

Martin County District Leadership Assessment Report



12/12/2010 - 12/17/2010



District Leadership Assessment Executive Summary

Martin County School District

12/12/2010 - 12/17/2010

Mark Blackburn, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Martin County School District during the period of 12/12/2010 - 12/17/2010. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	District leadership has not ensured that the comprehensive district improvement plan drives decision making throughout the district.
Next Steps	District leadership, with a sense of urgency, should outline and ensure clear and specific expectations for instructional delivery of all teachers. The success or failure of the activities should drive the review and revision of the plan throughout the school year. District and school leadership should develop a clear consistent method for evaluating and monitoring the district improvement plan on a frequent basis. All stakeholders should be aware of the components and activities within the plan. The process for communicating progress or lack of progress towards the goals of the plan should be delivered in an intentional manner. District leadership should ensure that district improvement goals are clearly stated and are focused on the instructional and organizational effectiveness. District leadership should ensure that district and school improvement action steps have an impact on targeted groups (e.g., students with disabilities, free and reduced lunch students) with an intentional focus on closing the achievement gaps of these targeted populations.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	District leadership has not ensured that the analysis of data and policies drive the district.

Next Steps	District leadership should ensure effective use of assessment data to inform all classroom instruction for the purpose of improving student achievement. District leadership should ensure teachers receive job embedded training focused on analyzing student data to drive daily instructional practices. District leadership should ensure the professional development plan reflects goals for student achievement derived from an analysis of multiple sources of student achievement data. The superintendent should establish a data management system and set the expectation that all decisions concerning student achievement are data driven. District and school leadership should frequently monitor implementation and impact on student achievement, disaggregate data and share analysis results with the staff for the purpose of informing instructional practices.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	District leadership has not ensured the organizational structure in place effectively monitors all district and school programs.
Next Steps	The superintendent should review all district leadership assignments and match responsibilities with leadership strengths. The superintendent should ensure that district leadership staff understand and accept their roles and are held accountable for student success and failure. District leadership should provide active support to school leadership in setting specific, measureable goals focused on building capacity for instructional and organizational effectiveness.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	District leadership has not developed a plan to communicate to all stakeholders the urgency for all students to reach proficiency.

Next Steps	The superintendent should plan and facilitate a meeting of all stakeholders to discuss the future direction of Martin County Schools. The purpose of this meeting should be to share his vision and solicit input from all stakeholders in the development of a strategic plan to reach proficiency. District leadership and school leadership should collaboratively develop a comprehensive district communication plan. This plan should include procedures for providing educational information to all stakeholders. District leadership should establish guidelines for communicating regularly recognition of students, staff and administrators successes. District leadership should ensure multiple forms of communication (e.g., electronic, print media, Message System) be used to distribute information about the district and schools.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	District leadership has not ensured that high expectations define the culture of Martin County Schools.
Next Steps	District leadership should collaborate with school leadership and staff to build a culture of high academic and behavior expectations for all students. District leadership should emphasize the urgency to increase student achievement for all students, especially those at the high school. District leadership should communicate to all staff the expectation that they are personally responsible for student academic success or failure. District leadership should engage all stakeholders in discussions about the characteristics of high performing schools.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Martin County

KDE 2010 District Leadership Assessment Report At-a-Glance

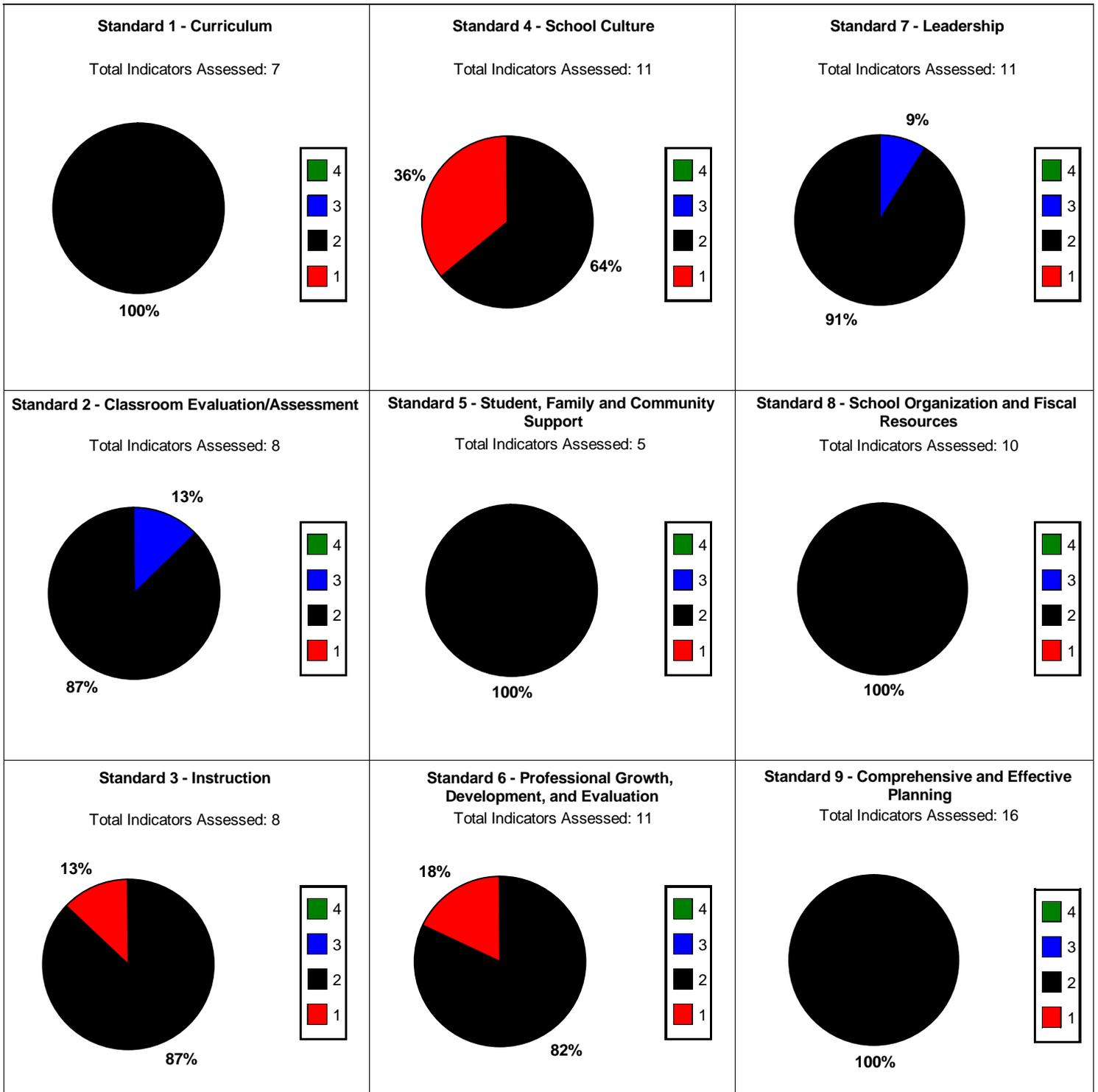
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Martin County

<p>Standard - 1 - Academic Performance</p> <p><u>Curriculum</u></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment</p> <p><u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency</p> <p><u>Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance</p> <p><u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment</p> <p><u>Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p><u>Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><u>Resource Allocation and Integration</u></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance</p> <p><u>Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <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>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</p> <p><u>Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities...alignment...goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning</p> <p><u>Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><u>Implementation and Documentation</u></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

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

Martin County

School District

12/12/2010 - 12/17/2010

Introduction

The Kentucky Department of Education conducted district leadership assessment of Martin County School District during the period of 12/12/2010 - 12/17/2010.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with students (4), parents (9), central office certified staff members (12), central office support staff members (8), community members (21), school board members (6), principals (6), Family Resource/Youth Service Center Coordinator (1), 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 Wayne Puckett - District Administrator. The other team members were: Sheila K. Underwood - District Administrator; Barbara Waggoner Miller - Building Administrator; Ruth Gail Butler - Higher Education Representative; Dee Ann Newton - Teacher; Jack B. Musgrave - District Administrator, Shannon Coyle - Education Recovery Staff, Kelly Foster - Education Recovery Staff.

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

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

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

Interviews with central office staff, classified staff, community members, Family Resource/Youth Services Center personnel, parents, principal, students, superintendent and teachers

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 ensures that curriculum documents are based on some of the current content standards contained in the Academic Expectations, Core Content for Assessment 4.1, Transformations and the Program of Studies. Kentucky Academic Core Standards were released in the summer of 2010. District leadership has begun a revision process to align the curriculum with the core standards in math. District content network team members will facilitate the completion of transitioning into the new math standards and initiate the revision of the reading standards during the summer of 2011.

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

District leadership attends monthly Instructional Support Leadership Network meetings. Representatives facilitate district meetings to articulate curriculum standards for Grades K-12 in Reading and Math. District leadership does not always initiate or facilitate intentional discussions about curriculum transition points between feeder and receiver schools.

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

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

District leadership has not formally implemented a process to eliminate curricular overlaps and gaps. District leadership has provided some collaborative team training for closing gaps for students with disabilities. However, district leadership has not monitored this process to ensure it has affected student achievement. Discussions between the high school and the two middle schools are limited and not always intentionally focused on eliminating curriculum gaps. District leadership does not monitor these discussions.

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

District leadership has begun to facilitate discussions to address and resolve curriculum issues at key transition points. Some curriculum transition point discussions (e.g., teaching algebra to the eighth grade) between the middle schools and high school are being conducted. Although some discussions take place for identifying gaps and overlaps, district leadership has not developed a systematic process to ensure discussions are consistent in all content areas. There is limited monitoring to ensure districtwide implementation of a vertically aligned curriculum.

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

District leadership does not systematically review curriculum at the high school to ensure it has connections to post-secondary education and career options. The high school offers advanced placement courses, but does not offer dual credit courses. District leadership is pursuing ways to offer students opportunities for post secondary education and career options in order to meet the requirements of Senate Bill 1. The high school curriculum offers opportunities for applications of skills, knowledge, processes and life skills (e.g., Jobs for Kentucky Graduates, life skills, culinary arts, Junior Reserve Officer Training Corps, food and nutrition). School counselors are responsible for developing Individual Learning Plans for students in grades 6-12. District leadership monitors Individual Learning Plans completion rate.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

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

The Martin County Board of Education has adopted curriculum policies. District leadership has not developed formal procedures to address curriculum issues in each school. District leadership does not effectively monitor school council policies to ensure compliance regarding curriculum issues. District leadership teams (e.g., principal meeting, content network, district administrative meeting) meet occasionally to discuss curriculum issues, but they do not regularly monitor or review the curriculum at the school level.

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

District leadership instructs principals and counselors to develop a master schedule that ensures that students have access to all core curriculum classes and the opportunity to enroll in Advanced Placement classes. However, the district leadership does not review the master schedule once completed to ensure student access and appropriate enrollment in core classes.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

District leadership should ensure a systematic process is in place to review, revise and monitor the curriculum on an annual basis.

District leadership should collaborate with school councils to discuss key curriculum transition points between schools (e.g., elementary to middle and middle to high) and to develop a protocol that ensures entry and exit expectations of students are consistent between schools.

Resources:

Jacobs, H. H. (2004). *Getting Results with Curriculum Mapping*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, Kentucky's Core Content for Assessment, lesson plans/units of study, organizational charts, school council policies and bylaws, School Report Card data, school Web pages, Interim Performance Report, No Child Left Behind Report, District Web Page, Board of Education Policy Manual, Explore Results, PLAN Results, ACT Results, MAP Results and Working Conditions Survey results

Interviews with assistant superintendent(s), central office staff, community members, curriculum resource specialist, district leadership, parents, principal and superintendent

Performance Rating 3

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

The Martin County Board of Education has adopted an assessment policy (08.222). The district assessment coordinator, in cooperation with the building assessment coordinators, administers the district testing program in compliance with all statutes and regulations. The district assessment coordinator ensures all persons administering the state assessment receive training and comply with the Administrative Code of Conduct for Assessment and Accountability. The district assessment coordinator, with the assistance of the building assessment coordinators and special education director, ensures accommodations for individual students follow the guidelines in the Individual Education Plans.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

The Martin County Board of Education has adopted an assessment policy (08.222). The high school council has adopted an assessment policy (20.0) which requires assessments to be similar to those on the Kentucky Core Content Test. District leadership does not ensure that classroom assessments are frequent, rigorous, and aligned with state standards. District leadership is providing ongoing training for teachers on balanced classroom assessments using the materials of Richard Stiggins. District leadership liaisons are assigned to each school to provide assistance. District leadership occasionally monitors classroom assessments through walkthroughs. However, limited feedback from these walkthroughs is shared with classroom teachers. District leadership, school leadership and school council do not consistently monitor the rigor and frequency of classroom assessments.

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

District leadership responds to requests for assistance from the schools but does not have an established process to provide assistance to teachers in the design of authentic, rigorous assessments aligned to state standards. Professional learning communities and a data room have been developed at the high school but neither are fully functioning. Opportunities for collaboration on assessment design occur through common planning time and professional learning communities. However, district involvement in this process is limited.

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

District leadership does not have an effective monitoring system to ensure that students know and understand the academic expectations of each class and what is required to be proficient in all content areas. However, district leadership has recently initiated the use of Measures of Academic Progress testing in all schools to assess student progress. The use of "I can" statements in the classroom has been implemented district wide.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

2.1d Test scores are used to identify curriculum gaps.

District leadership expects all school councils to review the Kentucky Core Content Test results and No Child Left Behind Report on an annual basis. These test results are used by the schools to identify some curriculum gaps. The district has hired a math specialist to work with the middle and high schools and an instructional coach to work with beginning teachers at the elementary and middle schools in an effort to strengthen the use of data to drive instruction.

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

District personnel conduct walkthroughs in all schools with the expectation that teachers are using multiple forms of assessments. District leadership does not ensure that school leadership systematically reviews teachers' use of multiple assessments in the classroom to drive daily instruction.

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

District personnel conduct walkthroughs in all schools in which lesson plans, "I can" statements and rubrics for open-response questions are among the observable data. However, district leadership does not consistently ensure that student level performance descriptors are clearly communicated, evident in all classrooms and observable in every school.

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

District leadership has not clearly communicated the expectation that all teachers analyze student work for the purpose of informing instruction and curriculum decisions. The district has provided the resources necessary for the high school to have common planning, professional learning communities and professional learning days. District leadership expects school leadership to monitor teacher practices to ensure student work is regularly analyzed to improve instruction.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District leadership should ensure teachers receive job embedded training focused on analyzing student data to drive daily instructional practices. A systematic protocol should be developed and implemented for monitoring the rigor, frequency of classroom assessments and the effective use of assessment data to inform all classroom instruction for the purpose of improving student achievement.

Resources:

Chappius, J. (2009) Seven Strategies of Assessment for Learning

Chappius, S._ Commodore, C._Stiggins, R. (2010) Assessment Balance and Quality: An Action Guide for School Leaders

Burke, K. (2008) Balanced Assessment: From Formative to Summative

Stiggins, R. (2009) Classroom Assessment for Student Learning

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, faculty meeting agenda, master school schedule, organizational charts, professional development records, school council policies and bylaws, school Web pages, Interim Performance Report, No Child Left Behind Report, PLC agenda and minutes, The Missing Piece, units of study, district walkthrough observation data, school master schedule, portal usage summary report and district team meeting agendas

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

Performance Rating 2

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

District leadership assists the principal in conducting walk-through observations that include monitoring classroom use of effective instructional strategies. District walkthrough checklists are used to focus on specific instructional practices (e.g., classroom/learning activity, questioning techniques, formative and summative assessments, "I Can" statements) with immediate feedback data provided to the teacher via Eduphoria.com. There is no process in place for district leadership to monitor the extent to which high school leadership addresses the identified instructional weaknesses.

- 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 assists school leadership with some resources and opportunities (e.g., professional development offerings, professional learning days) to align instructional strategies with student learning goals and assessment expectations. Teachers have access to a nationally norm referenced diagnostic test, Measures of Academic Progress, but the testing process and analyzing of data is in the beginning stages of implementation. District leadership does not consistently monitor to determine whether or not these resources are positively impacting student achievement.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

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

District leadership assists the principal in conducting walkthrough observations with specific look for's. District leadership has given school leadership the responsibility of monitoring to ensure teachers plan and modify instruction to address the unique needs and learning styles of all students in a diverse student population (e.g., socioeconomic status, gender, needs, rate of task completion). District leadership monitoring of culturally relevant instructional strategies such as cooperative learning, inquiry learning, brain-based strategies, learning styles and multiple intelligences to effectively accommodate differentiated learning styles is limited.

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

District leadership and the high school principal recruit highly qualified personnel through personal contacts, Web postings and attendance at college job fairs. As an orientation to the district, a teacher mentor provides supportive assistance to teachers with zero through two years experience in the district. District leadership does not monitor professional development at the school level to ensure that it is sustained and updates teachers' content knowledge and classroom practices to improve student achievement. While some teachers attend content specific professional development activities (e.g., advanced placement training, national teachers conference), most teachers only participate in the required professional development.

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

District leadership has not monitored to ensure that all school councils have adopted a technology policy or that school leadership has implemented procedures that define and evaluate the effective use of technology in instruction. District leadership has an equitable procedure for allocating technology resources and provides coordinators in each school to make technology available, accessible and usable to all students. Technology

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

sometimes expands the classroom into the community (e.g., Web page, electronic mail to parents). Integration of technology into lesson design depends largely on teacher interest. Technology (i.e., Infinite Campus Parent Portal) is being used to distribute grades to the parents of students who have access to a computer and internet. District leadership consciously observes the use of technology by student and teacher during walkthrough observations but does not consistently monitor how teachers use the available technology for effective instructional purposes.

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

District leadership supports school leadership by allocating instructional resources to schools by formula. Requests for additional resources are provided when feasible and the need is warranted. Some instructional resources are provided through grant funding and community partners.

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

District leadership sometimes collaborates with teachers during content professional learning community meetings. The master schedule provides daily common planning time for content area teams to collaboratively analyze student work. However, district leadership has not developed a systematic monitoring process to ensure teachers examine and discuss student work collaboratively and consistently to ensure the analysis informs instructional practices that impact student achievement.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **1**

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

The Board of Education policy (08.211) states each school shall establish standards for out-of-school assignments. District leadership does not take a proactive approach in addressing homework issues and charges school leadership with the responsibility of developing a homework policy or practice. District leadership provides no guidance to the school regarding homework policy or practice and does not monitor to ensure homework is a meaningful extension of classroom learning.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

District leadership should ensure that teachers consistently support their instruction through the use of an extensive variety of appropriate instructional resources to meet diverse student needs. District leadership, school leadership and teachers should be trained in best practice student-centered, culturally responsive instructional strategies. Instructional strategies should include research-based methods with an emphasis on higher-order thinking skills, problem solving and differentiated instruction. District leadership should work collaboratively with school leadership to develop and implement a plan for monitoring instructional strategies to ensure their effectiveness on higher student expectations and increased student performance to close the achievement gaps.

District and school leadership should ensure teachers accept personal responsibility of student success and failure.

District leadership, with a sense of urgency, should outline and ensure clear and specific expectations for the instructional delivery of all teachers. District and school leadership should frequently monitor implementation and impact on student achievement, should disaggregate data and should share results of data analysis with the staff for the purpose of informing instructional practices.

District leadership should monitor school homework policies or practices to ensure that homework practices are a meaningful extension of classroom learning.

Resources:

Barr, R. & Parrett, W.H. (2007). *The Kids Left Behind: Catching Up the Underachieving Children of Poverty*. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9

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

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

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

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

Winebrenner, S. (1996). *Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students*. Minneapolis, MN: Free Spirit Publishing Inc.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, employee handbooks, examples of school to home communications, Implementation and Impact Checks, lesson plans/units of study, master school schedule, newspaper clippings/press releases, roster of teaching assignments, safe schools data reports, school communications plan, school council policies and bylaws, school mission, belief and vision statements, school Web pages, school/district safety plan, Interim Performance Report, No Child Left Behind Report, Explore Data, PLAN Data, ACT Data and

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

Performance Rating 2

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

District leadership has adopted policies designed to provide students with a safe, orderly and equitable learning environment. The district does not have a formal monitoring process in place. District leadership monitors through observation and conversation with school leadership. District leadership has not addressed safety issues at the high school (e.g., lack of locks on side doors of school building). The district has provided the high school with an additional assistant principal and surveillance cameras to help provide students with a secure learning environment. District safety policies and procedures are based on the Kentucky Center for Safe Schools Manual. Policies and procedures are not always school specific. The Board of Education has policies and procedures for grievances and appeals that can be found in the local collective bargaining document. The procedures for filing a grievance or appeal can be located by accessing the district policy and procedure manual on the district website. District leadership relies on surveys conducted by the Family Resource/Youth Service Center to provide information on the learning environment. The results of the surveys are shared with only the superintendent if there is an area of concern. District leadership evaluates the learning environments of schools through building observations.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

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 has not established a systemic process for monitoring continuous improvement in student achievement and growing the belief that all students can learn at high levels. The district has purchased some newspaper, radio, and television advertisements that promote Martin County's public schools. However, many stakeholders (e.g., community members, parents, staff and students) have expressed that the district does not promote high expectations for all students. District leadership does not have a protocol in place that provides schools the opportunity to share success in improving student learning. District leadership creates some opportunities for student success to be shared throughout the school year.

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

District leadership has verbally communicated to principals that all staff members should take responsibility for their role in student success and failure. District leadership has charged the building principal with the responsibility of conveying this message to teachers. District leadership expects building principals to review student data with staff. However, district leadership does not monitor to see if analysis of student data drives instructional changes in the classroom. Some staff members accept their role in student success or failures, while others blame student failures on outside barriers (e.g., poverty, lack of value of education, lack of parental involvement, lack of student accountability on Kentucky Core Content Test).

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

District leadership requires the high school to send home midterm and nine week progress reports generated through Infinite Campus. District leadership has communicated to school leadership that teachers should be entering grades regularly so that parents can access the parent portal component of Infinite Campus. District leadership has neither established a clear

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

expectation for how often grades should be entered into Infinite Campus nor is there a monitoring process in place. District leadership requires schools to host one parent teacher conference each semester. District leadership does not ensure school leadership informs parents on the student progress on the goals of the Individual Learning Plans.

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

District leadership does not conduct parent perception surveys to determine the image of the school system. Parents of special needs students occasionally receive the opportunity to complete surveys about special education services. District leadership (i.e., director of pupil personnel) collaborates with high school leadership to address the needs of students with truancy issues. In addition, the director of pupil personnel fosters and models building relationships between teachers and students.

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

District leadership has not developed an intentional communication plan to share information regarding the district and its schools with all stakeholders. District leadership maintains a district webpage but does not take full advantage of its capabilities as a means of communication. District leadership is using School Messenger system to share information with parents, but individual schools do not have access to the system as a means to communicate with parents. District leadership has verbally communicated the expectation of communicating with parents to school leadership, but a monitoring system is not in place. The superintendent occasionally attends meetings of local civic organizations (e.g., Kiwanis, Rotary) and provides a district overview. The superintendent has regular communication with the elected officials and members of the business community.

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

District leadership does not implement programs to reduce the impact of

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

socio-economic, physical, cultural and economic factors on learning. The district has collaborated with local businesses to improve district athletic facilities for the purpose of enhancing school pride. District leadership monitors the expenditures of funds for support programs (e.g., special education, Family Resource/Youth Service Centers, extended school services, title I) for compliance. District leadership does not monitor to see how these services effect student achievement. District leadership has provided the high school staff with additional technology resources (e.g., Ipod mobile lab, math lab, smartboards, document cameras) to help improve instruction. District leadership and school leadership have developed partnerships with local government and business owners. These partnerships have provided the high school with textbooks, lockers, athletic facilities, band equipment and a school marquee.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **1**

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

District leadership does not monitor academic, discipline and classroom management policies. District leadership does not monitor implementation or management of school council policies. Because there is no monitoring plan, schools are expected to monitor the implementation of classroom management, academic and discipline policies and procedures to ensure equitable application to all students. District leadership communicates a belief of high academic and behavioral expectations but does not play a collaborative role in promoting this culture for all stakeholders.

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

District leadership rarely involves teaching or non-teaching staff in the district decision making process. The comprehensive district improvement plan was developed without input from teaching and non-teaching staff.

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

District leadership does not monitor council policy to ensure there is an effective student/teacher ratio for meeting the needs of all students. District leadership does not work collaboratively with school leadership to develop a master schedule that maximizes strengths of specific teachers to help increase student achievement. District leadership considers teacher assignment a building level decision and does not provide guidance to school leadership. District leadership collaborates with school leadership on a limited basis to ensure that staff is assigned to meet the needs of individual students based on student data or teacher performance.

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

The district does not have a plan in place to regularly and equitably celebrate student academic success. In the past, students who scored proficient or distinguished on the Kentucky Core Content Test were recognized at a Board

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **1**

of Education meeting and received a letter from the superintendent. This recognition has not occurred for the spring 2010 test results. The Board of Education has identified marketing of student success as a priority; however, district leadership is not in compliance with board policy 01.45.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

District leadership and school leadership should collaboratively develop a comprehensive district communication plan. This plan should include procedures for providing educational information to all stakeholders. District leadership should consider assigning public relations and the creation of a comprehensive communication plan as an additional responsibility of an existing district employee. The goal of this plan should be to communicate a positive and inviting image of Martin County schools to students, staff, parents and community members. The plan should establish guidelines for communicating regular recognition of students, staff and administrators successes. The plan should establish guidelines to establish frequent and meaningful communications to parents about student progress in order to increase student achievement and parental involvement. Multiple forms of communication (e.g., electronic, print media, Message System) should be used to distribute information about the district and schools.

District leadership should collaborate with school leadership and staff to build a culture of high academic and behavior expectations for all students. District leadership should emphasize the urgency to increase student achievement for all students, especially those at the high school. District leadership should collaborate with school leadership to make sure student needs are matched to teacher strengths when developing master schedules.

District leadership should engage all stakeholders in discussions about the characteristics of high performing schools and develop a district plan that moves all students towards proficiency. District and school leadership should implement and continuously monitor the plan to ensure timely results.

District leadership should communicate to all staff the expectation that they are personally responsible for student academic success or failure. The district should provide staff time to analyze student data, classroom instructional practices, nurturing and caring relationships with students and increased student achievements. District and school leadership should frequently monitor classroom instruction to assess its impact on student achievement. District leadership should investigate family and community involvement strategies and activities that are proven to be successful in other school districts serving a large number of students from low socio-economic populations.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, documentation of parent contacts, Extended School Services Schedule, Family Resource Youth Services Center documentation, policies and procedures on access to student records, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school Web pages, school/district safety plan, student/parent/staff handbooks, volunteer schedule and Working Conditions Survey results

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

Performance Rating 2

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

District leadership does not actively solicit representation from all stakeholder groups in the implementation of programs that would promote services for all students. Partnerships with some community members (e.g., Booth Energy, Inez Deposit Bank, American Grill, Appalachian Wireless) provide financial assistance to the district. District leadership does address some budgetary matters for support programs (i.e., Family Resource/Youth Service Center) that facilitate interaction between teachers and families, but does not monitor or evaluate the effectiveness of these programs. District leadership regularly monitors daily attendance at the high school. Strategies are in place to address the dropout rate. District leadership rarely partners with community leaders and families to achieve dropout reduction. Parents are rarely involved in analyzing issues facing the district.

- 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).

High school students have access to Extended School Services (ESS) two days a week. District leadership provides bus transportation after school to

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

enable students to participate. District leadership monitors the number of students who participate in ESS, but does not assess the impact of the program. District leadership has provided the high school with technology (e.g., laptops, computer labs, Ipods, smartboards) to assist with classroom instruction. District leadership expects school leadership to ensure that all students have access to the common academic core. However, district leadership does not monitor to ensure this access for all students. District leadership administers the funding of number of grants (e.g., UNITE grant, Jobs for Kentucky Graduates) but does not monitor the implementation to ensure they effectively support student learning.

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

District leadership provides access to learning opportunities (e.g., job shadowing, Community Based Transition Program, Jobs For Kentucky Graduates) for some students at the high school. The Family Resource/Youth Service Center has formed partnerships (e.g., Whole Foods, Mountain Comprehensive Care, Children Inc.) that have enabled them to provide a number of services (e.g., Empowered, Dress for Success, Mock Interviews, Project Interview) to reduce barriers to student learning. However, district leadership does not monitor these services to determine their impact on student learning. District leadership does not coordinate support programs to eliminate gaps and overlaps in services. District leadership relies upon school leadership to match students' needs with teacher strengths in the assignment of students to classes. District leadership has a referral process for identifying students with specific learning needs. District leadership does not ensure that teachers understand the impact of cultural differences on learning.

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

Some opportunities (e.g., credit recovery) for additional assistance are provided at the high school beyond the core curriculum, but district leadership does not monitor their impact on student achievement. To assist students who need additional help, some teachers tutor before and after school. A math tutor is available two days a week and Family Resource/Youth

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

Service Center coordinates volunteer tutors during the school day. There are support programs and services (e.g., extended school services, Family Resource/Youth Services Centers and school guidance programs) in place that focus on reducing barriers to student learning, but the programs are not routinely monitored by district leadership to determine their effectiveness. District leadership does not facilitate collaboration among support programs to eliminate gaps and overlaps on delivery of their services supporting student achievement.

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

The Martin County Board of Education has adopted student records policy (9.14) governing the maintenance and security of student records. Infinite Campus is used to support student record management in classrooms and offices. Individual learning plans are in place for middle and high school students. District leadership monitors the completion rate of Individual Learning Plans but does not ensure that all parents are aware of the process.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary of recommendations in: **Learning Environment**

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

District leadership should expand partnerships to include representation from all stakeholder groups (e.g., business leaders, community members, parents, students). Stakeholders should be active partners in identifying and addressing the needs of the students. Stakeholders should be recruited to serve on committees and become active partners in making decisions which affect student achievement.

District leadership should monitor all support programs to provide timely feedback, guidance and support to ensure that they have a positive impact on student achievement and ensure services are efficiently integrated.

Resources:

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

National PTA. (2004). National Standards for Parent/Community Involvement Programs. Chicago, IL:Author.

The Missing Piece

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of categorical program financial reports, certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, faculty meeting agenda, individual professional growth plans, needs assessment data, professional development records, professional resource materials, school council policies and bylaws, staff development agenda and Working Conditions Survey results

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

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 encourages professional growth for all certified staff and verbalizes the belief that professional development is an important agent in bringing about change in teacher practice that leads to increased student performance. District leadership supports this belief through the provision of a variety of resources (e.g., the addition of five professional learning days, district membership in the Kentucky Education Development Corporation, purchase of Classroom Assessments for Student Learning books for all teachers at the high school). The Board of Education policy (03.19) specifies district leadership is to provide assistance in helping each school plan high quality professional development. District leadership provides a few avenues for this professional development planning support at the school level through means of an annual survey of professional development needs of teachers in the district and involvement on the content network district team to plan professional learning activities for the five new professional learning days. District leadership has not established a continuous process for professional growth that meets the needs of all certified and classified staff in the district and has no systematic process in place to ensure every employee in the district participates in learning experiences that will enhance their ability to be successful in improving student achievement.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

Most professional development planning occurs at the school level with little formal collaboration with district leadership. School professional development planning is done on an annual basis. Some job embedded opportunities are made available to teachers through newly formed professional learning communities which foster continuous growth and help build instructional capacity with the staff. Most professional development activities lack continuity from year to year and seldom scaffold on previous training experiences.

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

Professional development priorities for the superintendent, district and school administrators are not always intentionally aligned with goals for student performance and targeted items for growth on individual professional growth plans. District leadership states an expectation, but does not ensure, that professional development activities for school certified staff have a clear connection to goals identified in the school improvement plan and targeted items for growth on the individual growth plans of teachers. The responsibility for professional development of the school staff rests primarily on school leadership with limited monitoring from district 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 leadership does not collaborate with school leadership to ensure alignment always occurs between actual professional development and school improvement plans. The current district improvement plan makes reference to professional development activities that make some connections to goals for student learning. The professional development plan for the high school outlines professional training priorities that are in alignment with goals in their comprehensive school improvement plan; however, the high school professional development plan is not clearly aligned to the actual professional development delivered to the staff.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

District leadership and district staff professional development activities are planned annually. Most activities lack intentional focus on continuous training. Limited job embedded professional development experiences (e.g., share outs concerning Senate Bill 1, Classroom Assessments for Student Learning discussions) take place at administrative staff meetings. However, most of this information centers around updating and reporting rather than acquisition of professional learning or instructional skills development that foster continuous growth and build instructional expertise in the district staff.

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

Professional development planning is conducted at the school level with limited help from district leadership. A systematic process is not in place at the district level to ensure professional development activities have a direct connection to the learning needs of all students, with an intentional focus on student populations with identified achievement gaps.

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

The Martin County Board of Education has adopted evaluation policy (03.18) to lay foundations for the evaluation of all certified personnel in the district. Procedures to accompany this policy are established in the certified evaluation plan approved by the Board of Education on August 11, 2009 (Board Order #31). This plan is pending approval by the Kentucky Department of Education. The last certified evaluation plan deemed to meet all state requirements for the evaluation of certified personnel was approved in 2001. District and school leadership fairly and consistently implement the plan as directed.

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

The Martin County Board of Education school budget and purchasing policy (02.4242) specifies professional development allocations to schools shall be based on Kentucky Administrative Regulations. District leadership meets

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

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

Performance Rating 2

policy requirements by appropriating professional development allocations to the schools based on average daily attendance. The district gives 100 percent of state appropriated professional development funds to the schools and does not retain the 35 percent at the district level allowable by law. District leadership has informal discussions with school leadership concerning professional development expenditures. District leadership does not have a formal system in place to assess if the expenditures are sufficient to have the intended impact on meeting the identified needs of all students.

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

The district improvement plan references the need for administrator professional development. However, specific strategies to address leadership needs are not always clearly identified. District and school administrators use Effective Instructional Leadership Act training as a resource for meeting instructional leadership needs.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Learning Environment**

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

Performance Rating **1**

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

District leadership provides minimal support to school leadership on the evaluation process for certified personnel. The district certified evaluation plan, approved by the Board of Education on August 11, 2009, has not been approved by the Kentucky Department of Education. District and school administrators implement an evaluation plan that requires observation and feedback but has limited effect on changing teacher practices to positively affect student achievement.

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

District leadership does not ensure teachers receive timely guidance from school leadership on areas of concern identified in formative evaluations. District leadership does not ensure school leadership monitors individual growth plans for compliance with the district certified evaluation plan.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary of recommendations in: **Learning Environment**

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

District leadership should ensure that all schools in the district develop and implement a multiyear, job embedded plan for professional development that tiers on previous training experiences and results in a high level of competence in the instructional staff. The plan should be reflective of goals for student achievement derived from an analysis of multiple sources of student achievement data and the individual growth needs of the staff. It should include opportunities for teachers to develop content knowledge, skills in research based delivery methods for instruction and leadership skill development. District leadership should develop a systematic process to monitor the implementation of professional development training in all classrooms and measure the impact on teacher practice and student performance.

District leadership should ensure the certified evaluation plan is approved by the Kentucky Department of Education.

District leadership should capitalize on the value of the certified evaluation process by establishing a protocol for monitoring the implementation of the plan to ensure adequate feedback and support structures are in place to improve teacher practices and increase student achievement in the district.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of categorical program financial reports, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district budget and allocations, district personnel evaluation system and documentation of implementation, district technology plan, employee handbooks, individual professional growth plans, Kentucky's Core Content for Assessment, newspaper clippings/press releases, organizational charts, samples of written correspondence to staff/stakeholders, school budget and allocations, Interim Performance Report and No Child Left Behind Report

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

Performance Rating 3

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

All district administrators and school principals have a collaboratively developed individual professional growth plan based on Interstate School Leadership Licensure Consortium Standards. Targeted areas for growth on the individual professional growth plans of administrators are in alignment with goals for student achievement identified in the district or school improvement plan. Administrators' individual growth plans are annually reviewed for implementation or warranted revisions.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The superintendent has shared his vision for Martin County Public Schools with the Board of Education and some district staff members. This vision statement, "Every Student Proficient and Prepared for Success," is communicated verbally to some stakeholders, but representation from the district's stakeholder groups were not involved or solicited for input in the development of the vision and future direction of the Martin County Public Schools. The vision statement is not displayed in the district office, schools, written communications or district documents. This vision is not intentionally used to drive district improvement decisions.

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

District leadership and Board of Education are not in compliance with board policies ([01.45] board meeting agenda and [02.44] assessment of student progress). The Board of Education receives some reports from district and school leadership on academic progress of the district and schools, but these reports are not requested or submitted to the Board of Education on a regular basis. The inconsistencies in the format in which these reports are presented do not produce reliable data for decision making. District leadership collaborates with school leadership in the selection and implementation of some strategies for improving student achievement. However, as a result of the lack of monitoring and accountability, the impact of these strategies on staff performance and student achievement is not effectively determined.

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 conducts an annual review of disaggregated student performance data from the No Child Left Behind and Kentucky Interim Performance Reports. The results are used to compare student performance and to identify some achievement gaps between student population groups. The results are shared with the Board of Education and are incorporated into the comprehensive district improvement plan. Some of this data is used to

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

determine the action components for district and school improvement with an intentional focus on the elimination of some achievement gaps within the student population. District leadership personnel assigned as liaisons between schools and district office conduct informal discussions with school leadership for the purpose of alignment of district and school improvement plans. Due to the lack of monitoring from district leadership, this process has not produced comprehensive district and school improvements plans that yield the intended impact on classroom practices and student achievement.

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

District leadership provides district and school staff access to Kentucky's current curriculum documents. District leadership has initiated, but not fully implemented, a process to deconstruct the Kentucky Academic Core Standards in reading and math. District leadership is using professional learning days to provide teachers the opportunity to be trained on how to implement the curriculum documents.

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

The Board of Education has not adopted policies that specifically address the effective and efficient use of instructional time. However, at the July annual principals' meeting, the superintendent communicates to principals and district leadership his expectation that instructional time is to be protected and managed at the classroom level. Bell to bell instruction and learning is expected. Procedures are in place in most schools to protect instructional time although no formal district plan or policy exists. District and school leadership monitors the effective use of instructional time by walkthroughs and during the district personnel evaluation process. Some data is collected, but there is not a formal process to ensure the analysis of data is used to improve instructional practices.

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

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

continuous school improvement.

The Martin County Board of Education provides schools adequate fiscal and human resources to meet the individual learning needs of students. Additional resources are provided to the high school above the standard school council allocation formula. (e.g., assistant principal, staff, technology). As a result of the design of the current district instructional and organizational infrastructure, district leadership is not effectively and efficiently monitoring and managing district resources to ensure their intended impact on instructional practices and student performance. District personnel do not have a clear understanding of their roles and responsibilities for improving student performance. In most cases, they see their role as that of providing resources instead of sharing in the responsibility of ensuring that the individual learning needs of students are met and that student performance meets federal, state and local standards.

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 adopted policies designed to provide students with a safe, orderly and equitable learning environment; however the district does not have a formal monitoring process in place to ensure policies are fully implemented. District safety policies and procedures are based on the Kentucky Center for Safe Schools Manual. District leadership ensures that school councils have a safety plan, but the plans are not always school specific. Procedures are in place to monitor building access procedures and conditions at each school. District leadership only notifies school leadership if security risks (i.e., lack of locks on high school side doors) are observed. Safety issues are not always corrected in a timely manner.

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

The district organization chart identifies one person responsible for oversight of the district's school councils. District leadership personnel serve as liaison between the school and central office. They are charged with the responsibility to attend school council meetings and to ensure that school

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

councils are in compliance with Kentucky Revised Statutes, Board of Education policies and administrative procedures; however, district leadership has not fulfilled this responsibility. Some collaboration occurs between district leadership and school councils, but district leadership fails to provide oversight that ensures that resources are used effectively and efficiently to improve student achievement. District leadership functions in a reactive role instead of being proactive in partnering with school staff to ensure that the learning goals for all students are met and lead to proficient performance.

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

District leadership does not provide the oversight needed to ensure school councils are in compliance with Kentucky Revised Statutes, Board of Education policies and administrative procedures. The roles and responsibilities of the district personnel are not clearly communicated, and this results in inconsistencies in this initiative. District leadership is not held accountable for their roles in improving student achievement. District leadership has not ensured that the high school council focuses on providing infrastructure that will ensure proficiency in student academic performance.

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

The superintendent expects all principals to be accountable for student achievement. However, the superintendent has not ensured the district improvement plan is a viable plan that will lead students to proficiency. The existing improvement plan is not written in a format that can be monitored to ensure implementation and measured for impact on instructional practices and student achievement. The superintendent effectively uses evaluation protocol and professional growth plans to address leadership skills, but the existing organization structure is not effective or efficient in providing the infrastructure required to lead to proficiency in student performance at the high school. Some district leadership cannot articulate their roles and responsibilities that are identified on the school district's organizational chart. Central office staff is not always sure of their administrative assignment and what their assigned responsibilities encompass. The superintendent has not

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

ensured that administrators' leadership strengths are aligned with assigned responsibilities. District leadership is performing many tasks that can be effectively performed by existing classified personnel. The superintendent acts in a timely manner when corrective action is needed; however, the superintendent did not lead the staff in implementing the recommendations from the scholastic audit (2007). Lack of implementation of the audit recommendations has resulted in declining student academic performance in some student population groups and an environment of low expectations. The high school has been identified as a persistently low performing school. Parent and community involvement is not actively or vigorously solicited. The superintendent has developed partnerships with local government and business community.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The superintendent should plan and facilitate a meeting of all stakeholders to discuss the future direction of Martin County Schools. The purpose of this meeting will be to share his vision and solicit input from a representation of all stakeholders in the development of a strategic plan that will lead to all students reaching proficiency.

The superintendent should review all district leadership assignments and match responsibilities with leadership strengths. The superintendent should ensure that district leadership staff understand and accept their roles and are held accountable for student success and failure.

The superintendent should establish a data management system and set the expectation that all decisions concerning student achievement are data driven.

Resources:

Preuss, P. G. (2003). School Leader's Guide to Root Cause Analysis. Larchmont, NY: Eye on Education.

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

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 8 School Organization and Fiscal Resources

Findings For This Standard Are Based On:

Review of categorical program financial reports, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), Implementation and Impact Checks, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Local Educator Assignment Data Report (LEAD), master school schedule, needs assessment data, organizational charts, professional development records, roster of teaching assignments, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school procedures manual, staff development agenda, student handbook, student/teacher ratio and Working Conditions Survey results

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

Observations of outdoor areas, Interim Performance Report and No Child Left Behind Report

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 considers the organization of the school and the structure of programs the responsibility of the principal and school council. District leadership has informal discussions with the school leadership that include organizational structure and function but does not monitor to ensure that all resources are used to effectively meet the learning needs of all students and instructional needs of school staff. District leadership does not intentionally monitor the organizational structures that may impede student achievement. Individual responsibilities of district leadership are not clearly communicated and monitored to ensure they are actively supporting the needs of instructional staff and the learning needs of students.

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

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

District leadership expects school leadership to ensure sufficient core curriculum courses are provided to all students. However, district leadership does not have a formal procedure to ensure all students have access to the entire curriculum. District leadership does not monitor the high school master schedule to confirm all students enroll in the core curriculum. District leadership ensures the allocation formula for school councils meets state requirements of student to teacher ratios (KRS 157.360). There is no clear district process to ensure master schedule offerings are sufficient to meet needs of all students and to achieve the school improvement goals.

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

The school district's staffing allocation formula meets cap size established by KRS 157.360. There is a district process for councils to submit requests for additional staffing allocations for the next year. Staffing requests are based on needs assessments. No formal process exists to ensure district leadership actively collaborates with school leaders to ensure all staff assignments are based on learning needs of all students.

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

District leadership has not ensured all schools have a policy that clearly states a process for protecting instructional time. District leadership conducts some walkthroughs to monitor and analyze organizational practices (e.g., bell to bell instruction, limited classroom interruptions, positive behavior system) to ensure allocated time is used for maximum student learning.

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

District leadership has provided districtwide professional development for the purpose of establishing functional professional learning communities in each school. The high school has a seven period day master schedule which

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

provides a common planning period for vertical planning in core content areas. These teacher teams are able to focus on objectives found in the school improvement plan. Horizontal team planning is functional at the elementary and middle schools. District leadership provides collaborative assistance to school professional learning communities through the curriculum networks system. District leadership provides limited assistance to schools in development of master schedules that provide for system intervention and content based professional learning communities. Functioning teams submit agendas and minutes to school leadership.

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

District leadership collaborates with school leadership to ensure each school schedule provides sufficient instructional minutes in compliance with Kentucky Revised Statutes. District leadership conducts some team walkthroughs that focus on effective research based strategies; however, district leadership does not monitor the impact of these strategies on student achievement to accomplish the mission of the schools. District leadership provides limited assistance to the high school in developing or implementing a master schedule that meets the needs of all students.

- 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 Martin County Board of Education policy (02.4242) defines the process that guides the allocation of all council funds. District leadership follows policy to guide school councils in adopting a budget based on needs assessment. District leadership does not intentionally monitor and review the budget throughout the year to ensure allocated resources have the intended impact on student achievement. District leadership neither has a consistent process to analyze council expenditure and monitor connections to the school improvement plan, nor do they make monthly reports to the board.

- 8.2b The school/district budget reflects decisions made about discretionary funds

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

District leadership has an informal process for schools to request allocation of discretionary funds for additional support. School requests are expected to be supported by needs assessment and require a plan with appropriate data. Funding allocations are not consistently connected to school improvement plan objectives and priority student learning needs. District leadership does not monitor to ensure allocated resources are aligned to the school improvement plan and are having the intended impact on student achievement of consistently low performing schools.

- 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.

Superintendent prepares a draft budget based on the priority needs identified in district and school improvement plans. This draft budget is presented to the Board of Education for approval. School board members do not often ask questions about how the expenditures are connected to the improvement plans. School board members depend on superintendent assurances. District leadership does not regularly monitor school budgets and report to the school board with evidence that priority needs have the intended impact on student achievement, especially at consistently low performing schools.

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

District leadership allocates categorical funds in accordance with program guidelines supporting student learning needs identified through demographic data sources(e.g., free and reduced lunch, special needs students) District leadership monitors and evaluates the effectiveness of categorical programs in compliance with mandated program regulations. District leadership does not consistently evaluate the impact that these programs have on closing achievement gaps and meeting the academic needs of students. District leadership does not consistently integrate categorical funds with intent to

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

increase instructional capacity and to advance student learning.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

District leadership should require school leadership to monitor expenditures, ensure connection to identified objectives and evaluate the instructional impact on student achievement. District leadership should require all requests for additional staff or funds be supported by data and be essential for meeting student achievement goals. The Board of Education should require regular updates, with supporting evidence, to monitor progress of student achievement.

District leadership should lead the school district toward a vision of transparent accountability. District leadership should establish a system of using data to help teachers identify instructional needs of all students and implement appropriate response to intervention strategies to meet individual needs of students. District leadership should provide all staff members with professional development that will ensure assessment literacy. District leadership should provide continuing support for fully functioning professional learning communities in all schools. District leadership should establish a professional learning community model that focuses on teacher collaboration and using data to drive instruction.

District leadership should develop a formal monitoring process to ensure that school expenditures are connected to action plans identifying achievement gaps and addressing issues to move students to proficiency.

Resources:

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

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

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.

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

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district technology plan, Implementation and Impact Checks, lesson plans/units of study, master school schedule, needs assessment data, organizational charts, professional development records, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school Web pages, Interim Performance Report, No Child Left Behind Report, PLC Agenda and Working Conditions Survey results

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

Performance Rating 2

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

The district mission statement was developed several years ago with some input from stakeholders but has not been revisited or updated. Belief statements have not been developed. The superintendent has articulated his vision "Every Student Proficient and Prepared for Success" with the Board of Education and some stakeholders. Stakeholders were not involved in the development of the district vision.

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

District leadership reviews student performance data from state assessments (e.g., Interim Performance Report, No Child Left Behind and Educational Planning Assessment System reports) but rarely collaborates with school leadership in analysis of the data for the purpose of improving student achievement. District leadership uses limited performance data beyond state assessment in the development of the current district improvement plan. A comprehensive analysis of classroom assessments and individual student work is not used to develop goals, priority needs and actions steps for the district improvement plan. Public input from all stakeholder groups was not

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

solicited for the purpose of determining district goals and strategies for improving student learning.

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

District leadership collects and reviews annual assessment data (e.g., Interim Performance Report, No Child Left Behind and Educational Planning Assessment System reports) to identify needs and develop some district improvement plan goals and activities to improve student learning. However, district leadership uses limited school and district trend data to identify needs when planning for district improvement. District leadership does not solicit input from perception surveys in the district improvement planning process.

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

District leadership conducted limited review of educational research to guide the development of goals and objectives for the district improvement plan. Although researched programs (e.g., Measures of Academic Progress, professional learning communities, Classroom Assessment for Student Learning) are being implemented across the district, district leadership does not effectively monitor the impact of these programs on student achievement as it relates to district improvement goals.

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

District leadership makes limited use of disaggregated student data from the Kentucky Core Content Test and No Child Left Behind report to identify students whose learning needs are not being met (e.g., students with disabilities, free and reduced lunch students) and to set goals, prioritize resources and plan activities to address these student needs. Strategies that address the needs of these targeted subgroups are not clearly defined within the district improvement plan and are not based on measureable goals and benchmarks.

9.3c The desired results for student learning are defined.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

District leadership has stated desired results for student achievement in the district improvement plan. However, not all goals identified in the plan are specific and measurable. District leadership has not developed a monitoring process for the plan that includes benchmarks to continuously monitor student growth.

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

District leadership collects and examines some student performance data to determine strengths and needs of both instructional and organizational effectiveness. Walkthrough results are communicated informally with school leadership. District leadership conducts limited walkthroughs that identify strengths and weaknesses of classroom instruction and program fidelity.

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

District improvement goals are neither clearly stated nor focused on instructional and organizational effectiveness. District leadership provides limited active support to school leadership in setting specific, measurable goals focused on building capacity for instructional and organizational effectiveness.

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

The district and school improvement plans may have an impact on targeted groups (e.g., students with disabilities, free and reduced lunch students) but the focus is not intentional in closing the achievement gaps of these targeted populations. The action components are designed to have an impact on the targeted groups, but they are not always written in measurable terms with benchmarks for student progress identified in the plans. District and school leadership collaborated to align the goals, objectives and activities of the district and school improvement plans. Some of the activities are research based; however, a monitoring process is not in place to ensure that these intentionally support district needs.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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

District improvement plan identifies timelines for each action component, but they include two year parameters for implementation and may result in the lack of immediate impact on student performance. Funding resources are identified to provide adequate support for both district and school initiatives. District improvement plan identifies the individual responsible for ensuring the implementation of the activities in each action component as well as evaluating the impact that these activities have on improving student learning.

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

District leadership has not established a formal process to evaluate the effectiveness of both the district and school improvement plans. District leadership provides the local Board of Education with a review of the state assessment results annually. District leadership does not have a formal protocol in place to monitor the implementation and impact of the improvement plans. As a result of no formal protocol, student progress is not continuously reported to the Board of Education. Board of Education agendas reflect a standing item for school reports. However, these reports do not always occur or reflect progress on the implementation and impact of the improvement plans as it relates to student progress and closing achievement gaps.

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

Some action components are partially aligned with the district's mission and vision for student achievement. Action components in the district improvement plan are designed to address desired outcomes, but the components are not always written in clear, measureable terms that produce expected results.

- 9.6a The plan is implemented as developed.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

District leadership provides limited direction and support for the effective implementation of the district and school improvement plans. Meaningful and specific feedback between district and school leadership for the purpose of effective implementation of district and school improvement goals, strategies and activities is not adequate to ensure effective implementation and impact on student achievement. All district staff members were not involved in the development of the district improvement plan. District leadership has not ensured all stakeholders are aware of the plan.

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

District leadership evaluates the completion of goals and objectives in the district plan on an annual basis only. The basis for evaluation is the state assessment. District leadership does not have a protocol in place for implementation and impact checks to evaluate the impact the activities are having on student achievement in regular intervals throughout the school year. District leadership informally monitors the progress the school is making toward the goals and objectives through discussions with school leadership; however, these informal discussions do not always provide reliable data to evaluate the school's progress toward these goals.

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

District leadership collects limited data to review student performance over time. District leadership conducts classroom walkthroughs at the high school. Feedback from these walkthroughs is often shared informally and is not always used at the school level to make meaningful changes at the classroom level. The district's current system of communication does not effectively provide appropriate feedback at regular intervals throughout the school year to all school leadership and classroom teachers.

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

District leadership conducts an annual review of the improvement plan; however, there is not a systematic ongoing process in place to review the

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

goals, analyze the plan and make revisions throughout the school year.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

District and school leadership should develop a clear consistent method for evaluating and monitoring the district improvement plan on a frequent basis. All stakeholders should be aware of the components and activities within the plan. The process for communicating progress or lack of progress toward the goals of the plan should be delivered in an intentional manner.

District and school leadership should assist planning committees in establishing benchmarks tied closely to priority needs. These benchmarks should be clearly stated, measurable and widely known by staff, students and community as well as reported to the Board of Education in regular meetings. The success or failure of the activity should drive the review and revision of the plan throughout the school year.

Resources:

Kaufman, R. A. & English, F. Mapping Educational Success Strategic Planning for School Administrators.

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

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

Summary of Next Steps:

District leadership, with a sense of urgency, should outline and ensure clear and specific expectations for instructional delivery of all teachers. The success or failure of the activities should drive the review and revision of the plan throughout the school year. District and school leadership should develop a clear consistent method for evaluating and monitoring the district improvement plan on a frequent basis. All stakeholders should be aware of the components and activities within the plan. The process for communicating progress or lack of progress towards the goals of the plan should be delivered in an intentional manner. District leadership should ensure that district improvement goals are clearly stated and are focused on the instructional and organizational effectiveness. District leadership should ensure that district and school improvement action steps have an impact on targeted groups (e.g., students with disabilities, free and reduced lunch students) with an intentional focus on closing the achievement gaps of these targeted populations.

District leadership should ensure effective use of assessment data to inform all classroom instruction for the purpose of improving student achievement. District leadership should ensure teachers receive job embedded training focused on analyzing student data to drive daily instructional practices. District leadership should ensure the professional development plan reflects goals for student achievement derived from an analysis of multiple sources of student achievement data. The superintendent should establish a data management system and set the expectation that all decisions concerning student achievement are data driven. District and school leadership should frequently monitor implementation and impact on student achievement, disaggregate data and share analysis results with the staff for the purpose of informing instructional practices.

The superintendent should review all district leadership assignments and match responsibilities with leadership strengths. The superintendent should ensure that district leadership staff understand and accept their roles and are held accountable for student success and failure. District leadership should provide active support to school leadership in setting specific, measureable goals focused on building capacity for instructional and organizational effectiveness.

The superintendent should plan and facilitate a meeting of all stakeholders to discuss the future direction of Martin County Schools. The purpose of this meeting should be to share his vision and solicit input from all stakeholders in the development of a strategic plan to reach proficiency. District leadership and school leadership should collaboratively develop a comprehensive district communication plan. This plan should include procedures for providing educational information to all stakeholders. District leadership should establish guidelines for communicating regularly recognition of students, staff and administrators successes. District leadership should ensure multiple forms of communication (e.g., electronic, print media, Message System) be used to distribute information about the district and schools.

District leadership should collaborate with school leadership and staff to build a culture of high academic and behavior expectations for all students. District leadership should emphasize the urgency to increase student achievement for all students, especially those at the high school. District leadership should communicate to all staff the expectation that they are personally responsible for student academic success or failure. District leadership should engage all stakeholders in discussions about the characteristics of high performing schools.

District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

In Conclusion:

The members of the Martin 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.

The Leadership Assessment Team has examined extensive evidence and arrived at the following conclusions:

District Authority:

District leadership does have the capacity and capability to manage the intervention of Sheldon Clark High School for the 2011-12 school year given the following conditions: (1) District leadership will develop a corrective action plan based on the results of the leadership assessment report and will submit plan to KDE for approval; (2) District leadership will implement the KDE approved corrective action plan with the assistance of a district coach provided by KDE; and (3) District leadership will monitor the progress of meeting annual goals and report progress to KDE.

Commissioner, Kentucky Department of Education:

_____ Date: _____

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

The district must submit an application to receive SIG 1003g funds.

The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).

The annual goals will be based on student achievement on the state assessments in both reading/language arts and mathematics.

Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals with a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

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

Superintendent, Martin County Schools

_____ Date: _____

District Leadership Assessment Summary Report

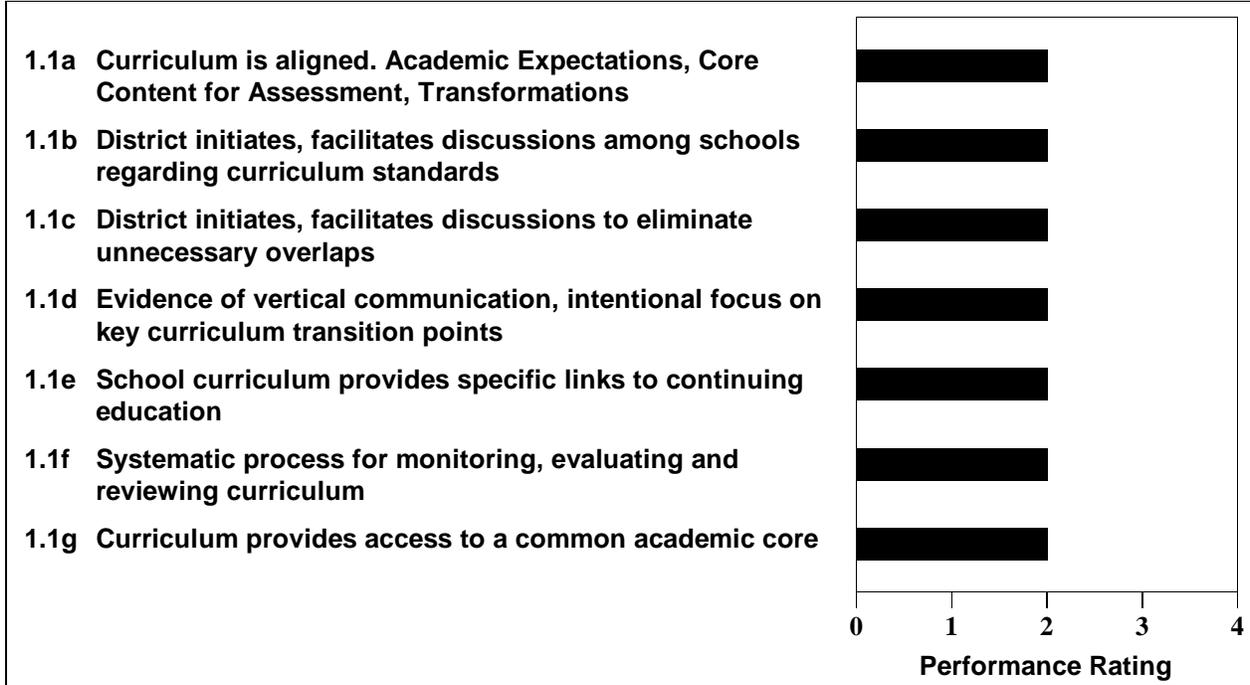
Martin County

School District

12/12/2010 - 12/17/2010

1.1 Curriculum

Academic Performance



District Leadership Assessment Summary Report

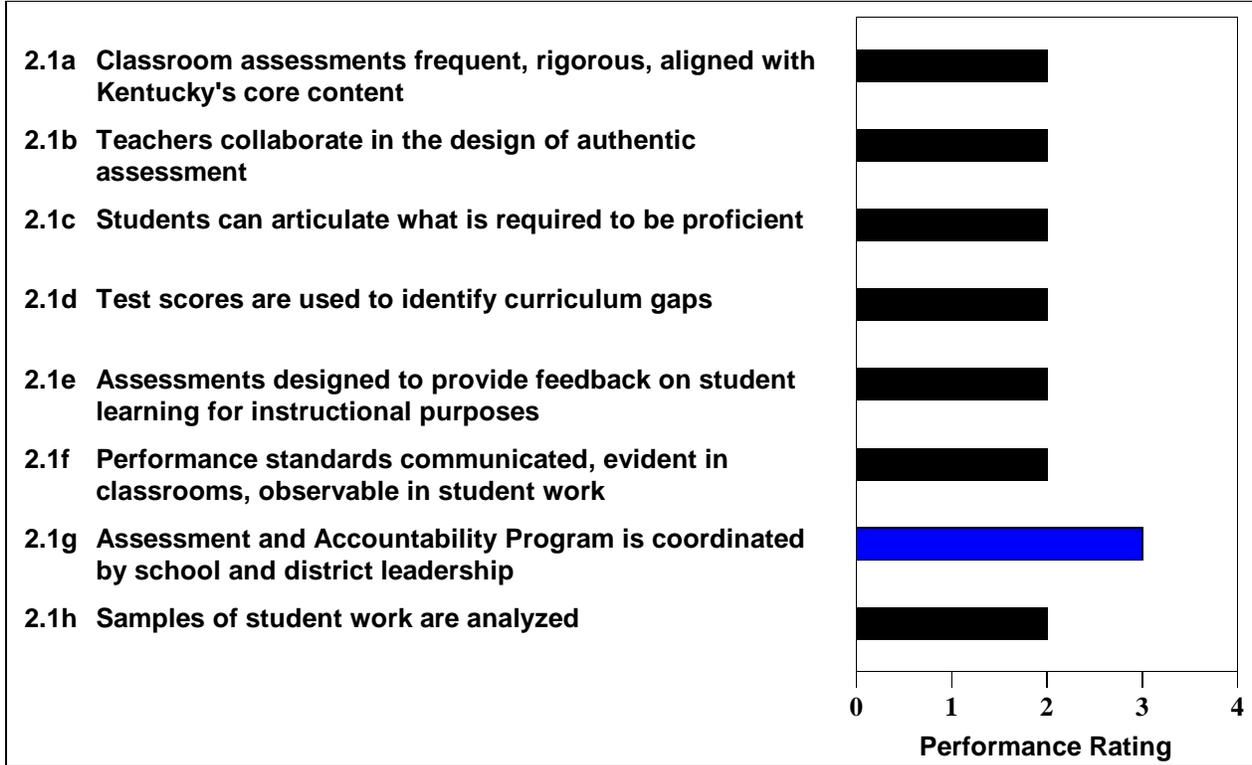
Martin County

School District

12/12/2010 - 12/17/2010

2.1 Classroom Evaluation/Assessment

Academic Performance



District Leadership Assessment Summary Report

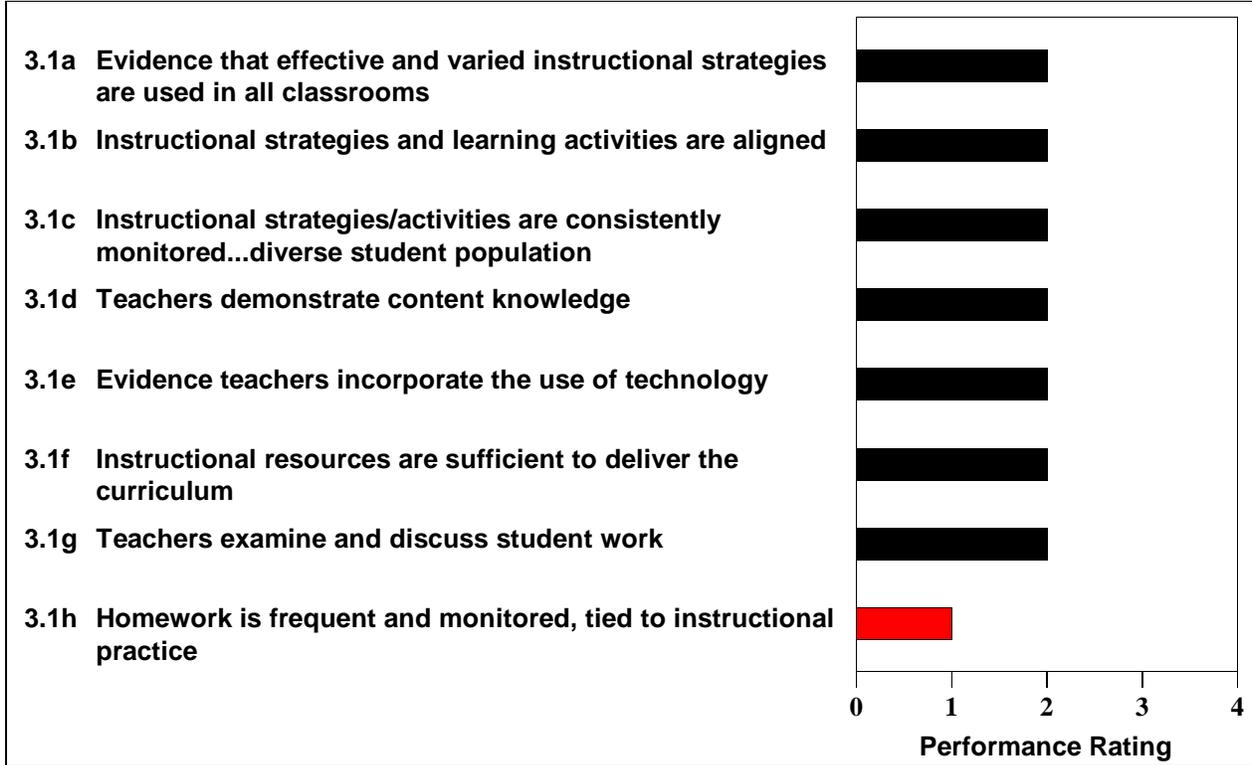
Martin County

School District

12/12/2010 - 12/17/2010

3.1 Instruction

Academic Performance



District Leadership Assessment Summary Report

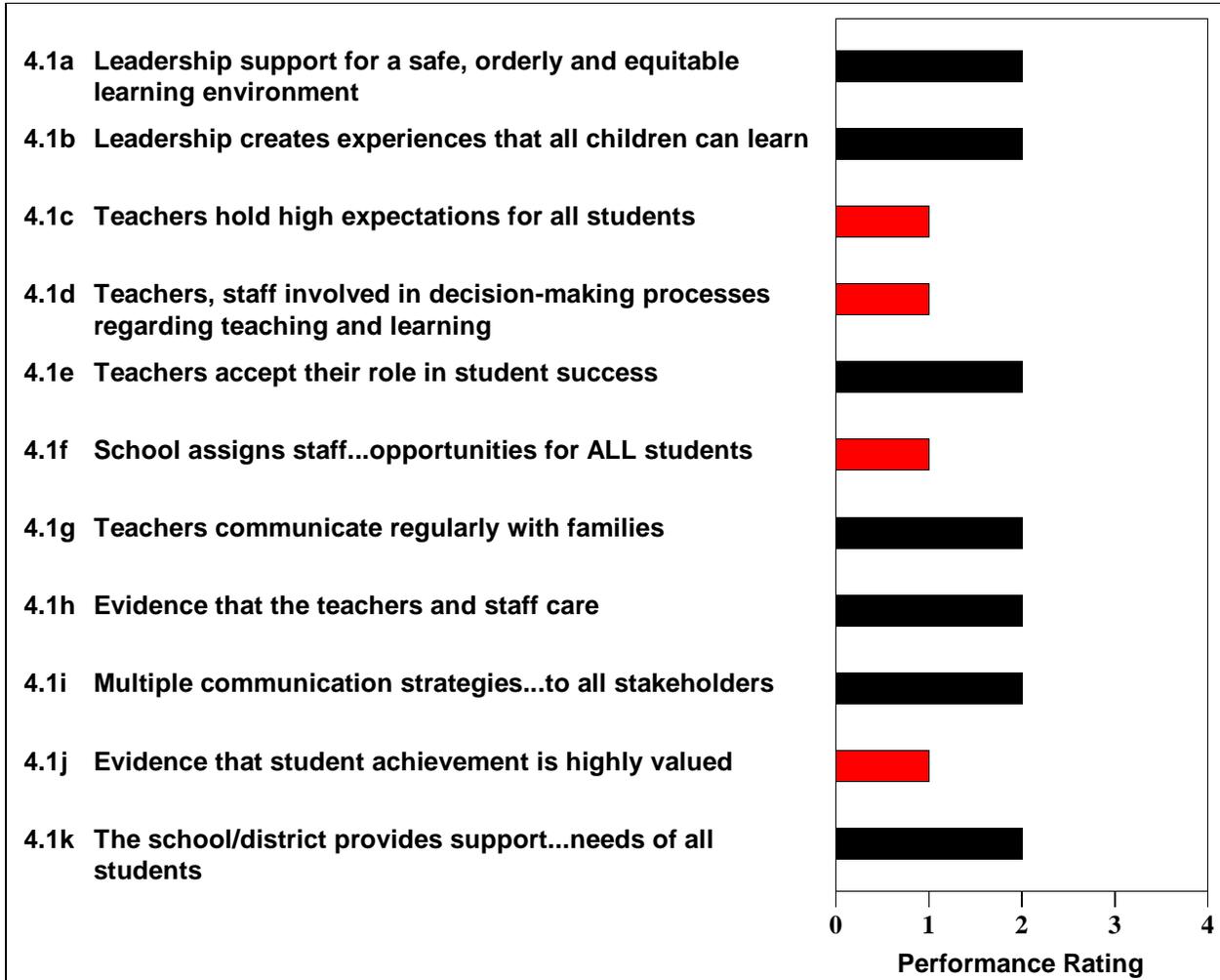
Martin County

School District

12/12/2010 - 12/17/2010

4.1 School Culture

Learning Environment



District Leadership Assessment Summary Report

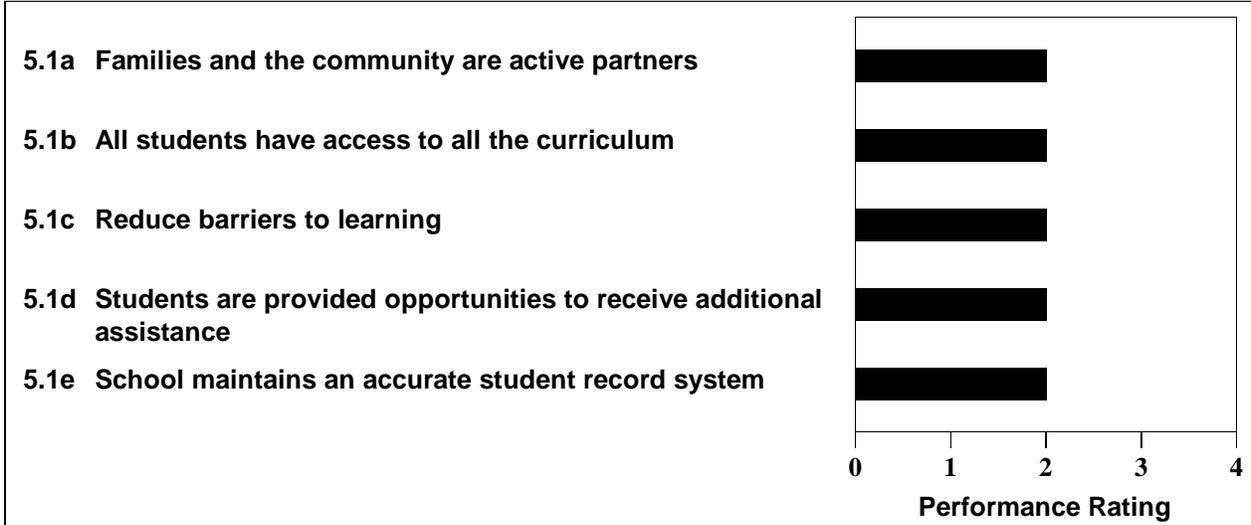
Martin County

School District

12/12/2010 - 12/17/2010

5.1 Student, Family and Community Support

Learning Environment



District Leadership Assessment Summary Report

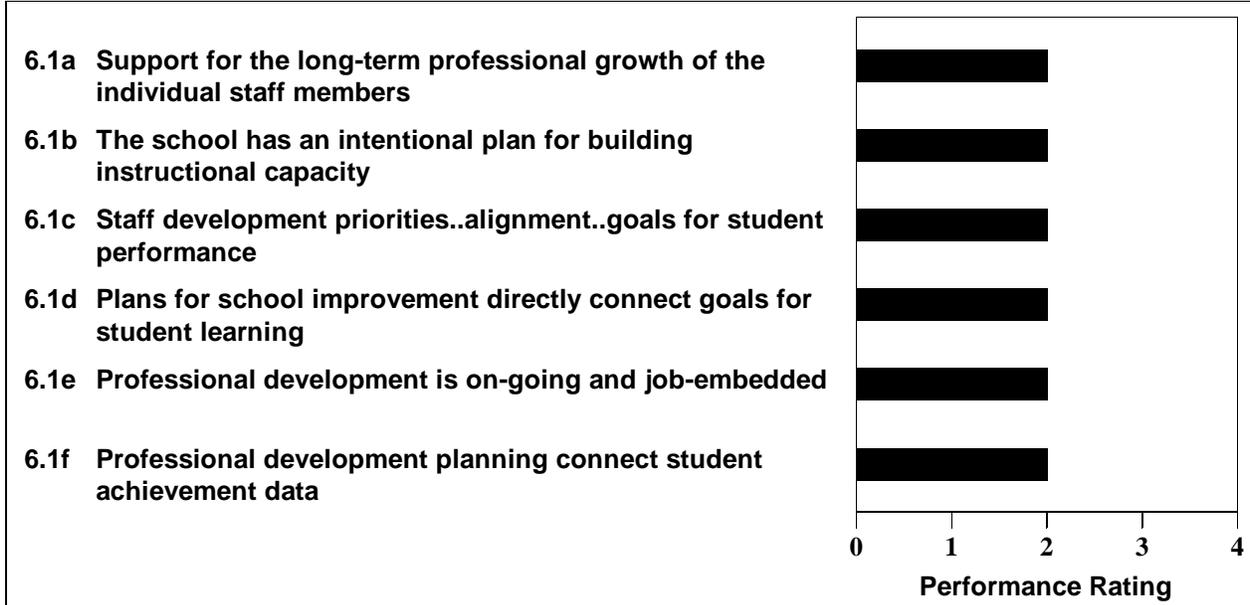
Martin County

School District

12/12/2010 - 12/17/2010

6.1 Professional Development

Learning Environment



District Leadership Assessment Summary Report

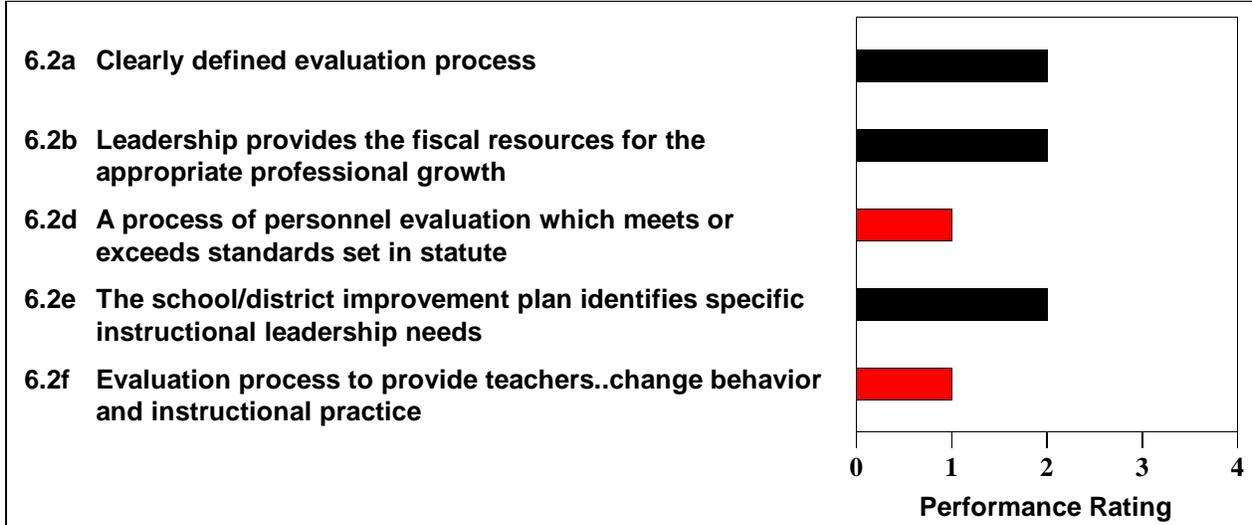
Martin County

School District

12/12/2010 - 12/17/2010

6.2 Professional Growth and Evaluation

Learning Environment



District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

7.1 Leadership

Efficiency



District Leadership Assessment Summary Report

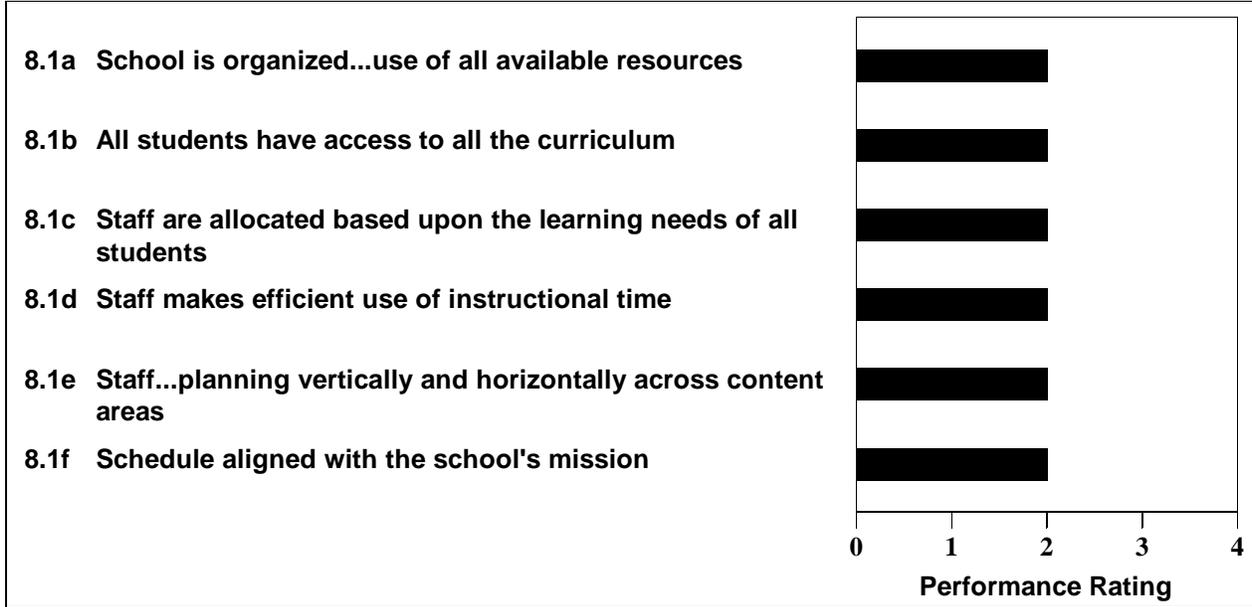
Martin County

School District

12/12/2010 - 12/17/2010

8.1 Organization of the School

Efficiency



District Leadership Assessment Summary Report

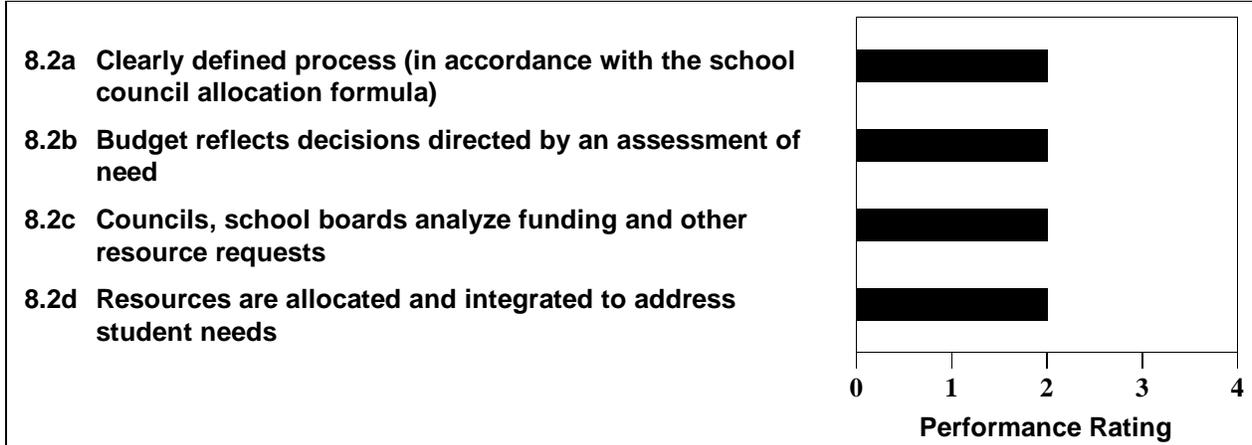
Martin County

School District

12/12/2010 - 12/17/2010

8.2 Resource Allocation and Integration

Efficiency



District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



District Leadership Assessment Summary Report

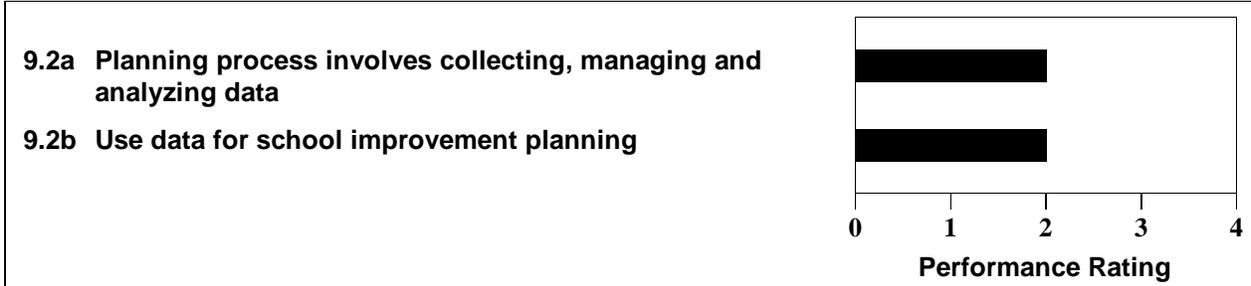
Martin County

School District

12/12/2010 - 12/17/2010

9.2 Development of the Profile

Efficiency



District Leadership Assessment Summary Report

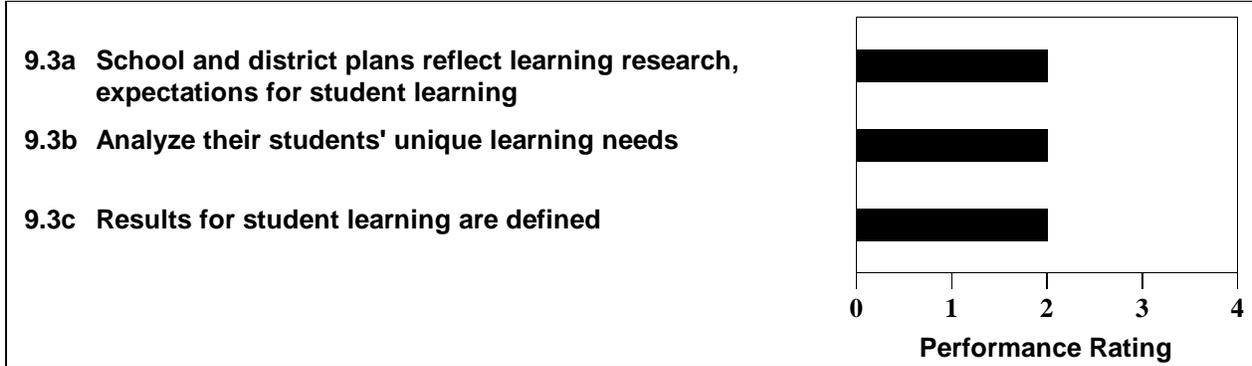
Martin County

School District

12/12/2010 - 12/17/2010

9.3 Defining Desired Results for Student Learning

Efficiency



District Leadership Assessment Summary Report

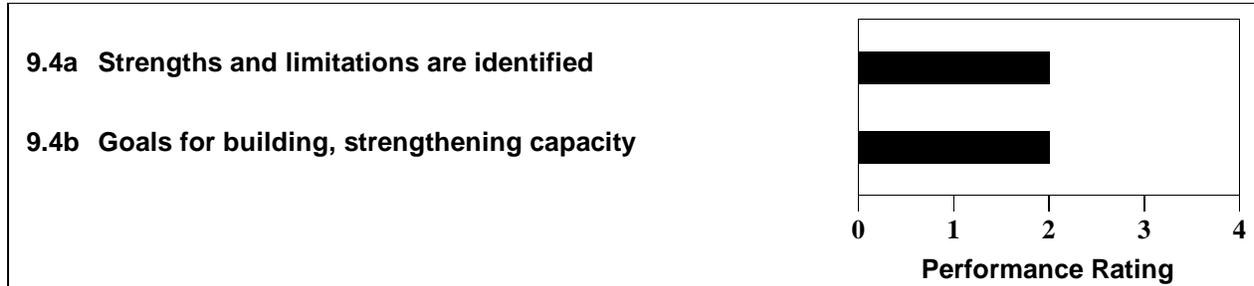
Martin County

School District

12/12/2010 - 12/17/2010

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



District Leadership Assessment Summary Report

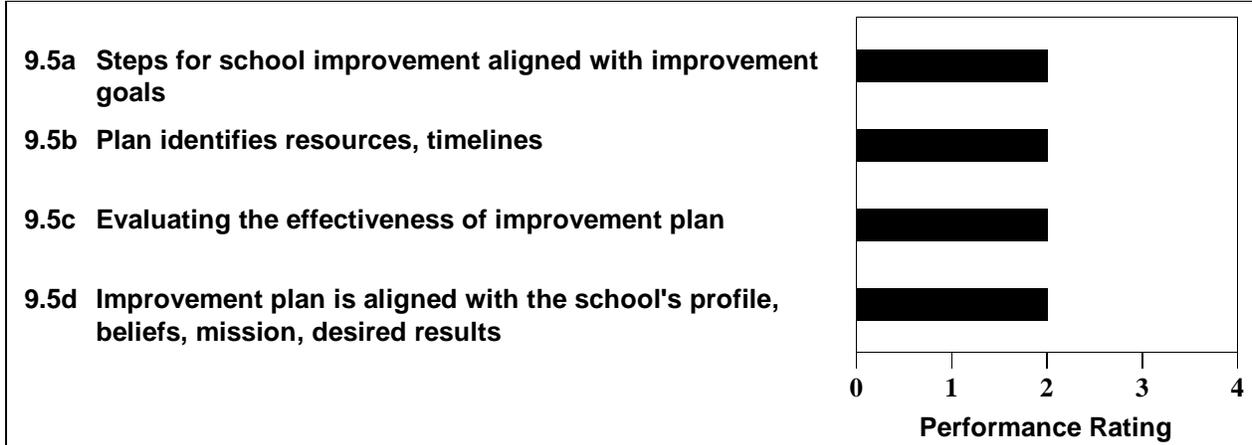
Martin County

School District

12/12/2010 - 12/17/2010

9.5 Development of the Improvement Plan

Efficiency



District Leadership Assessment Summary Report

Martin County

School District

12/12/2010 - 12/17/2010

9.6 Implementation and Documentation

Efficiency

