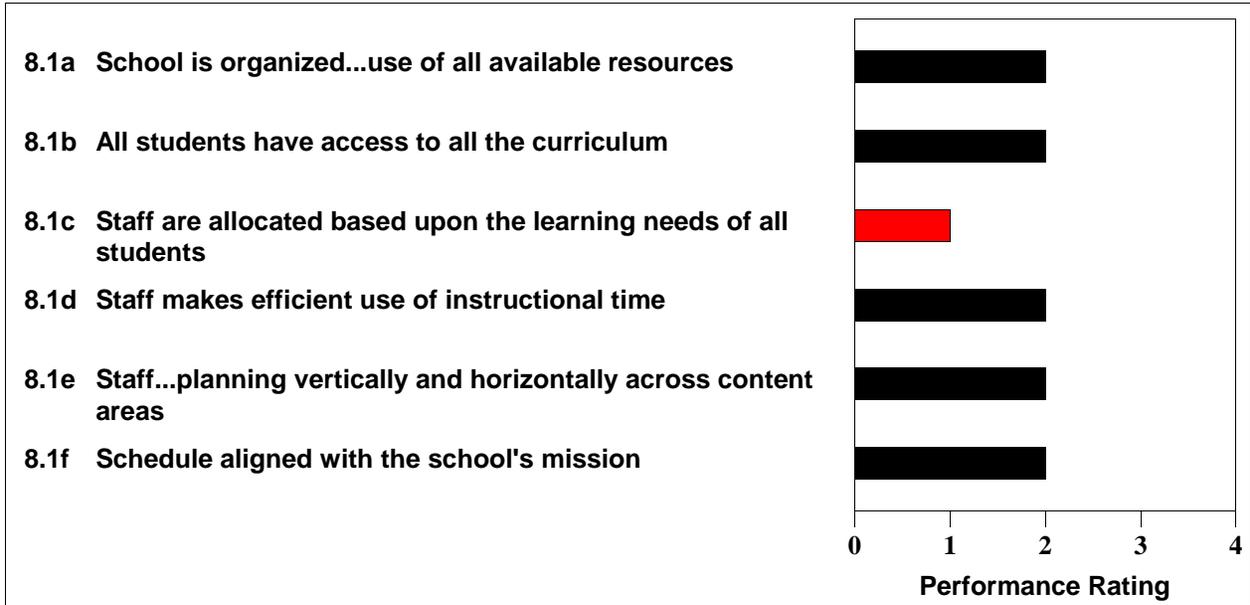
Livingston County

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8.1 Organization of the School

Efficiency



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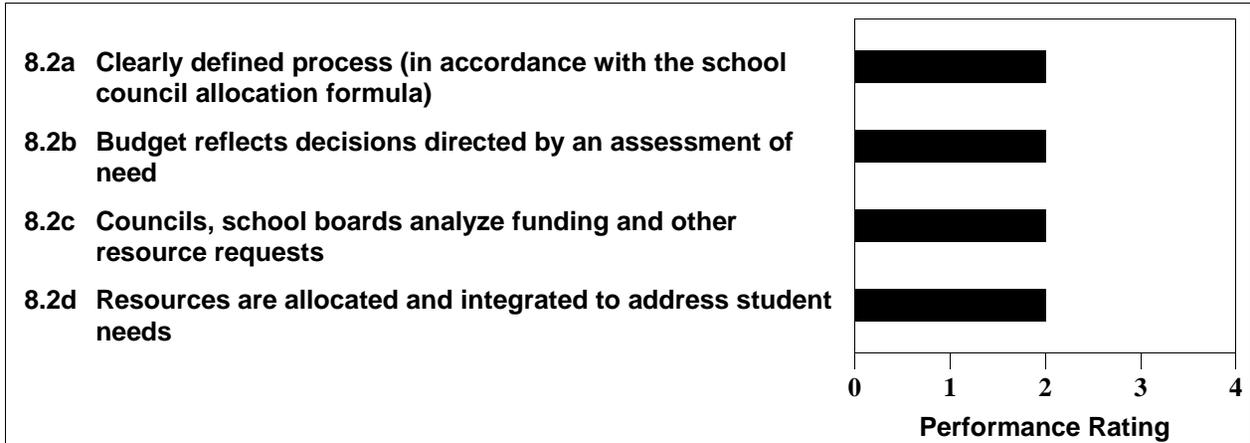
Livingston County

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8.2 Resource Allocation and Integration

Efficiency



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Livingston County

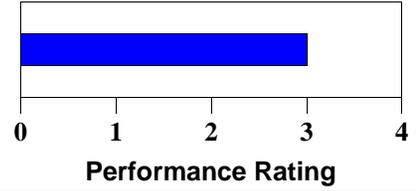
School District

1/22/2012 - 1/27/2012

9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



District Leadership Assessment Summary Report

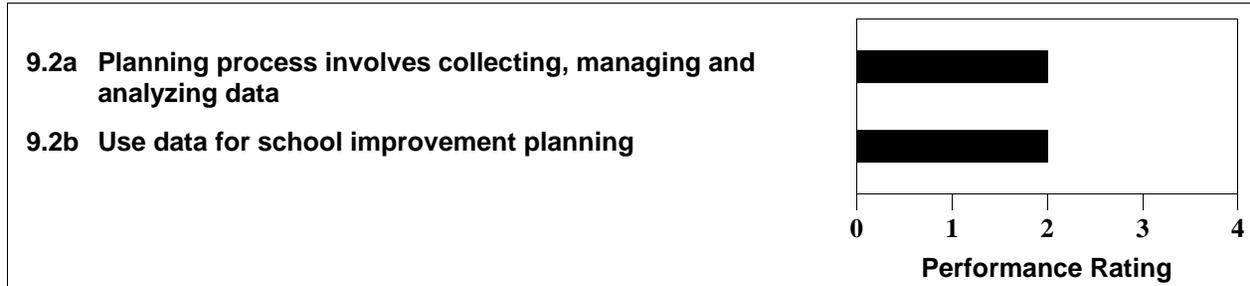
Livingston County

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9.2 Development of the Profile

Efficiency



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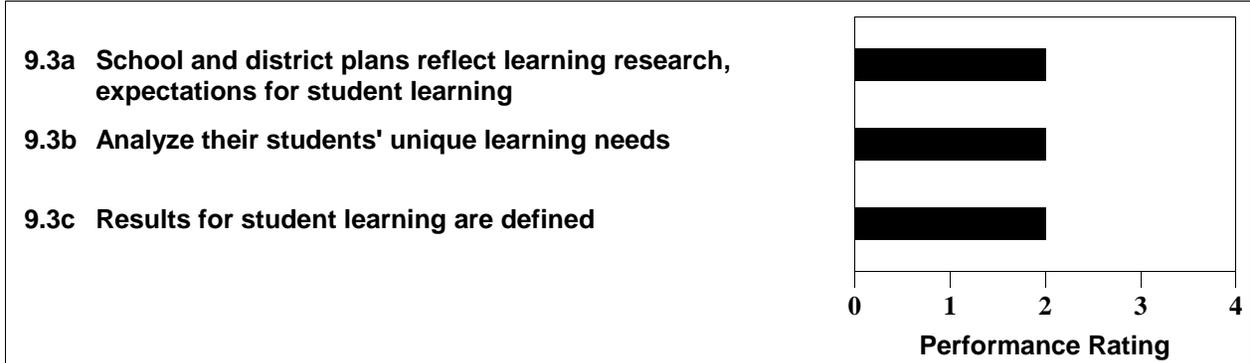
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9.3 Defining Desired Results for Student Learning

Efficiency



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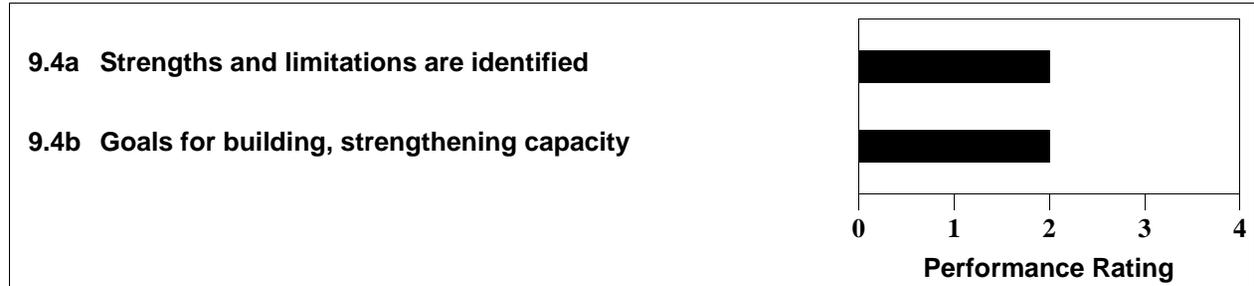
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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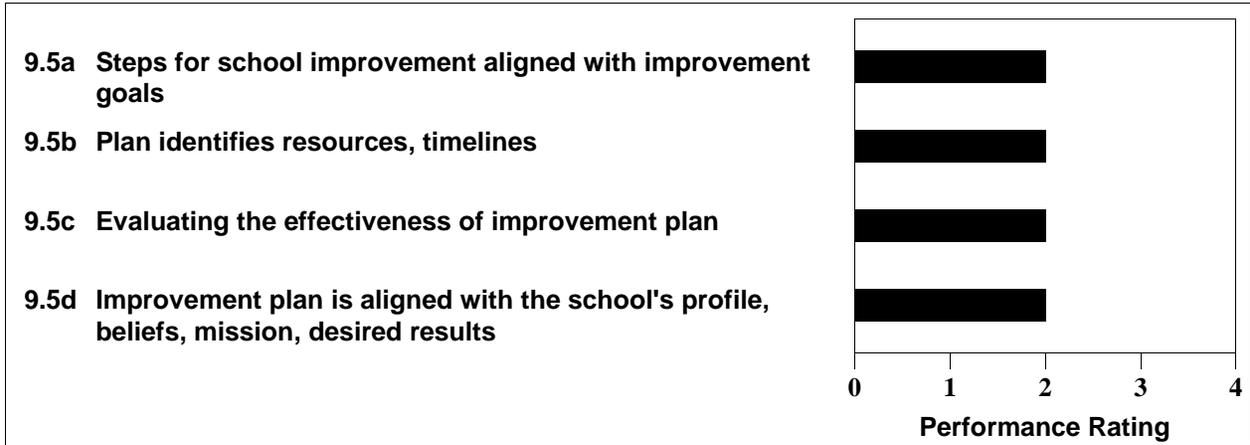
Livingston County

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9.5 Development of the Improvement Plan

Efficiency



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9.6 Implementation and Documentation

Efficiency

