

Metcalfe County District Leadership Assessment Report



03/28/2010 - 04/02/2010



District Leadership Assessment Executive Summary

Metcalfe County School District

3/28/2010 - 4/2/2010

Patricia Hurt, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Metcalfe County School District during the period of 3/28/2010 - 4/2/2010. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	The superintendent seldom monitors and evaluates the impact of district leadership on school improvement.
Next Steps	The superintendent should closely examine the roles and responsibilities of each district level administrator. The superintendent should reorganize the district leadership team to ensure administrators are effective and serve as valuable resources to high school leadership.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	District leadership has not established systematic and effective district-wide planning processes.
Next Steps	District leadership should establish a systematic process to analyze multiple forms of data and use findings to develop a district improvement plan and a professional development plan to increase instructional capacity and student achievement. The process should encompass an examination of emerging data to drive decision-making regarding needed modifications and revisions to the district improvement and professional development plans. In addition, district leadership should hold high school leadership accountable for using this process to create and refine their school improvement and professional development plans.
District Action Steps to Overcoming Obstacles	

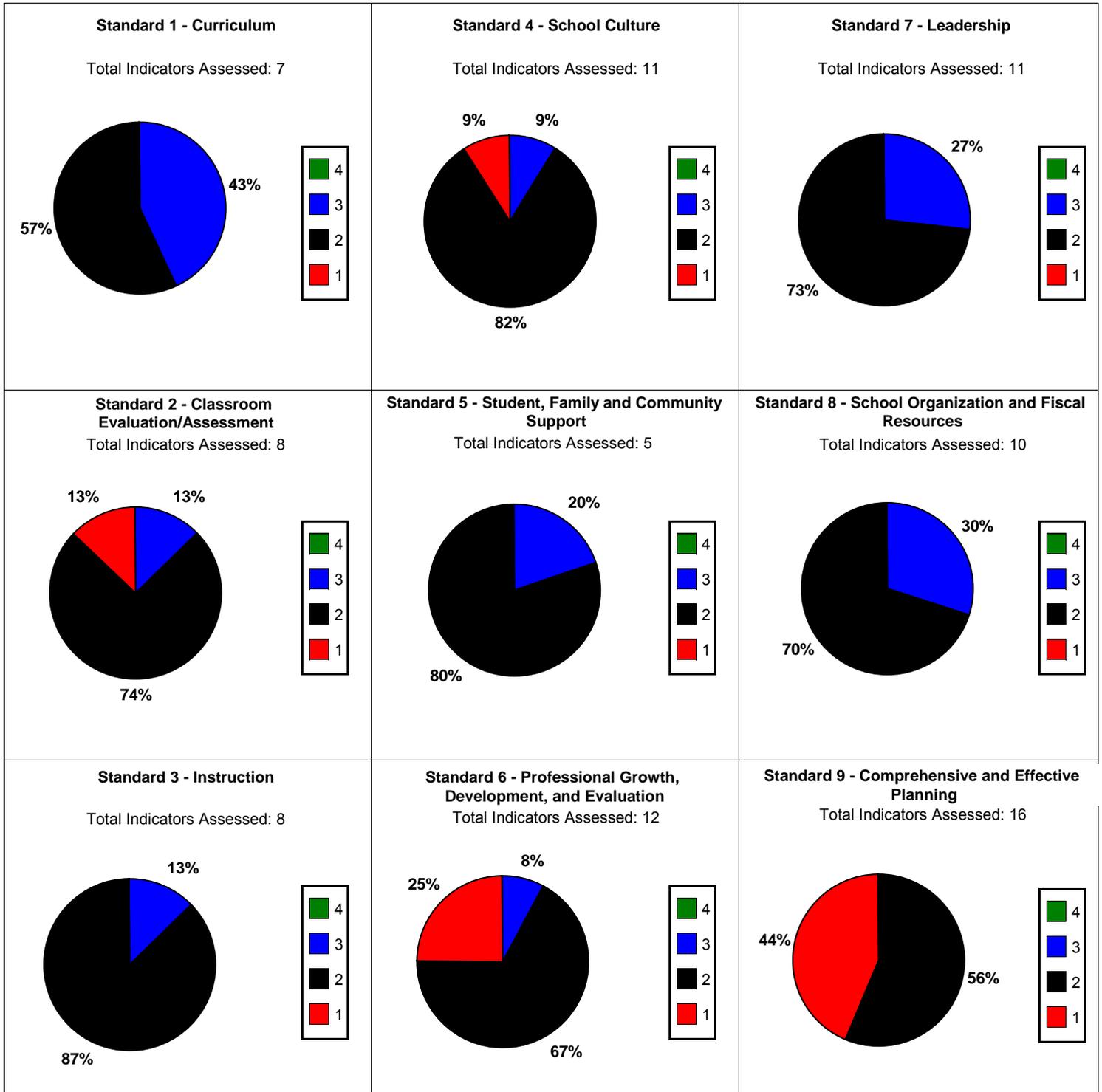
Timeline/Person Responsible	
3. Deficiency	District leadership lacks a systematic process for monitoring the effectiveness of the curriculum, instruction and assessment practices.
Next Steps	District leadership should establish a systematic process to monitor the curriculum. This process should include ongoing discussions among teachers within and across schools. The process should include ongoing data analysis to identify and eliminate gaps and unintentional repetitions in the curriculum. District leadership should hold school leadership accountable for monitoring the implemented curriculum. District leadership should collaborate with high school leadership to establish a systematic process to monitor instruction and assessment practices of teachers. District leadership should hold high school leadership accountable for providing meaningful feedback, follow-up and support to guide improvements in teacher professional practices.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	District leadership does not systematically monitor and evaluate the impact of programs and resources on student achievement.
Next Steps	District leadership should establish a systematic process to monitor expenditures, existing resources and programs to determine their impact on increasing school capacity. District leadership should hold school leadership accountable for implementing similar processes and for providing data to district leadership on findings. District and high school leadership should use findings from the evaluations to modify programs and resource allocations as needed to increase the instructional capacity of the high school.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	District leadership has not established a culture of high academic expectations for all students.
Next Steps	District leadership should collaborate with all stakeholders to identify how high performing schools with similar demographics remove barriers to learning and establish high academic expectations for all students. District leadership should hold all staff accountable for their role in student achievement.

District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Metcalfe 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 - Metcalfe 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>	<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>

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

Identify the implications of this report for stakeholders.

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

District Leadership Assessment Summary Report

Metcalfe County

School District

3/28/2010 - 4/2/2010

Introduction

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

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with school leadership [3], teachers (9), students (8), parents (4), central office certified staff members (9), central office support staff members (7), local Board of Education members [5] and the superintendent.

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

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

The chairperson of the team was Mike Hurt - District Administrator. The other team members were: Marilyn C. King - Teacher; Carol Ann Higdon - Building Administrator; Joy Stinnett Waldrop - District Administrator; Gayle H. Mills - Teacher; Patricia Ingram - Parent; Janet Lee Clark Hurt - District Administrator.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, faculty meeting agenda, Implementation and Impact Checks, Individual Learning Plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, perception survey results, rubrics, samples of classroom assessments, samples of student work products, school mission, belief and vision statements, school Web pages, student homework with teacher feedback, Student Performance Level Descriptors, student work and local Board of Education policies and procedures and meeting agendas and minutes

Interviews with central office staff, classified staff, counselor, district leadership, local board of education members, parents, principal, school council members, school leadership, students, superintendent and teachers

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

Performance Rating 3

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

District leadership has provided teachers with copies of the Academic Expectations, Kentucky Core Content for Assessment 4.1 and the Program of Studies for Kentucky schools; however, there is no district-wide aligned curriculum.

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

District leadership ensures that learning experiences and activities expose students to a variety of career options. The high school offers Advanced Placement courses. Dual credit classes are available through articulation agreements with Campbellsville University and Western Kentucky University. Career Options and College Readiness classes are offered to help students prepare for careers and college after high school. Cooperative Work Experience Education provides students with first-hand experiences at local businesses (e.g., Southern States, Burkman Feed, Cee Bee Food Store). A high school job coach helps junior and senior students with disabilities transition from school into the work force (e.g., Bob's Auto, Barnlot Theater,

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Standard 1 **Curriculum**

Performance Rating **3**

Pizza Hut, Metcalfe County Nursing Home). There is a process for developing Individual Learning Plans for sixth grade through twelfth grade students. District leadership monitors the implementation of Individual Learning Plans at monthly guidance meeting.

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

District and school leadership collaborated to establish a schedule organized by trimesters, to provide all students with access to the common academic core.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

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

District leadership facilitates horizontal grade level and vertical content area discussions through occasional district professional learning community meetings. Standard meeting agendas items include of lesson plan reviews, assessment reviews and curriculum discussions. District leadership does not ensure these meetings are used to make certain there is a seamless vertical and horizontal curriculum. District leadership does not facilitate on-going discussions between teachers at the middle school and high school to ensure curriculum scaffolding; rather, discussions are more focused on easing student social and emotional transition from middle to high school.

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

District leadership has recently facilitated a few discussions to eliminate unintentional repetitions and gaps in the curriculum. District leadership, however, has not established a continuous and systematic process to intentionally identify and eliminate gaps and unnecessary repetitions in the curriculum.

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

District leadership has not facilitated systematic and on-going discussions among teachers vertically to examine curriculum issues. District leadership, occasionally, facilitates discussions to plan for a smooth transition of students socially and emotionally; however, teachers rarely discuss vertical curricular transition points. Some high school teachers meet occasionally in departmental teams to review and discuss curricular issues to prevent overlaps and gaps.

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

The Board of Education has adopted a policy called Curriculum (#08.1), but the policy lacks a systematic plan for monitoring, evaluating or reviewing the

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

curriculum. The high school council has adopted a curriculum policy (#1.0), but school leadership has not established procedures to effectively address curricular issues. Although there are some discussions among district leadership and high school staff regarding the curriculum, the process is not systematic or intentional and rarely results in changes to the curriculum. District leadership has not established a curriculum committee to ensure that ongoing discussions occur and that curriculum issues are addressed.

District Leadership Assessment Summary Report

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3/28/2010 - 4/2/2010

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

District and school leadership should collaborate to establish a systematic process for developing a district-wide vertically and horizontally aligned curriculum anchored in all Kentucky standards. The alignment process should be ongoing and include an analysis of student assessment data to ensure that the aligned curriculum is of high quality, paced appropriately and revisited frequently. This process should include continuous monitoring and review of the curriculum using emerging data to ensure that gaps and unintentional repetitions are eliminated.

District Leadership Assessment Summary Report

Metcalfe County

School District

3/28/2010 - 4/2/2010

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, perception survey results, professional development records, protocols for analyzing student work, rubrics, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages, Student Performance Level Descriptors, student work and local Board of Education policies and procedures and local Board of Education meeting agendas and minutes

Interviews with central office staff, counselor, district leadership, local board of education members, parents, principal, school council members, school leadership, superintendent and teachers

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

Performance Rating 3

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

The district assessment coordinator provides annual training for building assessment coordinators on the administration and ethical procedures of the state assessment system. The district assessment coordinator ensures that testing materials are counted, distributed and secured. The district assessment coordinator maintains required training documentation. The Board of Education adopted a policy called Assessment (#08.222), requiring all staff members to adhere to state assessment guidelines.

District Leadership Assessment Summary Report

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

District leadership occasionally provides some feedback on teacher-designed assessments related to the depth of knowledge levels and the alignment to the Core Content for Assessment 4.1 during district facilitated professional learning communities; however, teachers primarily design assessments in isolation. District leadership encourages school leadership to require teachers to keep sample assessments and rubrics in binders. District leadership seldom monitors or reviews teacher binders to determine if assessments are rigorous, authentic and anchored in Kentucky curriculum standards. District leadership provides multiple assessment programs (e.g., Group Reading Assessment and Diagnostic Evaluation, Group Math Assessment and Diagnostic Evaluation, Accelerated Reader, Accelerated Math) to the high school, but district leadership fails to ensure that these tools are used. Recently, the high school began using the Think Link assessment to identify students who need academic intervention. District leadership does not ensure that the high school council has adopted a policy addressing continuous formative classroom assessments.

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

District leadership collaborates with high school leadership to provide teachers with some opportunities (e.g., district professional learning communities, professional development related to open response questions) to increase their capacity to design high-quality assessment tasks. District leadership does not consistently provide teachers with assistance in designing rigorous and authentic assessment tasks. Some high school formative assessment tasks are generated from workbooks and textbooks and do not always align with state curriculum standards.

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

District leadership began conducting classroom walkthroughs following the release of the 2009 Kentucky Interim Performance Report and continued that process through the end of 2009. District leadership frequently provided teachers with feedback following these observations. District leadership, however, does not consistently use walkthrough observations to determine if

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

students can articulate academic expectations or to monitor the use of rubrics as criteria for proficiency. Some high school students are unable to articulate what it takes to be proficient.

2.1d Test scores are used to identify curriculum gaps.

One of the district professional development days is designated as a data disaggregation day to provide time for staff members to analyze the Kentucky Interim Performance Report. District leadership expects school leadership to review data analysis findings with school councils. At the high school, these findings are occasionally used to determine whether curriculum gaps exist and if changes in programs are needed.

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

District leadership expects high school leadership to regularly collaborate with teachers to analyze multiple forms of assessments to evaluate their effectiveness, but has not established or adopted specific protocols to guide this work. District leadership developed a lesson plan format for the high school that includes beginning and end of class formative assessments (e.g., bell ringer, ticket out). District leadership purchased diagnostic assessment programs for high school teachers (e.g., Group Math Assessment and Diagnostic Evaluation, Group Reading Assessment and Diagnostic Evaluation), but has not held school leadership accountable for administering these assessments to generate data regarding student needs.

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

District leadership encourages high school leadership to monitor and ensure teachers are analyzing student work and using findings to guide their next instructional steps to meet the needs of struggling students and make curricular decisions. Although district leadership has developed some procedures for examining student work, teachers have not been trained in or adopted protocols to guide the analysis of instruction and assessment tasks. District leadership does not ensure findings from these analyses result in changes in instruction and assessment practices.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

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

District leadership does not ensure that Student Level Performance Descriptors are clearly communicated to students and evident in student work at the high school. The district walkthrough instrument does not specifically require data to be recorded regarding whether student performance level descriptors are posted in classrooms or integrated into the instructional design. Student work is displayed in the hallways and in many classrooms at the high school; however, few are accompanied by scoring guides or rubrics to communicate performance standards to students. Some students are unable to articulate performance level descriptors.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District leadership should provide professional development for high school teachers regarding the design of rigorous and relevant assessment tasks and ensure testing items emulate those on required Kentucky assessments. In addition, professional development should include designing and using rubrics as a means of communicating proficiency expectations to students. Following the professional development training, district and school leadership should provide ongoing monitoring, follow-up and support to ensure the use of effective classroom assessments

District leadership should strengthen existing professional learning communities. District leadership should require school leadership to establish structures within these professional learning communities for analyzing student work samples and formative assessments to ensure quality and to inform the next instructional steps of classroom teachers.

District leadership should hold school leadership accountable for administering diagnostic assessments (e.g., Group Reading Assessment and Diagnostic Evaluation, Group Math Assessment and Diagnostic Evaluations) to identify student needs and to design instructional plans that meet the needs of all students.

District leadership should ensure that school leadership communicates performance standards to students and that students can articulate the characteristics of proficient and distinguished products. School leadership should require teachers to display and reference proficient models of student work.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assignments, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, Implementation and Impact Checks, lesson plans/units of study, perception survey results, samples of student work products, school council policies and bylaws, school Web pages, staff development agenda and local Board of Education policies and procedures and agenda meetings and minutes

Interviews with central office staff, district leadership, parents, school council members and teachers

Observations of classrooms, common areas and hallways

Performance Rating 3

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

District leadership has established a systematic process to ensure that teachers have the resources necessary to provide effective classroom instruction. When teachers need additional instructional resources and school-level funding is not available or is inadequate, district leadership, typically, provides funding to acquire the requested resource (e.g., SMART Notebook Math Tools, document cameras).

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **2**

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

District leadership spent four hours per week conducting instructional walkthroughs at the high school from October 2009 to December 2009. Some district and school leadership walkthroughs continue to occur; however, feedback to teachers is inconsistent and infrequent. One of the two monthly district principal meetings occurs at a school site, where the principals conduct walkthrough observations using the Rutherford Learning Group's Learning Centered Schools Three Column Observation Instrument. Following the walkthroughs, school principals debrief with observed teachers. District leadership has not ensured that feedback from walkthroughs, personnel evaluations and other assessments of teaching and learning result in the use of varied and effective instructional strategies.

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

Although district leadership provides some pacing guides, the majority of these guides have not been revised since their creation four years ago. District professional learning communities occasionally meet to examine assessments and modify the pacing of instruction. The high school science department has initiated revisions to its pacing guide and course objectives. In January 2010, high school leadership initiated weekly after-school faculty meetings. These meetings generally include an examination of teacher-developed summative assessments and occasionally include time for teachers to share effective instructional strategies.

- 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.

High school teachers are expected to display "I Can ..." statements and identify the targeted curriculum standards in their lesson plans. School leadership expects lesson plans to be available for review during informal walkthrough observations conducted by district or school leadership. During professional learning community meetings facilitated by district leadership, teachers examine assessment tasks and, less frequently, student work. Occasionally teachers discuss their next instructional steps, and the district

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

facilitator communicates district expectations for modification of instruction to meet student individual needs.

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

District leadership attends annual recruitment fairs (e.g., Campbellsville University, Western Kentucky University) to recruit teachers for anticipated openings. In an attempt to address teacher turnover, district leadership began a new teacher orientation program. Newly hired teachers attend a one day orientation prior to the opening of school and six sessions throughout the year. Topics discussed at these meetings include curriculum, instructional technology, classroom management and Response to Interventions. All high school teachers are highly qualified as defined by the No Child Left Behind Act. Teachers participate in a few ongoing professional development activities; however these do not always focus on updating teacher content knowledge or increasing their repertoire of instructional strategies.

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

The high school council adopted the Alignment with State Standards, Technology Utilization and Program Appraisal policy (#5.0) on May 12, 2008. This policy does not address the effective use of technology for teaching and learning. District leadership provides a variety of instructional software (e.g., Accelerated Reader, Accelerated Math, PLATO Learning Environment, Fast ForWord); however, many of the resources are not used by the high school teachers. While district leadership encourages schools to participate in district initiatives and fully use the resources provided, the decision to use these resides at the school level. All district classrooms are equipped with SMART Board technology. The high school has multiple class sets of the Senteo Interactive Response System student responders. School leadership at the high school offers annual SMART Board trainings and held a session on the use of the Senteo Interactive Response System during the current school year. These sessions are primarily conducted by teachers for their colleagues. District and school leadership occasionally provide teachers with feedback specifically focused on the use of technology to enhance instruction.

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

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

District leadership occasionally facilitates district professional learning communities. School leadership and teachers at the high school recently began meeting after school to examine teacher-designed assessments and learning activities, analyze high, medium and low examples of student work to determine next instructional steps and informally share their effective instructional strategies. Although teacher-designed assessment tasks are analyzed at these meetings, there is no formal protocol to guide teacher discussion and learning. Most teachers have not participated in professional development in using a protocol for examining student work.

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

The high school council adopted the Homework policy (#1.01) on April 14, 2008. The policy states that homework will be an extension of classroom instruction and account for 20% of student final course grades. District leadership does not ensure that school leadership monitors the implementation of the homework policy so that homework truly is an extension of student learning beyond the classroom.

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Metcalfe County

School District

3/28/2010 - 4/2/2010

Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

District leadership and school leadership should collaborate to develop procedures to monitor instructional practices. District leadership should require school leadership to provide teachers with meaningful and useful feedback, follow-up, and ongoing support to guide improvements in their instructional practices.

District leadership should ensure that high school teachers receive ongoing, job-embedded professional development designed to increase their repertoire of instructional strategies (e.g., inquiry, cooperative learning, learning styles, flexible groupings of students). This professional development should include opportunities for teachers to visit high performing schools to observe the implementation of effective and research-based instructional practices. District leadership should ensure that school leadership provides follow-up and ongoing support to teachers as they implement new instructional strategies and assessment practices.

District leadership should collaborate with school leadership and staff to provide professional development regarding formal protocols (e.g., Standards in Practice, Collaborative, Tuning) for analyzing student work. School leadership should design or adopt protocols to guide analysis of student work. Teachers should use findings from these analyses to inform instructional practices.

District leadership should ensure that high school leadership collaborates with teachers to ensure that all available resources (e.g., Group Reading Assessment and Diagnostic Evaluation, Group Mathematics Assessment and Diagnostic Evaluation, SMART Boards) are maximized to enhance student achievement. School leadership should be held accountable for monitoring the use of all available resources and analyzing data to determine their effectiveness.

District Leadership Assessment Summary Report

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3/28/2010 - 4/2/2010

Summary Findings in: **Learning Environment**

Standard 4 School Culture

Findings For This Standard Are Based On:

Review of brochures, pamphlets, committee meeting minutes and agenda, comprehensive district improvement plan, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, perception survey results, safe schools data reports, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages, school/district safety plan, student/parent/staff handbooks, student/teacher ratio and local Board of Education policies and procedures and meeting agendas and minutes

Interviews with classified staff, district leadership, parents and superintendent

Observations of outdoor areas

Performance Rating 3

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

The Board of Education adopted many policies that address the safety and security of staff and students. The Metcalfe County Schools Emergency Response Plan is distributed to local law enforcement agencies and emergency responders and is posted in all classrooms. A Homeland Security audit was conducted at the middle and high schools in 2007. Audit recommendations, as well as best practice strategies derived from research, led to the implementation of several procedures (e.g. opening classroom doors to visitors, parents picking up students in the afternoon). The Board of Education has adopted policies and procedures to address grievances and appeals. District leadership compiled a District Safety and Crisis Management Plan which includes procedures for evacuations, bomb threats, intruders and hostage situations, as well as identifying safe spots at each school. District leadership utilizes materials and feedback from the 2007 Security and Vulnerability Assessment to conduct monthly on-site visits to all schools to evaluate student safety. District leadership recently secured the assistance of external evaluators to conduct audits of specific aspects (e.g., mathematics, special education, student motivation) of the high school learning environment.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

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

District leadership communicates high expectations for all students through a variety of venues (e.g., mission and vision statements, superintendent's column in The Edmonton Herald newspaper, district Web site); however, these expectations are not embraced by all staff members. District leadership has established advisory groups involving several stakeholder groups (e.g., parents, community members, teachers, classified staff members, students). District leadership provides some opportunities, including district professional learning communities, for teachers to share successful strategies that impact student learning. District leadership recognizes student and school successes in several settings (e.g., Board of Education meetings, induction into the Clubs of Distinction for proficient and distinguished scores, district Web site, cable access Channel 95). District leadership and school leadership have not united as a mutually supportive team around the common purpose of increasing the instructional capacity of schools, thereby enhancing student achievement.

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

The high school council has adopted policies called Discipline and Classroom Management Policy (#4.0), and Instructional Practices (#9.0). High school students receive the Metcalfe County High School Handbook that explains academic and behavior expectations for students. District and high school leadership monitor classroom management and instructional practices through occasional walkthrough observations. District leadership expects school leadership to analyze student data (e.g., academic, behavior) to ensure the equitable implementation of school procedures. District leadership promotes a culture of high expectations through rewards and recognition for student achievement (e.g., clubs of distinction, A/B Honor Roll cookout, passes for school events).

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

District leadership solicits input regarding decisions related to teaching and learning from both certified and classified staff through advisory groups (e.g.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

teachers, classified staff members).

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

District leadership expects the high school council to adopt a policy and high school leadership to implement procedures congruent with the district staffing allocation formula, which is lower than state requirements. The high school council has adopted a policy called Assignment of School Staff policy (#7.0) and a policy called Student Assignment policy (#2.0), but the policies do not address student-teacher ratio. All teacher assignments are not based on student learning needs or strengths of staff members. Most class assignments are generated from student requests. District leadership occasionally collaborates with school leadership to assign instructional staff to meet the learning needs of all students

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

The Board of Education policy called Grading (#8.221) addresses the communication of student progress to families (e.g., progress reports, report cards). In compliance with district policy, high school report cards are sent home at the end of each grading period, and mid-term progress reports are sent home at the discretion of the teachers. School leadership does not require teachers to provide specific, written explanations regarding student performance. Parents can review the Individual Learning Plans through Internet access or by visiting the school.

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

District leadership provides multiple platforms (e.g., parent, teacher, student and community advisory groups, Grapevine Web page, Board agendas) to garner input regarding district and school culture. District leadership provides a voice for the school community in an effort to build positive relationships; however, few community members take advantage of these opportunities. District leadership recently secured the assistance of an external consultant who examined the culture of the high school. As a result of the external evaluation, high school students were placed into teams to increase their motivation to learn. District leadership provides some resources to assist

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

schools with programs (e.g., credit recovery, freshman academy, Metcalfe Academy High School) that provide opportunities for students to succeed. District and high school leadership collaborate to provide opportunities (e.g., Board meeting recognitions, lunch with the superintendent rewarding proficient and distinguished scores, district Web site, cable access channel 95) to inspire students.

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

Information about the district and its schools is shared with stakeholders throughout the community through the Edmonton Herald newspaper, district Web site, One Call system, cable access channel 95 and school marquees. District and high school leadership do not publish regular newsletters.

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

District leadership has not clearly articulated a formal plan for recognizing student academic successes. District leadership, however, celebrates student academic success using a variety of arenas (e.g., pictures and articles in the Edmonton Herald newspaper, recognition at monthly board meetings, lunch with the superintendent to reward proficient and distinguished scores, district Web site and cable access channel 95).

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

District leadership collaborates with community agencies (e.g., Life Skills, Barren River Area Development District) and establishes programs (e.g., Metcalfe Academy High School, Sixth Grade Center) to reduce barriers to student achievement. A backpack program sponsored by local organizations provides food for needy students. The high school Youth Services Center staff members refer students and their families to local organizations that provide assistance in eliminating barriers to student learning. District leadership makes home visits and works with families to improve student attendance. The migrant education program provides school supplies and eliminates barriers for transient students. District leadership provides resources to support the needs of homeless students. District leadership

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Standard 4 **School Culture**

Performance Rating 2

provides a variety of resources to address the specific learning needs (e.g., visually impaired, hearing impaired, behavioral disorders) of students and to eliminate barriers impeding student achievement.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **1**

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

District leadership espouses an expectation for all staff to recognize and accept responsibility for student success and failure; however, actions, or lack thereof, (e.g., monitoring, follow-up, feedback, direct support) of some district staff members are incongruent with their espoused beliefs. District leadership does not hold high school leadership accountable for providing opportunities for high school teachers to analyze and reflect on their instructional practices to identify the relationship between their instruction and student success or failure.

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

District leadership, school leadership and staff should build a culture of high academic expectations for all students. District and school leadership should ensure that all staff members recognize and accept their individual role and responsibility for student success and failure. District leadership should engage all stakeholders in discussions about the characteristics of high performing schools and what it will take to move the students in the district to proficiency. A sense of urgency should guide instructional and organizational practices. All district and school staff should focus on setting high expectations for themselves and the role they can play in the success of each student.

District leadership should design a formal communication plan to address the dissemination of information to all stakeholders. Multiple forms of communication (e.g., electronic, print media, One Call) should be used to distribute information about the district and schools. Families that do not have Internet access should be considered in all communication.

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, comprehensive district improvement plan, district budget and allocations, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, perception survey results, policies and procedures on access to student records, school mission, belief and vision statements, school Web pages, student handbook and local Board of Education policies and procedures and meeting agendas and minutes

Interviews with district leadership, Family Resource/Youth Services Center personnel, local board of education members, parents and superintendent

Performance Rating 3

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

District leadership has established parent and community advisory groups to solicit input and share information about the district. Community members can submit a request to make a public comment at Board of Education meetings; however, few requests are made. District leadership has established a Web page, The Grapevine, to improve communication and provide stakeholders a place to submit questions and receive answers in an effort to address rumors and inaccurate information that sometimes circulates through the community. District leadership collaborates with community agencies (e.g., LifeSkills, Inc., Barren River District Health Department, Cooperative Extension Service) to reduce barriers to learning. Some businesses (e.g., Pizza Hut, MARC Park) collaborate with district leadership to offer students with disabilities an opportunity for on-the-job training. The Chamber of Commerce hosts an award banquet each spring to publically recognize a group of outstanding seniors. The Family Resource Youth Services Centers are active and have formed partnerships with the community (e.g., Homemakers, Safe Kids, Salvation Army, 4-H) to assist students and families and reduce barriers for student learning. The Family Resource Youth Services Center staff offer parenting classes, provide programs and make referrals to support services. Local businesses (e.g., Kingsford Charcoal, community banks) provide assistance, when requested, and support the district and schools with various donations. The Metcalfe Academy High School offers students a non-traditional program to address educational needs and provides an alternative

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Summary Findings in: **Learning Environment**

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

Performance Rating **3**

for students who wish to progress toward completion of a diploma.

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

Performance Rating 2

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

District leadership works with the Family Resource Youth Services Centers staffs to provide services and programs that reduce barriers to learning. Title I and Extended School Services program funds are used primarily to provide additional staff members and extend in-school tutoring opportunities for struggling students. District leadership has ensured that all classrooms have SMART Board technology and has provided some professional development training on integrating technology into instructional practices. Guidance counselors are provided to assist students with various student needs. District leadership collaborates with Western Kentucky University and Campbellsville University to offer dual credit courses for high school students. Students must provide their own transportation to the Glasgow campus of Western Kentucky University and this prohibits some students from taking advantage of this dual college credit opportunity. The Board of Education has adopted curriculum policies, but none specifically state that all students should have equal access to the entire common academic core. Students have access to various software programs (e.g., PLATO Learning Environment, SMART Notebook Math Tools). Students enrolled in the Metcalfe Academy High School have access to Novel Star Curriculum software to complete academic requirements independently. District leadership monitors the expenditures from federal and state programs, but does not consistently 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 has provided access to SMART Board technology in all classrooms to extend and promote active learning. Some professional development activities have been provided on the effective use of SMART Board technology. Staff members have technological resources (e.g., digital projectors, computers, personal response systems) and a variety of instructional materials to actively engage students in learning. The Board of Education has policies that address student welfare and wellness and the referral of students for health and social services. Guidelines for referring students are outlined in the Policies and Procedures in the Special Education Procedures manual (dated March 21, 2008), and these guidelines are distributed to special education staff members and school administrators and

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

Performance Rating 2

are available to all stakeholders. District leadership collaborates with community agencies (e.g., LifeSkills, Inc., Cooperative Extension Service, Salvation Army, Homemakers, Drug Coalition, Department for Community Based Services) to reduce barriers to learning. Students have opportunities to enhance learning through attendance at camps (e.g., Camp Paradise, Camp Invention). District leadership has not consistently offered professional development training to assist teachers in understanding how cultural differences impact student learning. District and school leadership do not collaborate on student assignments to ensure that these assignments are based on the learning needs of individual students.

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

District leadership has ensured that structures (e.g., Metcalfe Academy High School, Sixth Grade Center) resources and programs (e.g., tutors, technology, GEAR UP, Response to Intervention, PLATO Learning Environment) are available to provide opportunities for students to succeed and master the skills and concepts embedded in the Kentucky Core Content for Assessment 4.1. District leadership does not systematically evaluate programs and services to measure the impact on student achievement or to make instructional or programmatic modifications. District leadership has engaged in planning for the future with the development of The Achieving the Top 20 by 2020, which identifies ten steps necessary to improve opportunities for students to succeed.

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

The Board of Education has policies to protect and maintain student records. District and school leadership report attendance, grades and other relevant student information using Infinite Campus software. The Parent Portal is available for families to access their student's records with the authorized password. All data (e.g., grades) is not entered in a timely manner at every school. Some families do not have computer access, so this impedes their use of the Parent Portal. Individual Learning Plans are kept up-to-date, but are not always used for planning curriculum offerings and for adjusting the master schedule to meet the desired learning needs identified in the Individual Learning Plans.

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Summary of recommendations in: **Learning Environment**

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

District leadership should require school leadership to monitor the use of technology to ensure it is seamlessly integrated into instructional practices to extend student learning.

District and school leadership should collaborate regularly and systematically monitor all programs for their effectiveness in meeting emerging student learning needs.

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, comprehensive district improvement plan, comprehensive school improvement plan, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, Implementation and Impact Checks, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, lesson plans/units of study, professional development records, samples of classroom assessments, school council policies and bylaws, school financial reports, school mission, belief and vision statements, staff development agenda and local Board of Education policies and procedures and meeting agendas and minutes

Interviews with district leadership, school leadership and teachers

Performance Rating **3**

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

The Board of Education has adopted policies and procedures that meet state requirements for evaluating certified (Certified Evaluation Policy #03.18) and classified (Classified Evaluation Policy #03.28AP1) staff members. District leadership ensures that the evaluation system is explained to all staff members at the beginning of each school year.

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

District leadership provides some ongoing professional development activities, which are specifically designed for the school administration managers and principals. This professional development is part of the school administration manager program, and it spans several years. District leadership intentionally conducted classroom observations at the high school and provided individual feedback to teachers from October through December 2009; however, as a result of this process, professional growth needs were not intentionally identified and professional development activities were not implemented to increase teacher leadership. Although district leadership acknowledges that professional development is an important element in the school improvement process, they seldom coordinate or facilitate ongoing professional development with the follow-up and support necessary to effectively implement new strategies. District leadership engages school leadership in discussions regarding the topics to be addressed at professional development sessions, but these discussions do not routinely result in professional development designed to increase teacher leadership capacity.

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

Staff professional development priorities are not clearly articulated in the district improvement plan. District leadership monitors staff attendance at all professional development activities. Monitoring of professional development fund expenditures at the school level occurs through district leadership approving all purchase orders. Monitoring the effectiveness of all professional development activities seldom occurs.

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

Principals and school administration managers participate in multi-year professional development. Some district and school leaders participate in the Kentucky Leadership Academy, which provides ongoing professional development. Most additional professional development activities for staff members and district leadership occur in isolation and are not ongoing or job-embedded.

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

Performance Rating 2

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

In January 2010, each school created a gap reduction plan designed to address the needs of students in targeted populations (e.g., free/reduced lunch, students with disabilities). The high school gap reduction plan contains goals and activities to address students with disabilities who are not performing at the proficient or distinguished levels; however, the plan fails to include professional development activities designed to assist teachers in closing the achievement gap for these students. District leadership reviews school improvement plans to ensure they are viable, but does not routinely provide feedback or collaborate with school leadership to strengthen plan components.

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

The Board of Education has adopted policies (e.g., Professional Development #03.19, School Staffing #02.4331, Instructional Resources #08.232) that address the equitable allocation of resources. The Instructional Resources policy requires school councils to allocate funds fairly. School leadership occasionally requests additional funds from the district for professional development activities. District leadership reviews these requests and, if approved, provides funds when available. District leadership does not ensure that professional development expenditures are used to meet the identified needs of targeted students.

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

As part of the evaluation process, the superintendent collaborates with each district administrator and school principal to develop an individual professional growth plan. The district professional development coordinator maintains a spreadsheet to ensure the completion of the individual professional growth plans by all staff members. District leadership, however, does not continuously monitor the implementation of the activities in the individual professional growth plans of all staff members.

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

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

District leadership ensures that the personnel evaluation system is implemented in accordance with district requirements and state statutes. District leadership responds to evaluation questions from school leaders regarding adherence to district policies. The professional development coordinator provides technical assistance and discusses the process with administrators at Board of Education retreats. The professional development coordinator maintains a spreadsheet and collects sign-in sheets to monitor that all principals have informed staff of the evaluation process. Although the district personnel evaluation system provides opportunity for giving teachers meaningful feedback regarding their professional practices, district leadership seldom ensures that high school leadership provide this meaningful feedback.

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 consistently monitor all formative teacher evaluations conducted by principals to specifically determine the timeliness and effectiveness of feedback and guidance for improving professional practices. District leadership does not ensure that prior to the time of the summative evaluation principals provide staff members with feedback so they are aware of needed changes in their professional practices. District leadership engages school principals in discussions regarding the professional practices of some teachers, but does not consistently monitor the evaluation process at the school level to ensure that teacher individual professional growth plans are designed to promote the needed changes identified through the evaluation process. At the end of the evaluation cycle, district leadership reviews completed evaluations to ensure that all staff members were evaluated.

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Summary Findings in: **Learning Environment**

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

Performance Rating **1**

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

District and school leadership seldom collaborate to articulate a written multi-year professional development plan at the school or district level. Many professional development activities occur during the two additional professional development days provided by the district, yet these activities are seldom articulated in the high school or district-wide professional development plans or in the district or school improvement plans. Most professional development occurs in isolation and fails to scaffold learning.

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

District leadership has not articulated a professional development plan to support individual professional growth needs. The Board of Education adopted student performance goals at its January 2010 meeting; however, those goals have yet to inform decision-making regarding professional development activities or the development of professional growth plans of administrators.

- 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 does not address specific leadership needs of district and school administrators.

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Summary of recommendations in: **Learning Environment**

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

District leadership should design a district-wide professional development plan that scaffolds learning from year to year. The plan should include ongoing, job-embedded professional development activities that were selected as a result of analyzing data, identifying root causes and investigating professional practices that are grounded in research and have been proven effective in school districts with similar demographics. District leadership should ensure that schools develop a professional development plan using the aforementioned process. District and school professional development plans should support the goals in improvement plans. District leadership should establish procedures to monitor the effectiveness of professional development activities and modify the professional development plan as necessary to meet district improvement plan goals.

District leadership should ensure that the district improvement plan includes specific activities designed to increase instructional capacity of district and school administrators.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, perception survey results, school council policies and bylaws, school mission, belief and vision statements, school Web pages and local Board of Education minutes and meeting agendas and minutes

Interviews with central office staff, district leadership, local board of education members and school council members

Observations of outdoor areas

Performance Rating 3

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

The superintendent collaborates with district-level administrators and school principals to develop individual professional growth plans based on the needs identified during the evaluation process. Many individual professional growth plans lack a clear linkage to the objectives in the district improvement plan. Most individual professional growth plans, however, are designed to improve leadership skills, which impact instructional capacity and student learning. The superintendent monitors the implementation of some individual professional growth plans.

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

The Board of Education has adopted several policies (e.g., Safety, Fire Drills, Building Lockdowns, Bomb Threats) to ensure a safe environment for students and staff. District leadership has established procedures to ensure that schools are equipped to handle emergency events (e.g., tornado, fire, earthquake) and routine needs (e.g., work orders, monthly internal safety inspections, custodial). District leadership developed The Metcalfe County Schools Emergency Response Plan and District Safety and Crisis Management Plan, which are used by high school leadership. A Homeland Security audit and the Security and Vulnerability Assessment were conducted in 2007, and suggestions (e.g., car rider pickup procedures, locked classroom

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

doors) resulting from the audits were implemented. District leadership routinely examines the high school to ensure the physical structures are safe and procedures are effectively implemented. District leadership collaborates with school leadership to ensure that the high school council has adopted policies and school leadership has developed procedures to fully implement the school safety plans.

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

The superintendent has made many difficult decisions, some of which have resulted in lack of support from some stakeholders; however, these decisions were anchored in advancing student achievement. The superintendent has not provided oversight to the district improvement planning process, which has resulted in an inadequate district improvement plan. The superintendent uses the Standards and Indicators for School Improvement as a touchstone for instructional and organizational improvements. She uses the evaluation process to identify areas of concern and to increase the individual instructional capacity of each principal. She collaborates with each principal to design an individual professional growth plan as an important part of the evaluation process. She meets with principals, occasionally, to revisit their individual professional growth plans and to discuss their progress toward achieving their plan goals. When necessary, the superintendent works with principals to improve their leadership skills and to design corrective action plans to help principals increase their leadership effectiveness. Moreover, she supports principals as instructional leaders and has provided school administration managers, allowing principals time to serve as instructional leaders in their schools. The superintendent holds semi-monthly principal meetings and engages principals in book studies and discourse regarding the leadership skills necessary for school improvement. The superintendent supports and funds principal participation in the Kentucky Leadership Academy. District leadership has provided high school leadership professional development training on instructional coaching and increasing academic expectations for all students. The superintendent is beginning to reassign district administrator roles and responsibilities in an effort to build a stronger instructional leadership team. The superintendent has not ensured that district administrators have monitored and provided intensive assistance as an ongoing process at the high school. The superintendent embraces the challenges before her and is attempting to capitalize on this new sense of urgency to improve student achievement at all schools – and especially at the

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **3**

high school.

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School District

3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

District leadership developed a vision statement, Success! Whatever it Takes. A public process involving representatives from multiple stakeholder groups was not used to develop or modify this vision statement. District leadership attempts to sustain the district vision through public displays (e.g. Board of Education office, district facilities, school documents, district media). In addition to referencing the district vision at Board of Education meetings, district leadership brought the vision to life by celebrating individual Acts of Kindness at board meetings. At a Board of Education retreat a new vision statement and board goals were developed. The Board of Education adopted the new vision statement at its November 2009, meeting.

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

In the fall of 2009, district leadership required school leadership at each school to use a professional development day to disaggregate data (e.g., Kentucky Interim Performance Report, ACT, PLAN). At a special called Board of Education meeting, school councils shared findings; however, these findings are rarely used to revise the district improvement plan. District leadership routinely shares district-wide assessment data (e.g., Kentucky Interim Performance Report, No Child Left Behind report) with the Board of Education. Few district level administrators regularly engage school leadership in strategic discourse regarding curriculum and instruction.

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 occasionally reviews student performance data and uses findings to guide some decision-making during the development of the district improvement plan. District leadership rarely uses emerging data to revise the strategies in the district improvement plan. District and school leadership examined ThinkLink data and used the findings to articulate a high school Gap Reduction Plan. ThinkLink data were used to identify high school students who needed additional assistance. District leadership required one of the professional development days to be used by school leadership and staff to examine data contained in the Kentucky Interim Performance Report.

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3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

Neither the district nor the high school improvement plans, however, were revised with a strategic focus on closing achievement gaps for targeted student populations.

- 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 ensures that all teachers have access to Kentucky curriculum documents. Prior to the beginning of the school year, new teachers participated in a full day of new teacher orientation which included an introduction to the curriculum documents. District leadership also provides six additional professional development sessions for new teachers throughout the school year focused on curriculum and a variety of other needs. During occasional professional learning community meetings, high school teachers have the opportunity to review sample lesson plans, assessment tasks and samples of student work. High school leadership and teachers seldom take advantage of opportunities to monitor or revise curriculum.

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

District leadership has not ensured that policies protecting instructional time have been adopted by the high school council or that school leadership has established procedures to minimize disruptions. Moreover, instructional time at the high school is not always protected (e.g., telephone calls, intercom announcements).

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

District leadership allocates resources equitably and in adherence to program guidelines; however, additional resources (e.g., additional amount of district leadership time, safe school funds for staff, section seven funds, Rural Education Achievement Program funds) are allocated, as allowed by program guidelines, to schools demonstrating the greatest needs, including the high school. To attract and retain effective teachers, district leadership recommended salary increases equal to or above many teacher salaries in contiguous school districts. Although expenditures and budgets are routinely

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Standard 7 **Leadership**

Performance Rating 2

reviewed, district leadership does not always evaluate the impact that most purchased resources have on student learning. District leadership collaborates with school leadership to foster school improvement; however, an “us versus them” barrier exists among some high school staff toward district leadership.

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

District leadership ensures that the high school council has adopted all required policies and by-laws; however, district leadership has not made certain that school leadership has established procedures to fully implement or monitor the implementation of all policies and procedures.

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

District leadership has attended some high school council meetings during the 2009-2010 school year. District leadership assisted the high school council to ensure all required policies were adopted. The high school council presented findings from their data analysis to the Board of Education October 2009 retreat.

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The superintendent should establish a system to evaluate resources and the impact on instructional practices and student learning. District leadership should monitor program resources and determine impact on student achievement.

District leadership should revisit the district vision and mission statements and seek input from representatives of a variety of stakeholder groups to unite the community around a common purpose.

The superintendent should examine the individual roles and responsibilities of each district level administrator to identify where reorganization of job assignments is needed. The superintendent should hold all district level administrators accountable for their role in increasing the leadership and instructional capacity of the district and the high school staff.

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3/28/2010 - 4/2/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, facility inspection reports and local Board of Education policies and procedures and meeting minutes and agendas

Interviews with central office staff, district leadership, local board of education members, parents, school leadership and superintendent

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

Performance Rating 3

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

District leadership collaborates with school leadership to determine specific needs related to staffing, programs and the master schedule. Staffing allocations at the high school are based on a 28 to 1 ratio, which exceeds state requirements. In addition, the school is allocated additional staff members from other fund sources (e.g., section 7, safe schools, Rural Education Achievement Program) to improve the effectiveness of the master schedule by increasing course offerings and reducing class size.

- 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 invited a scheduling consultant to assist high school leadership in designing a master schedule. The secondary supervisor and the superintendent engaged school leadership in discussions regarding the organization of the master schedule to ensure it was designed to accelerate student learning. The high school master schedule is organized by trimesters.

- 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 district budget process provides equitable allocation of resources to all schools based on the unique needs of each school. The high school received

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **3**

additional funds from Safe Schools to hire an In-School Suspension teacher and from the Rural Education Achievement Program to fund a half-time business teacher. The Board of Education adopted an Instructional Resources policy (#08.232) requiring school councils to allocate their resources equitably. District leadership monitors the expenditure of funds to verify adherence to district policy and program guidelines.

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

District leadership requires all school purchase orders to be issued from the district office; however, expenditures are seldom evaluated to determine their effectiveness in meeting student needs. Bank statements for school activity funds are opened, initialed and reviewed by the district finance director. District and school leadership discuss emerging issues at semi-monthly principal meetings. School councils report their student achievement progress annually to the Board of Education during one of their semi-annual retreats. District leadership initiates discussions with the high school principal regarding organizational structures to eliminate barriers to student learning.

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

District leadership collaborates with high school leadership to determine the number of staff members needed; however, district leadership does not ensure school leadership assigns staff members to positions based on their strengths and student needs.

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

District leadership provided assistance for creating a school master schedule by securing the assistance of a scheduling consultant. District leadership hired an additional consultant to perform special education and mathematics audits at the high school. District leadership conducted classroom observations in the fall of 2009, and provided feedback to teachers regarding their instructional practices. District leadership funded a School Administration Manager, allowing the high school principal to focus more time on instructional practices and student achievement. District leadership does not ensure findings from data analyses are used to determine if resources are used effectively or to identify refinements needed in professional practices.

- 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

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

units).

District leadership engaged high school leadership in discussions regarding the importance of common planning time for teachers. Although high school teachers intermittently meet in grade-level teams, all district leadership suggestions for planning have not been implemented. District professional learning communities meet occasionally in vertical teams (e.g., 6th-9th, 8th-12th). District leadership provided a consultant to assist school leadership at the high school in developing a master schedule conducive to student learning and teacher planning. Department heads are paid through professional development and section six funds and are expected to facilitate planning meetings.

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

District leadership has not established a process to monitor the effectiveness of discretionary fund allocations with consideration given to the identified needs of students. Rather, district leadership monitors the expenditures of discretionary funds by reviewing and approving purchase orders and by examining MUNIS reports. District leadership provides the high school with additional resources (e.g., district leadership walkthroughs, consultants, external special education and mathematics audits); however, school leadership has not maximized those resources to accelerate student learning to meet state and federal goals.

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

The Board of Education holds the superintendent responsible for ensuring expenditures support student achievement. District leadership provides monthly financial reports to the Board of Education. During meetings, members of the Board of Education occasionally request clarification on expenditures from district and school leadership. At semi-annual board retreats, board members pose questions to schools regarding student achievement and each school council reports the progress toward closing the achievement gaps; however, the school improvement plan at the high school contains no student achievement goals.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

Categorical funds are allocated in accordance with program guidelines, supporting student learning needs identified through demographic (eligibility for free or reduced lunch) or other data sources (students with disabilities). District leadership monitors the expenditure of these funds, but does not consistently evaluate the impact that these funds have on closing achievement gaps or meeting the academic needs of students. Multiple fund sources (e.g., Extended Schools Services, Safe Schools, Individuals with Disabilities Education Act) are combined to increase instructional capacity and advance student learning.

District Leadership Assessment Summary Report

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

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

District leadership should hold school leadership accountable for ensuring teacher planning time is used efficiently and effectively and includes analysis of student work and formative assessment data to guide the development of instructional and assessment tasks that challenge students at high levels and motivate students to want to learn. District leadership should collaborate with school leadership to establish non-negotiables (e.g., formative assessment tasks, critical vocabulary, learning targets) regarding lesson planning and require school leadership to review lesson plans and provide teachers with timely and meaningful feedback to guide instructional improvements. District leadership should assist high school leadership in the design of a master schedule that accommodates some common planning time or establishes times for teacher meetings. District leadership should require school leadership to participate in the development and monitoring of teaching planning times and provide structures to ensure that, during meetings, teachers maintain a steadfast focus on improving teacher instructional capacity and identifying and planning for student needs.

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, Implementation and Impact Checks, professional development records, school mission, belief and vision statements and local Board of Education policies and procedures and meeting agendas and minutes

Interviews with central office staff, district leadership, local board of education members, parents, principal, school council members and teachers

Performance Rating 2

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

All school improvement plans are submitted to district leadership for review and to determine the viability of the strategies. The findings from school needs assessments were considered during the development of the 2009-2010 district improvement plan. Although data (e.g., Kentucky Interim Performance Report, surveys, attendance reports, discipline referrals) were used to develop the strategies in the district improvement plan; other important data (e.g., ACT, EXPLORE, No Child Left Behind report) were not analyzed as part of the district improvement planning process. District leadership rarely analyzes classroom assessment results or student work to guide decision-making during the planning process. There are no goals articulated in the district improvement plan.

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

District leadership used a variety of data sources (Kentucky Interim Performance Report, survey results including gifted and talented, migrant, preschool, Title 1 and Youth Services Center) to develop strategies in the district improvement plan. At semi-annual retreats the Board of Education, district leadership, school councils and school leadership review current student achievement data. The existing district improvement plan has not been revised based on emerging data. Goals are not identified in the 2009-2010 district improvement plan.

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

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

School improvement plans are submitted to district leadership and the contents are reviewed during the district planning process. A district improvement planning team collects and analyzes data (e.g., Kentucky Interim Performance Report, attendance reports, discipline referrals, surveys). Findings from these analyses are not consistently and effectively embedded into the district improvement plan to address the instructional and organizational needs of the district.

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

Timelines, resources, costs and persons responsible are identified for most strategies in the district improvement plan. The expected impact of each strategy regarding progress and success is not always measurable and rarely addresses student performance. Funding sources identified in the district improvement plan are not fully and intentionally integrated to support the implementation of the district and high school improvement plans.

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

District leadership has not established a process for evaluating the effectiveness of the district improvement plan. Each component manager reports progress toward implementing strategies in the district improvement plan to the district improvement planning coordinator. These findings are often reported descriptively. In addition, the reports lack definitive evidence to support or refute the effectiveness and the impact of the strategies on student achievement. Some Implementation and Impact data was reported to the Board of Education in January 2010. Although the high school improvement plan does not include goals or objectives regarding closing achievement gaps among targeted populations, the school councils reported their progress toward closing these gaps at a special Board of Education meeting.

9.6a The plan is implemented as developed.

District leadership allocates personnel, resources and professional development funds to implement the strategies in district and school improvement plans. School leadership submits their school improvement plans to the district improvement planning coordinator who reviews them for feasibility. District leadership engages school leadership in discourse

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

regarding professional development activities; however, these activities are not consistently identified in school improvement plans. District leadership is aware of the objectives and strategies in the district improvement plan.

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

District leadership analyzes data (e.g., Kentucky Interim Performance Report, ACT results) and shares findings with the Board of Education; however, these data are rarely used to determine progress toward achieving the objectives in the district improvement plan. Component managers report progress toward meeting the objectives in the 2009-2010 district improvement plan in qualitative, descriptive or dichotomous language rather than quantitatively. District leadership does not ensure that school leadership regularly evaluates the degree to which the school improvement plan is implemented at the high school.

- 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 required each school to use one professional development day to disaggregate data following the release of state assessment results. The secondary supervisor facilitated the discussions at the high school, yet findings were not used to revise the high school or district improvement plans.

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

The district improvement planning coordinator collected Implementation and Impact Checks regarding progress toward meeting the objectives of the district improvement plan from component managers in December 2009. The Implementation and Impact Checks lacked the quantitative data needed to determine impact on student achievement. Additionally, the district improvement plan is not revised as a result of the findings contained in Implementation and Impact Checks. Although student performance data are analyzed at each school, results are not used to refine the high school improvement plan. The district and the high school improvement plans both lack measurable goals and many of the objectives, which are listed in the strategy category, lack clarity.

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

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

A district mission statement, Improving Lives, was developed during a previous administration and updated by the current district leadership to say, On the Move ... Improving Lives. The mission statement included in the executive summary of the district improvement plan is outdated. The vision statement, Success! Whatever it Takes, was developed by current district leadership without input from representatives of all stakeholder groups. The Board of Education approved the vision and mission statements on November 16, 2009. The district belief statements and goals were drafted at a Board of Education retreat in October 2009, with involvement of district leadership and school council members.

- 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 internal scholastic audits and findings were used by some schools to develop their school improvement plan goals and strategies. The district improvement plan includes some strategies derived from educational research. The high school improvement plan, however, does not include goals. The current district improvement plan was developed in the spring of 2009, and does not reflect the most recent data from the Kentucky Interim Performance Report or the No Child Left Behind report. Additionally, no goals are articulated in the district improvement plan.

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

The district improvement planning team is organized into committees responsible for each component. Each committee examined a variety of data (e.g., Kentucky Interim Performance Report, gifted and talented reports, migrant needs assessment, attendance reports) to determine district needs. This team failed to address achievement gaps among targeted subgroups. Moreover, no goals are articulated in the 2009-2010 district improvement plan.

- 9.3c The desired results for student learning are defined.

The district improvement plan does not contain goals. Most of the objectives

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

included in the district improvement plan lack clarity and measurability and no benchmarks are included.

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

Goals are not articulated in the district improvement plan. The Board of Education adopted three goals designed to build instructional capacity and advance student achievement at the November 16, 2009, meeting. District leadership has not assisted high school leadership or the high school council in developing clear, concise and measurable goals to significantly impact student achievement.

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

The action components of the district improvement plan do not have an intentional focus on closing achievement gaps identified in the Kentucky Interim Performance Report or the No Child Left Behind report. Each school developed a gap reduction plan in January 2010; however, the goals from these plans are not integrated into the current district improvement plan. There are no goals identified in the district improvement plan. The strategies included in the district improvement plan do not intentionally align to those in the high school improvement plan. Although a few strategies included in the district improvement plan are research-based, they were not intentionally selected to impact achievement gaps and support district or school needs.

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

The action components (academic performance, culture, community education, efficiency, wellness) in the district improvement plan are not strategically aligned with the mission and vision statements, goals and beliefs of the district. The strategies of the district improvement plan lack the specificity necessary to significantly and positively impact student learning or improve instructional and organizational practices.

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3/28/2010 - 4/2/2010

Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

District leadership should develop a district improvement plan that serves as a pathway for district and school improvement. The plan should be grounded in findings from current data analysis and empirical research and aligned to goals in school improvement plans. Goals should be established and clear and measurable objectives and benchmarks should accompany each goal. Professional development activities should include on-going, multi-year learning for staff that scaffolds from year to year and includes follow-up and continuous support. Each activity should directly support an improvement goal. Goals, objectives and activities should be purposefully selected or designed to close achievement gaps for targeted student populations.

District leadership should ensure that Implementation and Impact Checks are conducted regularly and that quantitative data are used to support or refute the effectiveness of all strategies. The district improvement plan should be reviewed to identify needed revisions based on emerging data.

District leadership should provide guidance to high school leadership in designing a high quality school improvement plan. District leadership should hold school leadership accountable and require that goals, objectives and strategies are aligned.

District Leadership Assessment Summary Report

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Summary of Next Steps:

The superintendent should closely examine the roles and responsibilities of each district level administrator. The superintendent should reorganize the district leadership team to ensure administrators are effective and serve as valuable resources to high school leadership.

District leadership should establish a systematic process to analyze multiple forms of data and use findings to develop a district improvement plan and a professional development plan to increase instructional capacity and student achievement. The process should encompass an examination of emerging data to drive decision-making regarding needed modifications and revisions to the district improvement and professional development plans. In addition, district leadership should hold high school leadership accountable for using this process to create and refine their school improvement and professional development plans.

District leadership should establish a systematic process to monitor the curriculum. This process should include ongoing discussions among teachers within and across schools. The process should include ongoing data analysis to identify and eliminate gaps and unintentional repetitions in the curriculum. District leadership should hold school leadership accountable for monitoring the implemented curriculum. District leadership should collaborate with high school leadership to establish a systematic process to monitor instruction and assessment practices of teachers. District leadership should hold high school leadership accountable for providing meaningful feedback, follow-up and support to guide improvements in teacher professional practices.

District leadership should establish a systematic process to monitor expenditures, existing resources and programs to determine their impact on increasing school capacity. District leadership should hold school leadership accountable for implementing similar processes and for providing data to district leadership on findings. District and high school leadership should use findings from the evaluations to modify programs and resource allocations as needed to increase the instructional capacity of the high school.

District leadership should collaborate with all stakeholders to identify how high performing schools with similar demographics remove barriers to learning and establish high academic expectations for all students. District leadership should hold all staff accountable for their role in student achievement.

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In Conclusion:

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

The district leadership assessment team has determined that the district has the capability and capacity to manage the intervention at Metcalfe County High School.

Commissioner, Kentucky Department of Education: _____

Date: _____

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

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

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

Superintendent, Metcalfe County Schools: _____ Date: _____

District Leadership Assessment Summary Report

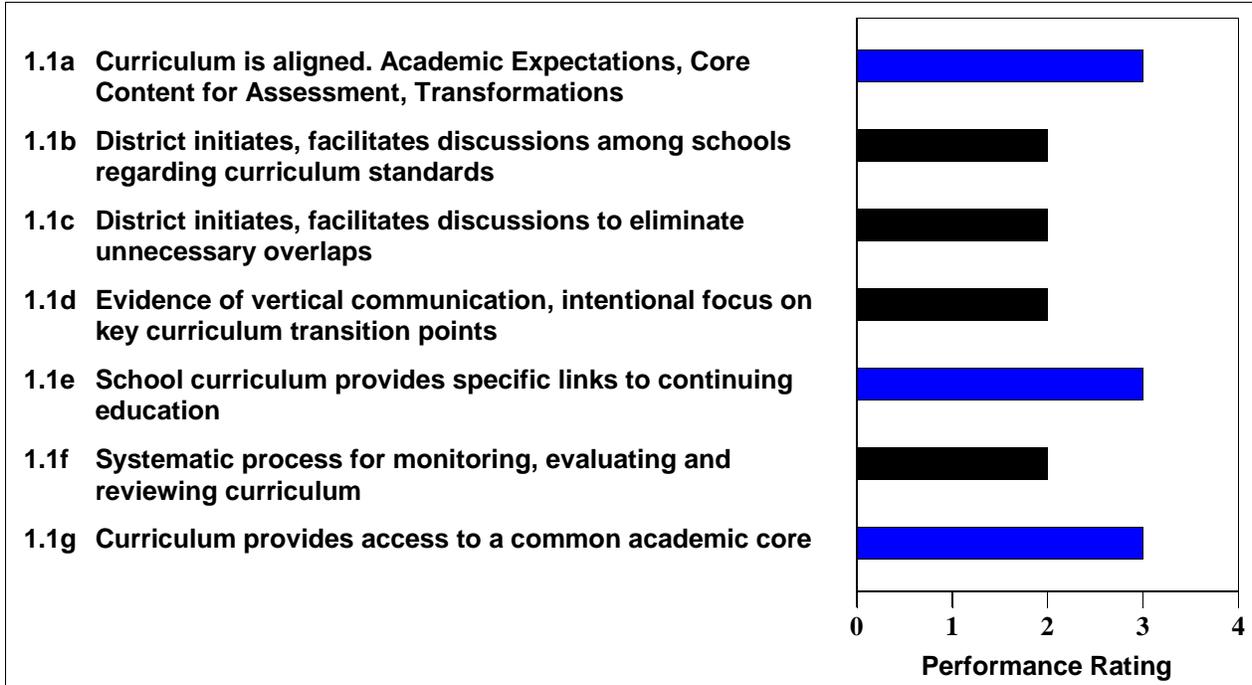
Metcalfe County

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1.1 Curriculum

Academic Performance



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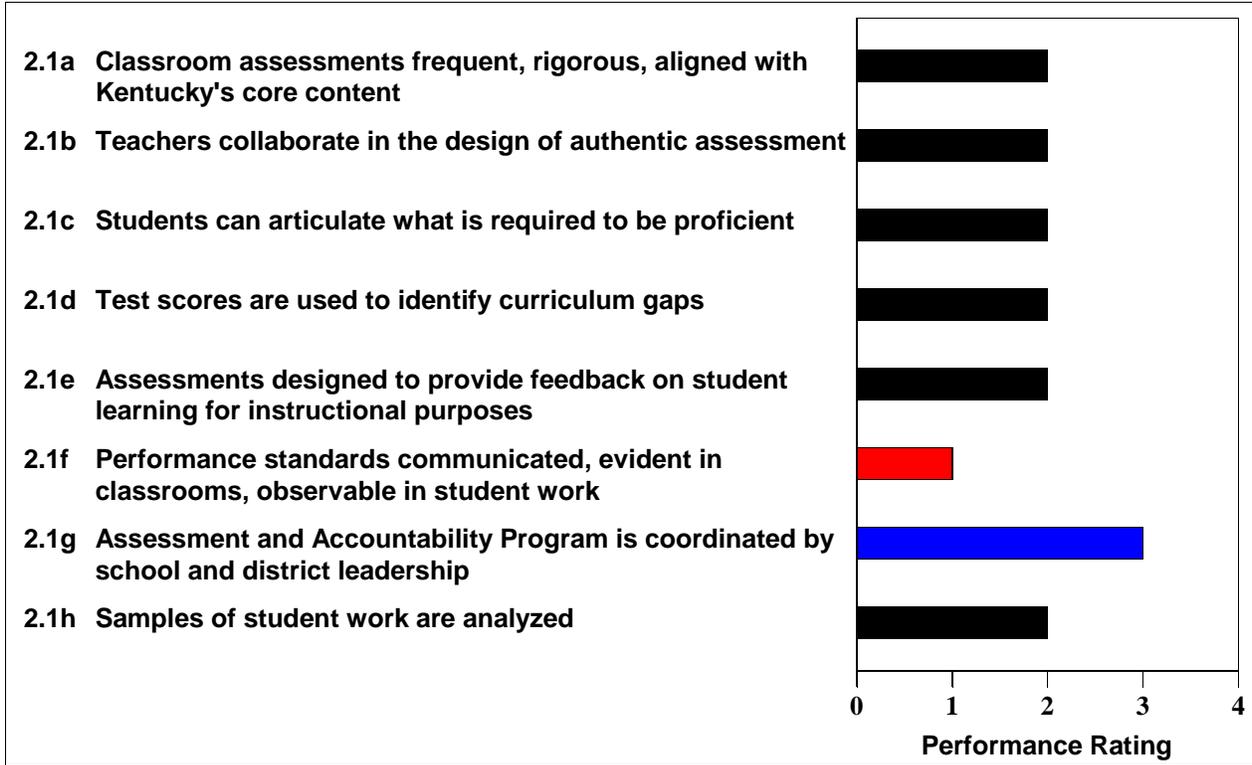
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2.1 Classroom Evaluation/Assessment

Academic Performance



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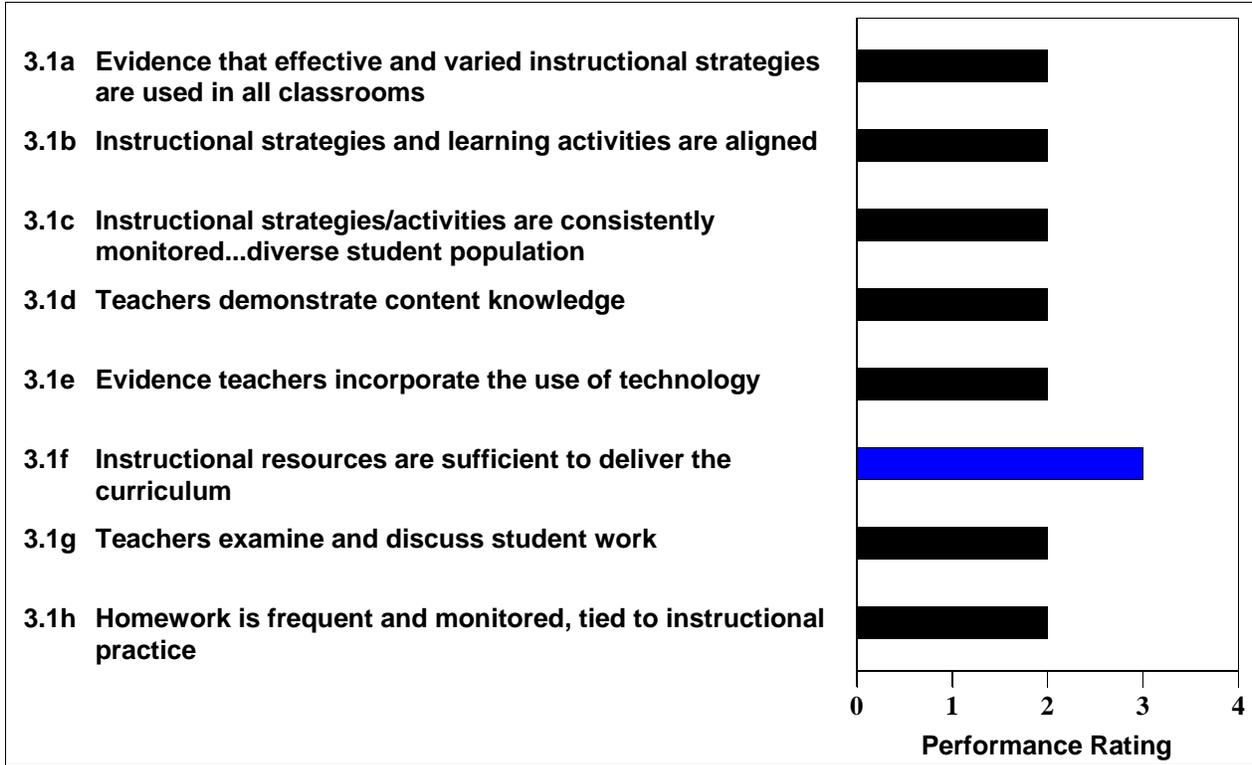
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3.1 Instruction

Academic Performance



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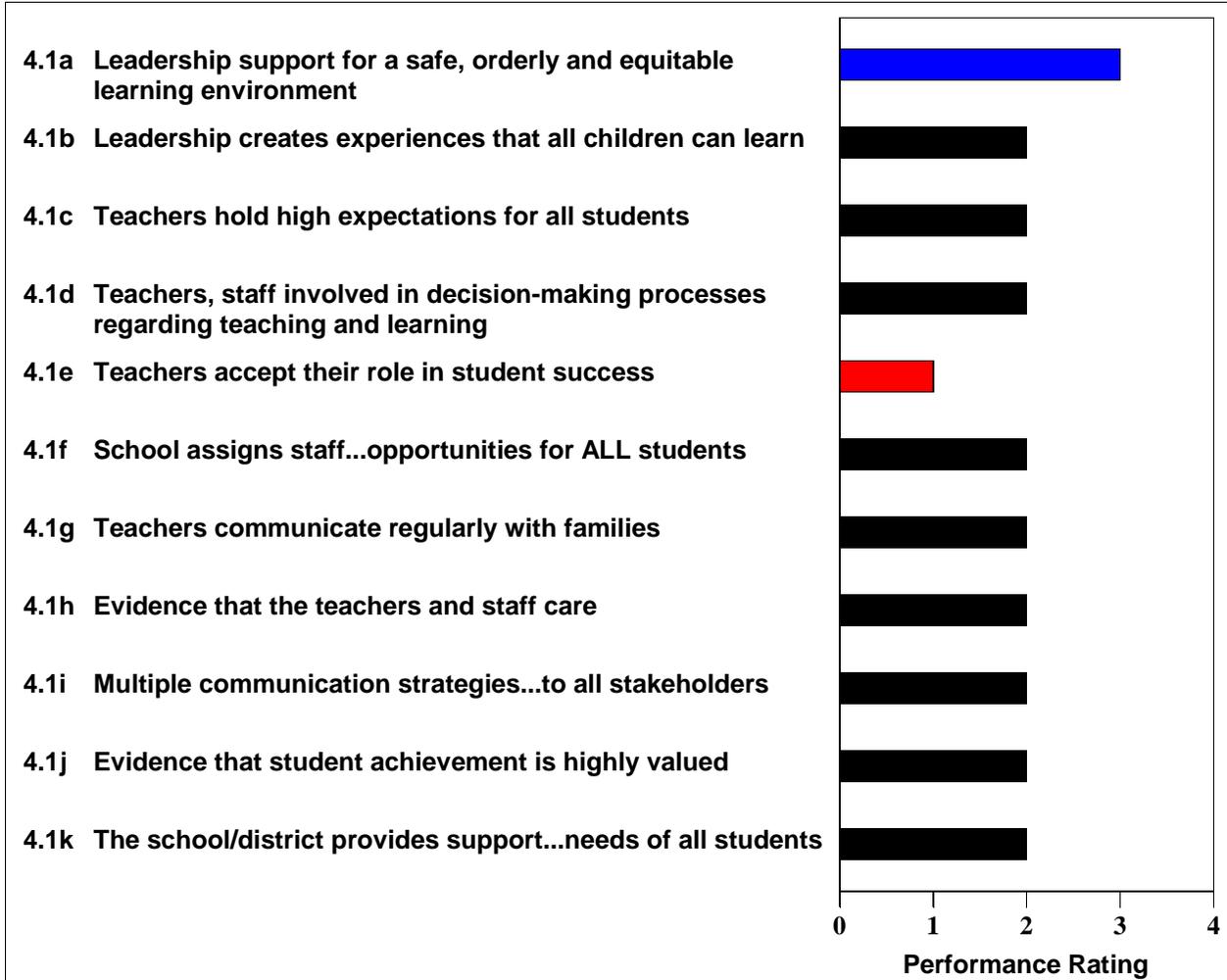
Metcalfe County

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4.1 School Culture

Learning Environment



District Leadership Assessment Summary Report

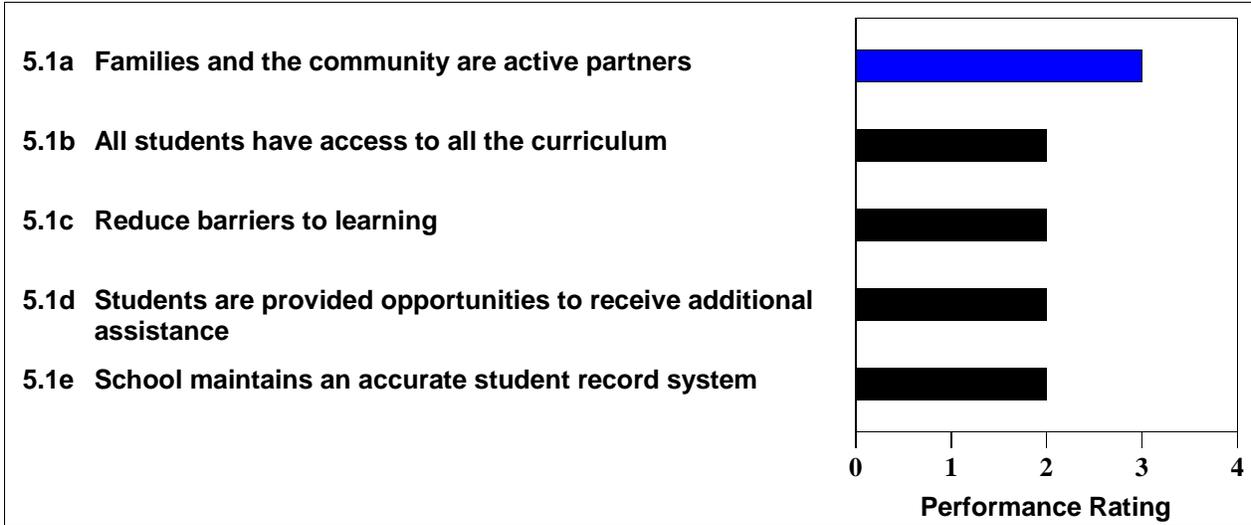
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5.1 Student, Family and Community Support

Learning Environment



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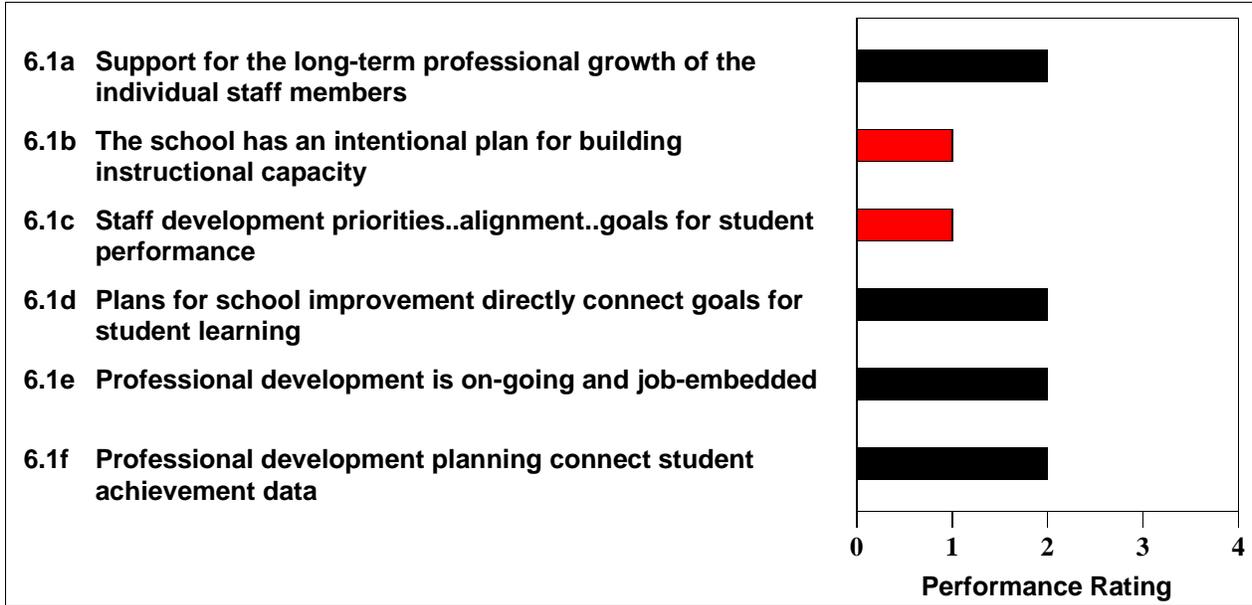
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3/28/2010 - 4/2/2010

6.1 Professional Development

Learning Environment



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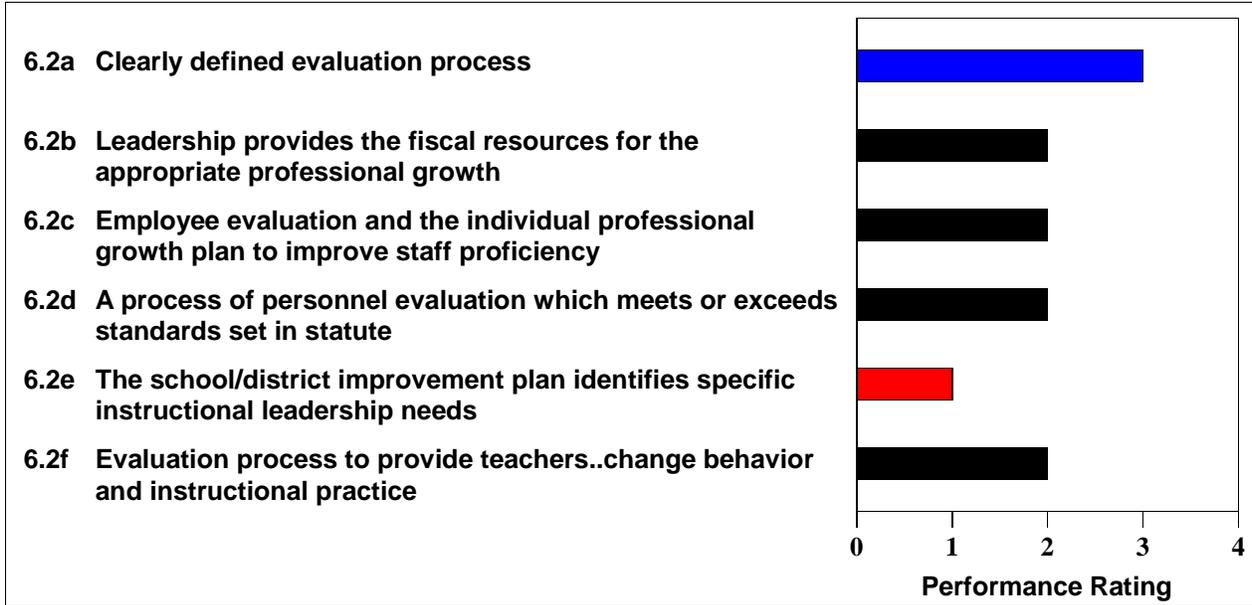
Metcalfe County

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6.2 Professional Growth and Evaluation

Learning Environment



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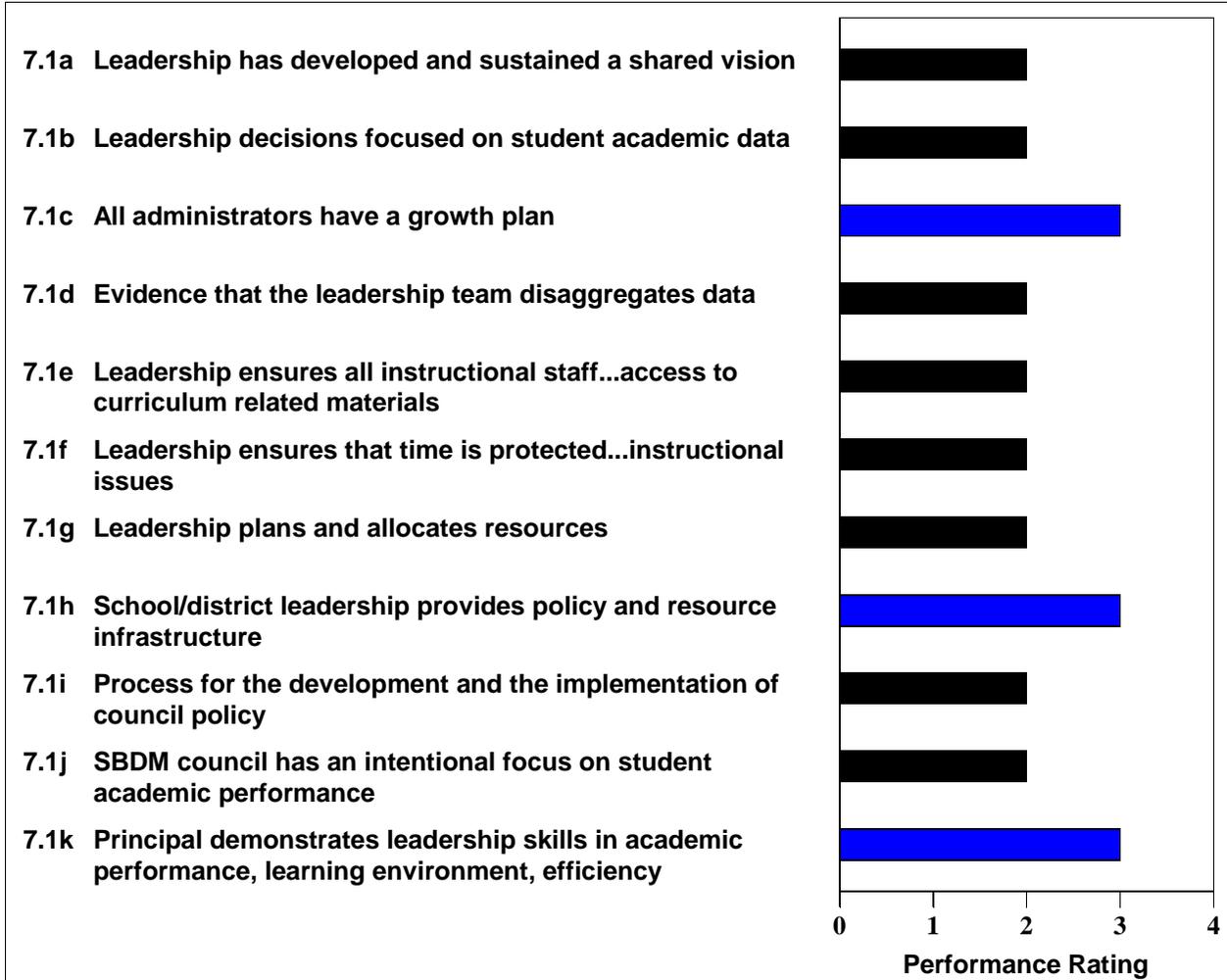
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3/28/2010 - 4/2/2010

7.1 Leadership

Efficiency



District Leadership Assessment Summary Report

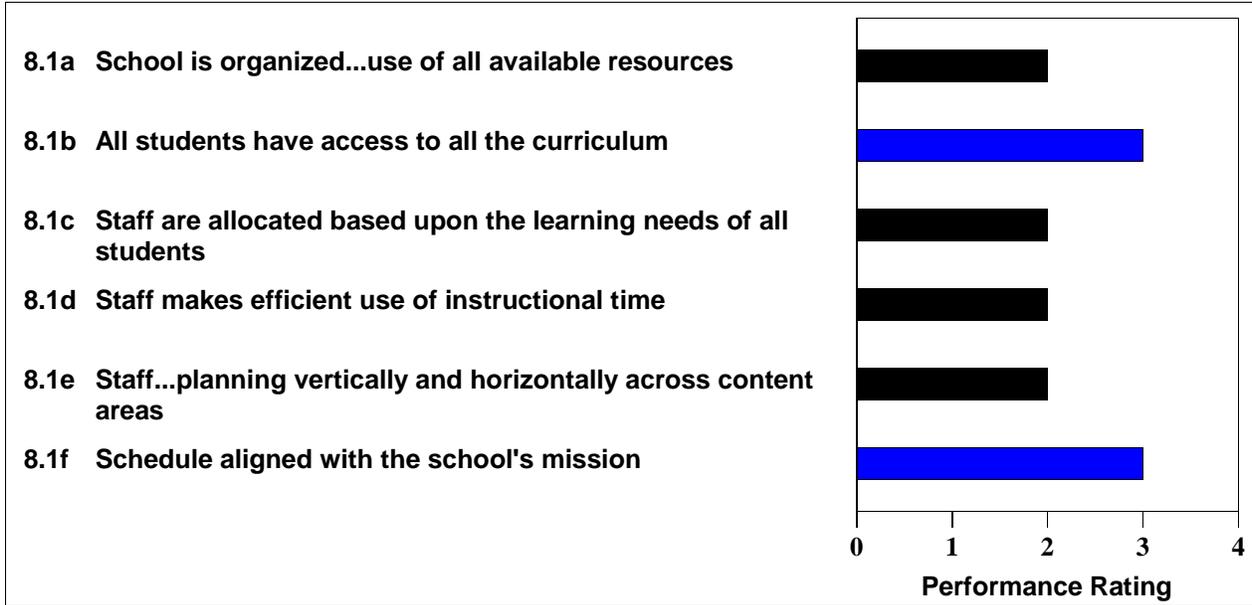
Metcalfe County

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8.1 Organization of the School

Efficiency



District Leadership Assessment Summary Report

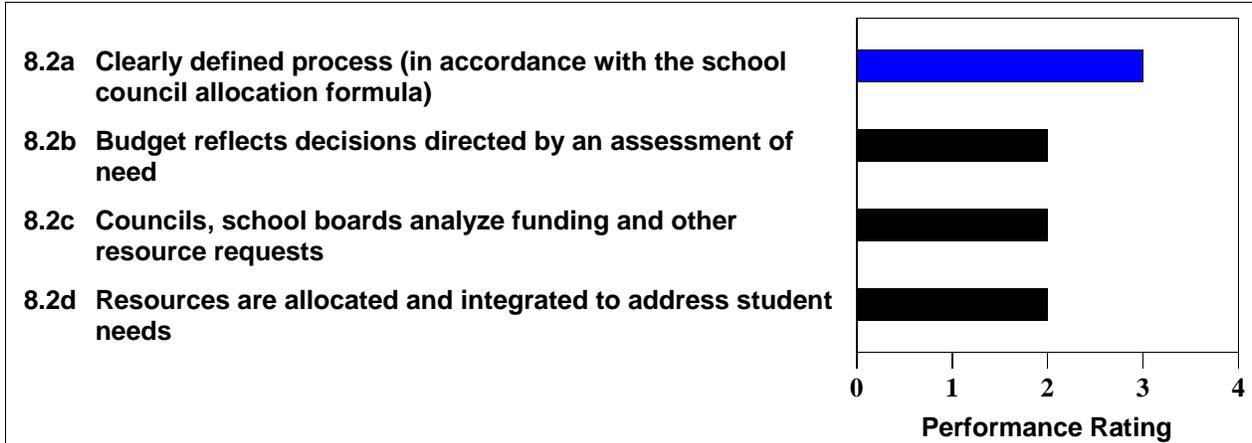
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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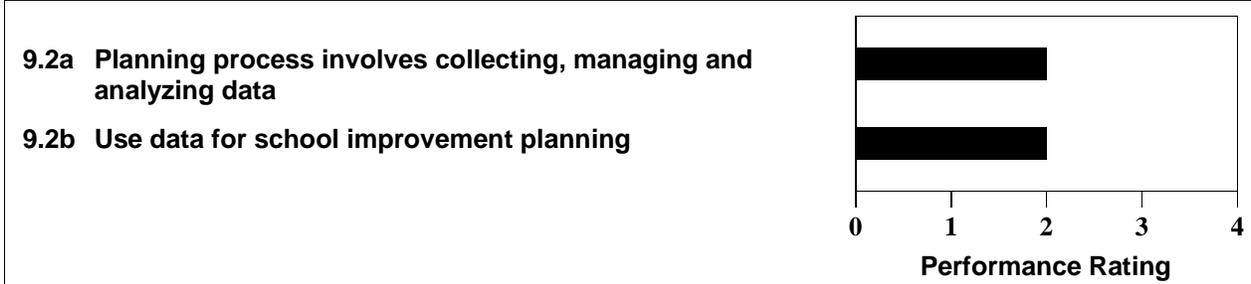
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9.2 Development of the Profile

Efficiency



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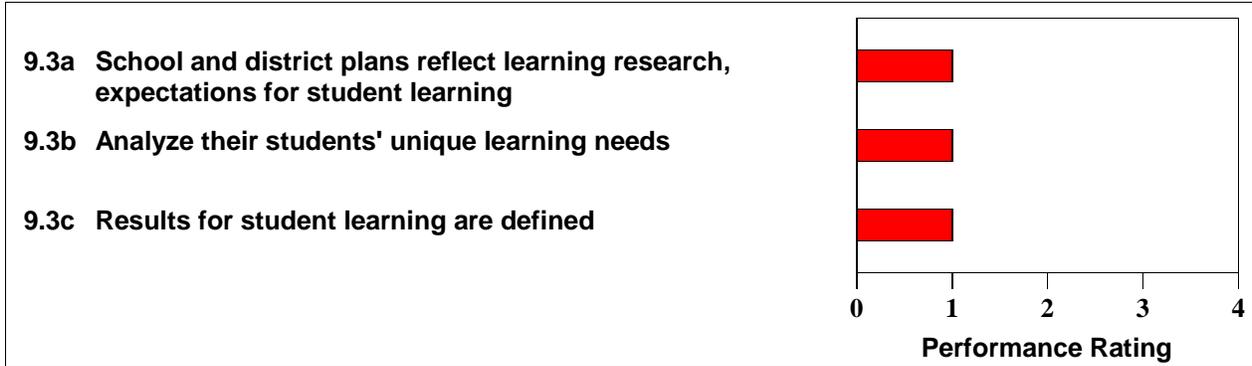
Metcalfe County

School District

3/28/2010 - 4/2/2010

9.3 Defining Desired Results for Student Learning

Efficiency



District Leadership Assessment Summary Report

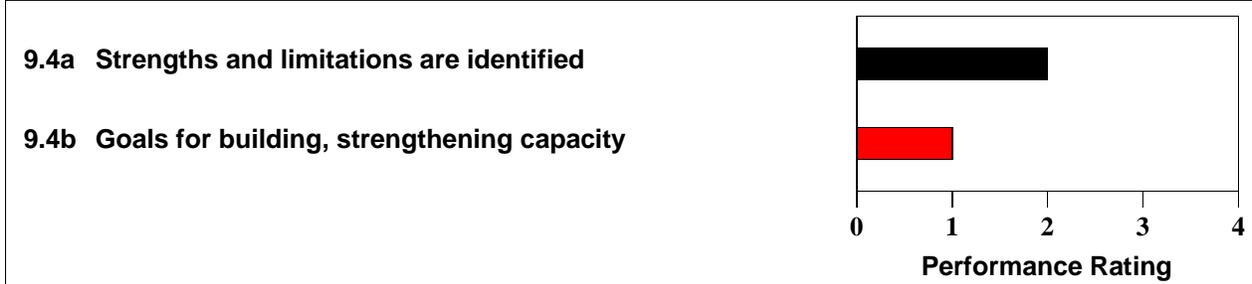
Metcalfe County

School District

3/28/2010 - 4/2/2010

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



District Leadership Assessment Summary Report

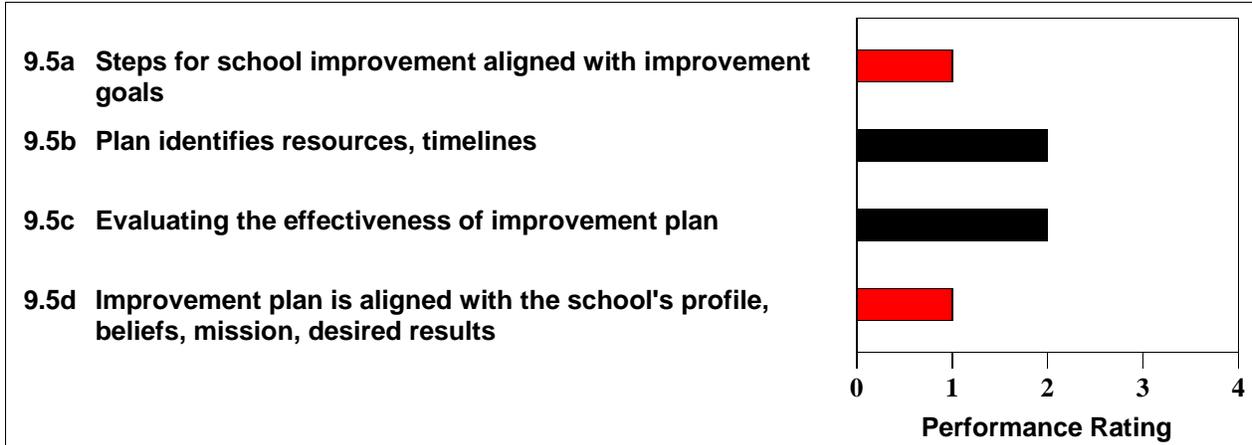
Metcalfe County

School District

3/28/2010 - 4/2/2010

9.5 Development of the Improvement Plan

Efficiency



District Leadership Assessment Summary Report

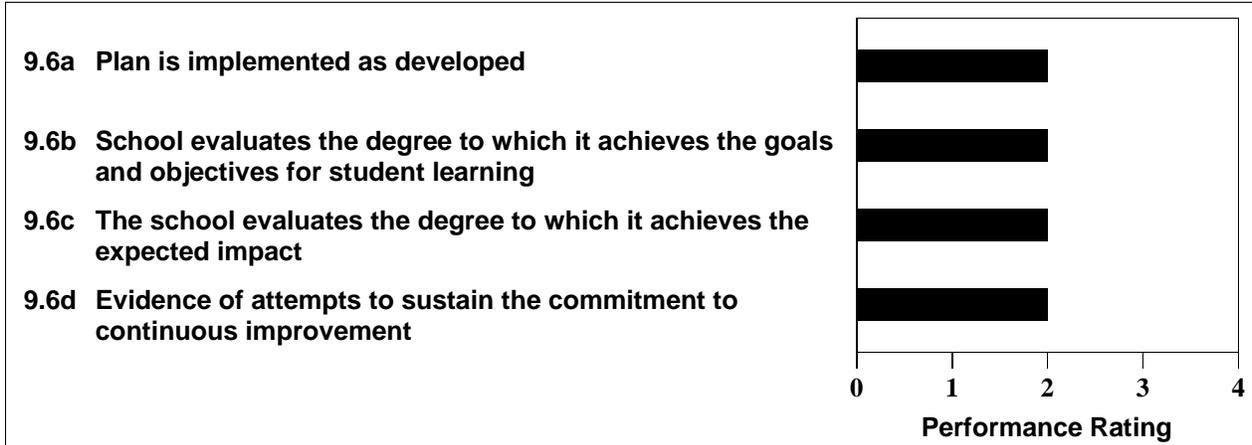
Metcalfe County

School District

3/28/2010 - 4/2/2010

9.6 Implementation and Documentation

Efficiency



District Leadership Assessment Summary Report

Metcalfe County

School District

3/28/2010 - 4/2/2010

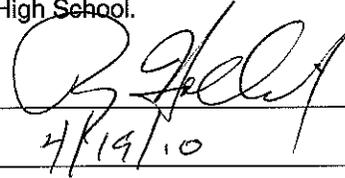
In Conclusion:

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

The district leadership assessment team has determined that the district has the capability and capacity to manage the intervention at Metcalfe County High School.

Commissioner, Kentucky Department of Education: _____

Date: _____



4/19/10

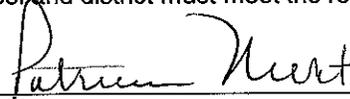
Pursuant To School Improvement Grant Section 1003g (SIG) Guidance from the US Department of Education

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

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

Superintendent, Metcalfe County Schools: _____

Date: _____



4-27-10