

Metcalfe County
Metcalfe County High School
School Leadership Assessment Report



03/14/2010 - 03/19/2010



School Leadership Assessment Executive Summary

Metcalfe County High School Metcalfe County School District

3/14/2010 - 3/19/2010

Interim, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Metcalfe County High School during the period of 3/14/2010 - 3/19/2010. Here are the most relevant facts and next step recommendations from the school 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.

School Deficiencies and Next Steps

1. Deficiency	The principal and council do not provide effective leadership due to inconsistent practices and a lack of focus on student achievement results.
Next Steps	The principal and council should assume responsibility for a clear focus on school improvement. The principal should possess the experience and strong leadership skills required to improve student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not create a culture of high expectations for all students and staff.
Next Steps	The principal should develop and implement a plan to raise the level of expectations within the school and community for all students. The principal should ensure all students have access to high-quality school experiences that prepare them for successful transition to adult life. The principal should provide opportunities to assist parents in maximizing the potential of their children and ensure every student has an adult who knows how to advocate for the student's academic needs. The principal should provide opportunities for all staff to work collaboratively and ensure student assignments are matched to teacher strengths.
School Action Steps to Overcoming Obstacles	

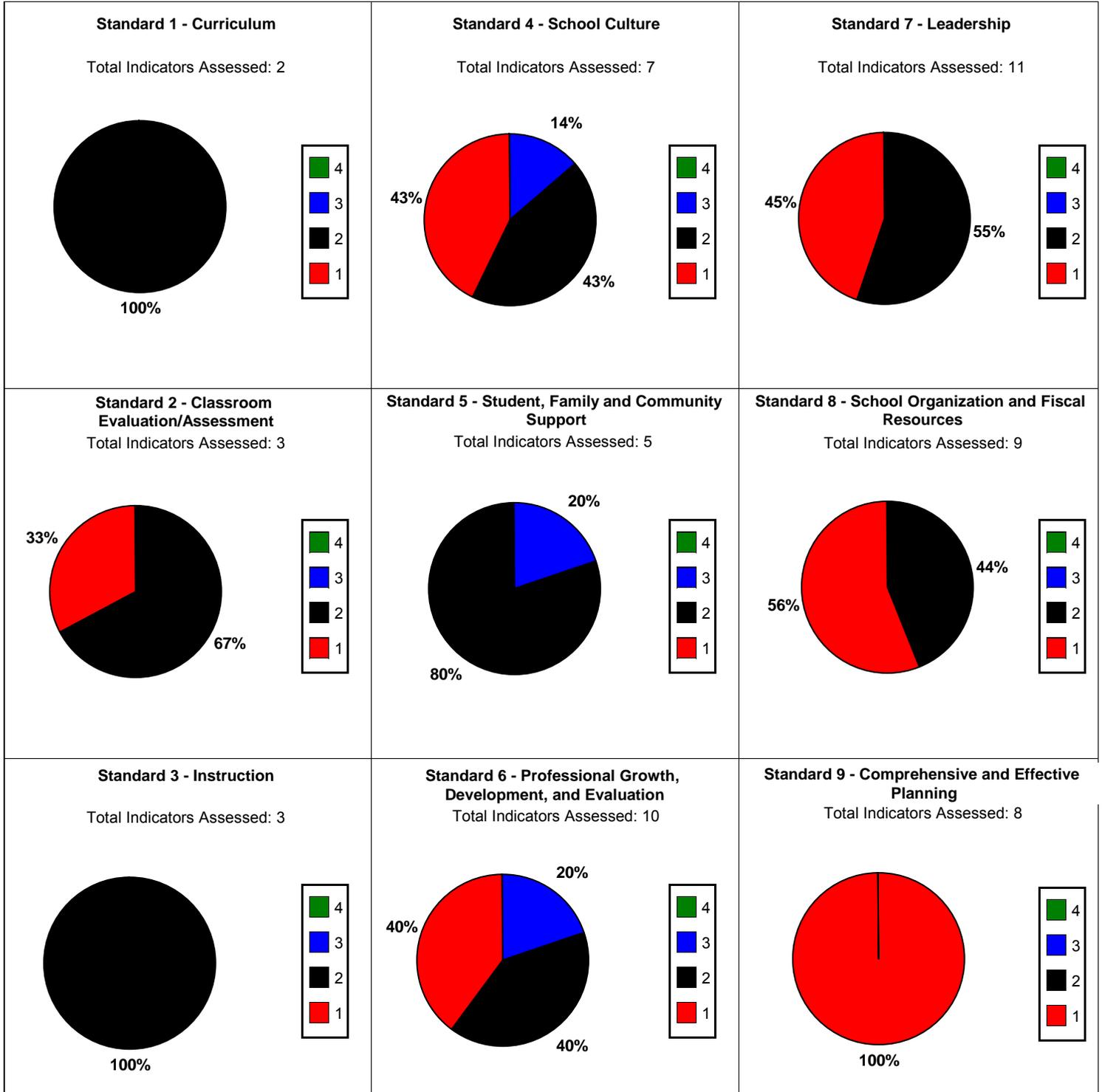
Timeline/Person Responsible	
3. Deficiency	The principal does not ensure high academic achievement for all students.
Next Steps	The principal should ensure all teachers receive meaningful support in delivering a fully aligned curriculum through effective and challenging instructional and assessment practices. The principal should ensure teachers are mentored in the use of rigorous instructional strategies that engage and challenge students at high levels. The principal should monitor the design of classroom assessments and instructional activities to promote success in closing learning gaps. The principal should ensure that all staff defines, models, and expects proficient work from all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal and council do not have a school plan that identifies student learning gaps and behavioral needs or provides the instructional support necessary for high student achievement.
Next Steps	The principal and council should develop a quality school plan with clearly defined priority goals. The plan should be based on needs assessment data from multiple sources with measurable objectives and activities. An evaluation process with specific timelines should be developed and embedded within the plan to monitor the effectiveness of the activities. Staff should understand their roles and responsibilities for ensuring the implementation of the identified goals, objectives and activities designed to meet the academic, behavioral and cultural needs of all students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The school council has not adopted policies and the school principal does not effectively monitor student achievement to ensure the academic and social needs of all students are being met, especially all students performing below proficiency.
Next Steps	The school council should adopt policies and the principal should implement procedures to ensure efficient and effective monitoring of student achievement. The principal should ensure that resources positively impact achievement and meet the social and emotional needs of students. The principal should involve the leadership team and the entire staff in the school's quest to educate all children to proficiency.

School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The principal does not have an organizational structure in place to maximize the use of all school resources (e.g., human, fiscal and physical).
Next Steps	The principal should fully implement all council policies. The council should conduct a school wide needs assessment for planning and budgeting all resources in a fair and equitable manner. The principal and council should use the school plan to maximize available resources toward improving student achievement. The principal should establish an active committee structure to develop, implement, monitor, and evaluate the school plan's objectives and activities.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Metcalfe County High School
 KDE 2010 School 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 - Metcalfe County High School

<p>Standard - 1 - Academic Performance <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 <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 <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 <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 <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 <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 <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 <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 <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>
<div style="border: 1px solid black; padding: 10px;"> <p align="center">Legend</p> <p>Grey - No Assessment Made</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>		

Focus on Student Academic Performance

The school leadership assessment report contains many important findings the school should consider. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.

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

Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Kentucky Department of Education
School Leadership Assessment Summary Report
Metcalfe County High School
Metcalfe County School District

3/14/2010 - 3/19/2010

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Metcalfe County High School during the period of 3/14/2010 - 3/19/2010.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (34) and formal interviews and informal discussions with teachers (35), students (81), parents (16), Family Resource/Youth Services Center staff members (1), central office personnel (10), support staff members (14), the assistant principal (1), counselors (2) and the principal.

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from working conditions surveys, leadership assessments and efficiency reviews. All of these results were considered in the development of this report.

The school leadership assessment report was based upon examination of the documents provided in the school portfolio, team experiences and observations. 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 is addressed in the following pages.

The chairperson of the team was Bill R. Morgan - District Administrator. The other team members were Renee Bledsoe - Highly Skilled Educator, Carol McGee -Teacher, Sheree W. Thompson - Teacher, Margaret K. Dotson - Building Administrator, Carolyn S. Falin - District Administrator, Jerry Lee Meade - Building Administrator, Nancy Jones Satterfield - Teacher, Rhonda Bailey-Parent, Marilyn Mayo-District Administrator.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, course syllabi, cumulative folders system/student working folders/portfolios, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, Implementation and Impact Checks, Individual Learning Plans, lesson plans/units of study, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws and student work

Interviews with parents, students and teachers

Observations of cafeteria, classrooms, computer lab and hallways

Performance Rating 2

- 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).

The principal and district leadership ensures that meetings are held at least once a year to facilitate discussions between the feeder middle school and high school teachers to address curriculum issues to aid in student transitions to high school. Teachers within the school occasionally meet during department meetings to review and discuss key curriculum transition points to prevent overlaps and gaps.

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

The school council has a curriculum policy (1.0) that requires the curriculum committee to align the curriculum with the state standards and to report curriculum issues to the school council for consideration and possible action. The principal does not ensure the committee makes timely reports to the school council. The principal does not ensure that the curriculum committee meets on a regular basis to monitor and revise the curriculum.

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should develop a consistent schedule that requires the curriculum committee to meet, analyze multiple sources of data, align the curriculum to Kentucky's standards and modify the implementation of the curriculum to best meet the needs of all students.

The principal should ensure that the curriculum committee meets regularly to review and modify the curriculum. The curriculum committee should report curricular issues to the school council for consideration and possible action.

Resources:

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>

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

SISI Toolkit Standard 1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%201/Standard%201%20By%20Standards.htm

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, perception survey results, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws and student work

Interviews with assistant principal, central office staff, classified staff, counselor, parents, school leadership, students, superintendent and teachers

Observations of cafeteria, classrooms and common areas

Performance Rating 2

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

The principal does not ensure all classroom assessments are aligned with Kentucky's core content. The principal requires teachers to submit classroom trimester final exams after they are administered, but these assessments are not always monitored for alignment. The principal provides little or no feedback to teachers regarding rigor, authenticity or quality of formative and summative assessments. Sample assessments with accompanying rubrics are included in most teachers' binders. The principal and other school and district leadership provide some feedback regarding Depth of Knowledge levels on teacher-designed assessments which are reviewed during periodic walkthrough observations. The principal has initiated limited work with some content area teachers in developing common assessments to monitor student progress. The principal does not provide in-depth feedback or assistance to teachers on analyzing assessment results to inform instructional practices.

- 2.1d Test scores are used to identify curriculum gaps.

The principal collaborates with the building assessment coordinator and district leadership to review the results of some test data (e.g., Interim Performance Report, ACT, PLAN, No Child Left Behind) with the school staff on a professional development day. Content area teachers analyze results of these assessments to monitor student progress and sometimes identify curriculum gaps and make curricular changes. The principal occasionally

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

participates in discussions with staff to analyze test data during department or staff meetings. The school council reviews some test data but seldom uses this information to determine if the curriculum is aligned. Council Policy 1.02, Enhancing Student Achievement, requires the faculty, administration and council to annually review student achievement gap analysis and investigate ways to reduce the gaps. The principal has not ensured that teachers have a clear focus on integrating multiple assessments (e.g., Kentucky Core Content Test, ACT, PLAN, ThinkLink) into the school curriculum or use the data from these assessments to identify interventions needed to reduce gaps and enhance student achievement.

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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.

The principal does not have a systematic process in place to ensure that teachers and students know the expectations for performance standards. The principal does not monitor teacher-designed assessments with accompanying rubrics prior to administration to ensure rubrics are shared with students before assessments or assignments are given. Student work is displayed in many classrooms but is seldom accompanied with rubrics. Student work displayed does not always correlate with proficiency or state performance level descriptions. Models of teacher or student developed examples of proficiency are seldom posted in classrooms to enable students to understand the expectations of quality work. The principal has not ensured that all classroom assessment tasks allow students to demonstrate mastery following the criteria of performance level descriptions.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should provide in-depth training for all teachers in developing clearly articulated rubrics that enable students and teachers to know the expectations for proficiency. The principal should ensure that teachers clearly communicate standards and expectations of performance level descriptions to students prior to assessments and assignments. The principal should monitor classrooms and commons areas of the building to ensure models of proficient work with accompanying rubrics are displayed. Lesson plans and assessments should be monitored to determine if plans and assessments reflect explanations of performance level descriptions.

The principal should ensure that teachers have a clear focus on integrating data from multiple assessments (e.g., Kentucky Core Content Test, ACT, PLAN, classroom assessments) to reduce achievement gaps. The principal should provide guidance in determining and implementing consistent school-wide assessments for intervention programs.

Resources:

Johnson, R. S. (2002). *Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools*. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1

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

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

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assignments, classroom displays, comprehensive school improvement plan, curriculum maps, eWalk data, individual professional growth plans, perception survey results, professional development records, rubrics, samples of student work products, school council policies and bylaws, student work and teacher portfolios

Interviews with assistant principal, media specialist, parents, school council members, school leadership, students, superintendent and teachers

Observations of classrooms and common areas

Performance Rating 2

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

The principal does not regularly monitor classroom practices to ensure that a variety of instructional strategies are used in all classrooms. The school council has adopted an Instructional Practices Policy 9.0. The policy requires teachers to use a variety of instructional strategies (e.g., cooperative groupings, higher-order thinking skills, problem-solving, differentiated instruction, and learning styles). Teachers have been trained in a variety of research-based instructional strategies including those recommended by Mike Rutherford and Robert Marzano, but few teachers utilize these strategies in classroom instruction. Most instruction is teacher-directed (e.g., lecture, worksheets, teacher-led questions). Electronic walkthrough data shows that only twenty-two percent of teachers differentiate instruction to meet the needs of diverse learners to close achievement gaps.

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

The principal does not ensure teachers meet the diverse needs of students through implementation of a variety of instructional strategies which address rigor and higher-order thinking skills. District leadership provides pacing guides indicating when specific content should be taught. However, the principal has not ensured pacing guides are modified to reflect the change to a trimester schedule. Some learning activities are similar to those on the Kentucky Core Content Test (e.g., vocabulary strategies, reading comprehension, ThinkLink practice probes). Few teachers are assessing learning activities with multiple choice questions that reflect high depth of

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

knowledge levels. Many open response questions do not require critical thinking. Teachers do not regularly use formative assessments or reflection as tools to inform and modify instructional practices.

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

The school council has adopted a technology policy, Alignment with State Standards, Technology Utilization, and Program Appraisal Policy 5.0. The policy does not address the effective use of technology for teaching and learning. The principal has not implemented procedures that define and evaluate the effective use of technology in instruction. Teachers have a variety of instructional resources (e.g., graphing calculators, liquid crystal display projectors, active slates) to support instruction. However, the textbook is the primary resource used for teaching and learning in many classrooms. The school has five computer labs and a few computers in classrooms available for student use. All teachers have an interactive smart board in their classrooms and some use student response systems as a means of formative assessment. Few students use technology to extend learning and create products.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should frequently monitor classroom instruction to ensure that teachers use a variety of instructional strategies (e.g., inquiry, cooperative learning, learning styles, flexible groupings of students, higher-level questions) to meet the diverse needs of students. The principal and district leadership should ensure teachers receive meaningful feedback and ongoing support to improve classroom instruction.

The principal should ensure teachers are using rigorous instructional activities and assessments that reflect high expectations for all students.

The principal should adopt a formal protocol for analyzing student work to drive instructional improvement. The principal should provide time for teachers to work collaboratively on a regular basis to analyze student work to impact student achievement. In addition, the principal should regularly monitor this practice for impact on instruction.

Resources:

Armstrong, T. (2003). *The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, course syllabi, curriculum documents, documentation of parent contacts, documentation of referrals to health and social services, employee handbooks, examples of school to home communications, facility inspection reports, fire marshal reports, health department inspection reports, Individual Learning Plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, newspaper clippings/press releases, perception survey results, report cards/progress reports, roster of teaching assignments, safe schools data reports, samples of classroom assessments, samples of student work products, schedule for co-curricular offerings, school budget and allocations, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school financial reports, school mission, belief and vision statements, school profile, School Report Card data, school Web pages, school/district safety plan, student work, student/parent/staff handbooks, student/teacher ratio, trophy cases and yearbooks

Interviews with assistant principal, central office staff, classified staff, parents, students and teachers

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

Performance Rating 3

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

The principal ensures that staff regularly recognizes and celebrates student achievements. Posters displayed throughout the school identify student academic accomplishments (e.g., proficient and distinguished scores in Kentucky Core Content Test areas, ACT and PLAN, "A" honor roll, Student of the Month). Students are recognized on the school web site and in the local newspaper. The principal ensures students receive tangible rewards for academic successes (e.g., Pi Day for freshman academy math students scoring proficient on PLAN, ice cream or pizza parties, extra privileges). The student body is divided into competitive teams that regularly vie for points by participating in academic and nonacademic challenges. Results of these competitions are posted, and students are rewarded (e.g., parties, extra privileges, extra points).

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

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

The principal provides some support for a safe and orderly learning environment. The school council has approved a school safety plan that includes a discipline and classroom management policy (4.0) and crisis and emergency procedures. These procedures are visible in most classrooms. Every classroom has an outside telephone line. The school is equipped with camera monitors, and the One Call Now system is used to contact parents in emergency situations. Visitors must sign in at the office. Policy dictates that all outside doors be locked. Hallways, classrooms, restrooms and commons areas are generally clean and well maintained. The principal has implemented some procedures to protect instructional time (e.g., designated time for announcements, Response to Intervention classes, club meetings) but does not ensure minimal disruption of instructional time for students attending the Barren River Kentucky Community College and Technical Center. The principal does not always ensure students returning to the high school enter classrooms in a timely manner and maintain an acceptable noise level in the hallways. Behavioral standards are clearly defined in the handbook distributed to students and available on the school web site, but consequences are not consistently enforced. The principal and some staff attended a Kentucky Center for Instructional Discipline professional development day, but the additional training required for implementation of the system was never provided. The principal and school council rarely collect and use learning environment data for planning and decision making.

- 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.

The principal has initiated some strategies (e.g., Mike Rutherford and Robert Marzano strategies, Response to Interventions, reading strategies, freshman academy) intended to promote high academic expectations for all students but does not monitor to ensure all staff implement these initiatives. The principal and some staff articulate high expectations for academic achievement, but this belief is seldom demonstrated in instructional practices or in communications to students, parents and the community. Teachers have the opportunity to discuss student work and share successes at recently reinstated weekly staff meetings. Some teachers informally share strategies with each other, but the principal does not provide a formal process or structure to foster these interactions.

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Standard 4 **School Culture**

Performance Rating **2**

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

The principal and school council do not have an intentional focus on culturally relevant instruction or on fostering an awareness and appreciation of cultural differences. Multicultural considerations are rarely evident in school programs and activities. Most teachers address cultural diversity through lessons in textbooks. The principal does not ensure staff receives the training and support needed to deal with cultural differences and the unique behavioral and academic needs of some students, especially students with disabilities or those coming from foster homes or other alternative placements. The school council has approved a gap reduction plan focused on sophomore and junior students as well as students with disabilities but the principal has not ensured full implementation of the plan. The plan includes Response to Intervention classes for reading and mathematics, but teachers do not consistently use ThinkLink and other assessment data to target the specific academic needs of all students. Students can receive additional academic assistance through tutoring offered before and after school as well as during the school day. PLATO Learning software is used for Response to Intervention classes and credit recovery. The principal does not ensure implementation of the component in the gap reduction plan requiring assignment of mentors to students with disabilities. Few teachers incorporate culturally responsive instructional strategies (e.g., differentiated instruction, learning styles, cooperative learning groups) in classroom practices. The guidance counseling department coordinates with the Youth Services Center to address some of the physical and socio-economic barriers facing at-risk students. The school council and principal do not have an intentional focus on hiring and retaining a diverse and highly qualified teaching staff.

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Standard 4 **School Culture**

Performance Rating **1**

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

The school council has not established and the principal has not implemented a systematic process to meaningfully involve all staff in decisions related to teaching and learning. Numerous standing and ad hoc committees are in place but seldom meet and have little influence in decisions regarding the learning environment.

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

The school council has adopted a student assignment policy (2.0), but the policy does not ensure assignments consider student learning needs and the instructional strengths of staff. Assignments are computer generated and are based on student preference forms submitted to counselors rather than on student learning needs.

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

The school council and principal have not adopted a school communications plan. The principal uses One Call Now to share important announcements with parents but does not always use the system as a tool to support improvement in student learning. Information about student accomplishments, school events and announcements are broadcast on Channel 95, published in the local newspaper, posted on the school web site and communicated through monthly newsletters.

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Standard 4 **School Culture**

The school council should adopt policies and the principal should implement and monitor a systematic plan to support meaningful collaboration between certified and non-certified staff. The plan should provide opportunities for certified and non-certified staff to share in decision making related to the teaching and learning environment in their areas of responsibility. The plan should designate a regularly scheduled time for staff collaboration and committee meetings. The principal should routinely collect and analyze data to determine how the plan is impacting the teaching and learning environment.

The school council should adopt policies and the principal should implement and monitor a systematic process to ensure students are assigned to classes and programs that maximize access to the staff's instructional strengths. The principal should require the guidance counselors to review individual schedules to ensure all students are matched to teachers best able to meet their unique needs. The principal should regularly monitor teaching staff to ensure they use continuous assessment results to assign students to interventions specifically targeting their learning needs. The principal should regularly monitor student groupings to ensure they are flexible and are based on assessment results.

The school council should develop and the principal should implement and monitor a formal two-way communications plan. The council and principal should ensure all stakeholders (e.g., school staff, students, parents and community members) are actively engaged in the development and implementation of this plan.

The school council should revise the discipline and classroom management policy (4.0) to include an intentional focus on positive behavioral interventions and supports. The principal should ensure the policy is implemented and monitored. Monitoring should include a regular review of discipline reports to identify and target areas of greatest concern (e.g., truancy, electronic devices, class disruptions, tardies). The principal should involve staff and students in developing interventions that effectively address behavioral problems.

Resources:

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

Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., Voorhis, F. (2002). *School, Family, and Community Partnerships: Your Handbook for Action*. Thousand Oaks, CA: Corwin Press.

Johnson, R. (2002). *Using Data to Close Achievement Gaps: How to Measure Equity in Our Schools*. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1

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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 comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, eWalk data, Extended School Services entrance and exit reports, Extended School Services Schedule, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Individual Learning Plans, list of co-curricular offerings, policies and procedures on access to student records, schedule for co-curricular offerings, school council policies and bylaws, student academic records and student handbook

Interviews with central office staff, classified staff, Extended School Services director/staff, parents, school leadership, school nurse, students and teachers

Observations of classrooms, common areas and computer lab

Performance Rating 3

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

The principal and attendance staff comply with board policy (09.14) for the maintenance, security and quality of student records. Infinite Campus software is used to organize and maintain student records. Student cumulative folders contain educational profiles that reflect a variety of information. The freshman dean of students, guidance counselors, computer staff and English department staff assist in the development of Individual Learning Plans.

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

Performance Rating 2

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

The school council has a committee policy (6.0) to establish committees to gain input from all stakeholders and to serve as a council resource for gathering data and making recommendations to the school council. The principal asks all teachers to choose a committee and matches them to that committee if possible. However, the principal has no procedures for recruiting parents and community members to serve on committees. The principal has not implemented a fully functioning committee structure. The principal and school council have not implemented procedures to train parents as student advocates or to ensure every child has an adult advocate to support the student's academic progress. Teachers have drafted competitive student teams in an effort to motivate students to achieve at higher levels. Some teachers provide some support for students on their team, but this initiative does not ensure academic support for students. Youth Services Center and Migrant Education directors make many connections with families (e.g., back to school bash, open house, home visits). No formal procedures are in place to address parent complaints, concerns and suggestions, but the assistant principal and the school administration manager address individual parent issues through phone calls, email and parent conferences. The Youth Services Center director partners with some local businesses, government agencies and a local church to support the needs of children and families (e.g., clothing, school supplies, Second Harvest Backpack Program, utility assistance, health and social services referrals, counseling). The school council has an attendance policy (14.03). The rules used to address student absences and tardies are included in the student handbook. The school administration manager, some classified staff and the district pupil personnel director work together to address attendance issues.

- 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).

The principal does not have formal procedures for referring students for guidance, school nurse and Youth Services Center services. Most school staff use personal contact, phone calls and email to refer students for these services. The principal and staff use some ThinkLink assessment data to place sophomores and juniors in Response to Interventions classes in math and reading. Freshmen and seniors are not placed in interventions based on

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

Performance Rating 2

specific criteria. The Extended School Services program offers a daytime waiver credit recovery program using PLATO Learning software. The principal has not collaborated with guidance counselors to develop a school guidance counseling plan of services. Guidance counselors oversee the development of Individual Learning Plans for sophomores, juniors and seniors, student class scheduling and developing instructional plans for some Response to Interventions. The local health department provides a full time school nurse to meet the health needs of students. Youth Services Center and Migrant Education directors provide services for the purpose of successfully reducing barriers to learning.

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

The principal does not ensure that all staff are trained to identify students with unaddressed special needs and have knowledge of the procedures to follow in acquiring appropriate assistance. Personal contact, phone calls and email are the basis for student referrals for guidance, school nurse and Youth Services Center services. The Youth Services Center director, counselors and school nurse make referrals for health and social needs. The school guidance counselors use student grades and historical school data to determine class placement for incoming transfer students. The principal and other school staff (e.g., Youth Services Center director, Migrant Education director and tutor, Life Skills counselor) provide moral and social assistance (e.g., home visits, tutoring, counseling, health and social needs referrals, food, clothing, school supplies) to students living in at-risk environments. However, the principal does not have procedures to ensure advocacy to meet the academic goals of at-risk students.

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

The assistant principal meets with students who have been alienated from the regular school setting and their parents to address concerns. The principal has initiated some Response to Intervention classes (e.g., reading for freshmen and sophomores, math for juniors, and college readiness for seniors). The trimester schedule allows for some students to repeat classes they failed through the Extended School Services daytime waiver offering of PLATO Learning software. The Gear Up Grant and Migrant Education program provide additional tutors to help meet individual needs of students. The gifted and talented instructor has developed Gifted Student Services

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

Performance Rating 2

Plans and offers some support for students who are identified in specific areas of giftedness. Advanced placement classes and dual credit classes are offered through Western Kentucky University and Barren River Kentucky Community College and Technical Center. The principal has created a class to help students learn content consistent with ACT testing. Some co-curricular classes (e.g., Health Occupations for Students of America, Student Technology Leadership Program, Beta, production systems programs, agriculture production classes, cooperative learning programs) are offered that intentionally support classroom instruction.

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The principal and school council should ensure school staff analyzes multiple sources of test data (e.g., Kentucky Core Content Test, classroom assessments, ACT, PLAN, ThinkLink) to develop Response to Interventions programs to meet the needs of all students and should monitor the programs to measure impact on student achievement.

The principal and school council should ensure procedures are in place to recruit committee members from all stakeholders. The principal should ensure committees meet regularly in order to effectively contribute to the decision making process for school improvement.

The principal and school council should develop measureable criteria to determine the effectiveness of the Extended School Services program on student achievement.

The school council should adopt and the principal should implement procedures to train and assign an adult advocate for every student, especially those students from at-risk environments.

Resources:

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

Christenson, S.L. & Sheridan, S.M. (2001). *Schools and Families: Creating Essential Connections for Learning*. New York, NY: The Guilford Press.

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

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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 brochures, pamphlets, categorical program financial reports, certified personnel evaluation plan and process, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, professional development records, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school Web pages and teacher portfolios

Interviews with assistant principal, district leadership, parents, school leadership, students and teachers

Observations of cafeteria, classrooms and media center

Performance Rating 3

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

The principal and school leadership review the district certified evaluation plan at the beginning of the school year. The principal maintains appropriate documentation.

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

The principal ensures that personnel evaluations are completed in accordance with the district certified evaluation plan as approved by the Kentucky Department of Education.

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

Performance Rating 2

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

The principal and district leadership ensure that teachers participate in professional development, but it is not always content specific to meet the growth needs of all teachers. The district mandates three days of professional development (e.g., using EXPLORE, PLAN and ACT, college readiness standards and content reading strategies, Reading Strategies that Work), but these trainings do not always support the growth of each individual teacher. The principal determines the use of three professional development days based upon teacher requests (e.g., reading strategies, national math conference, Response to Intervention, advanced placement training). Some opportunities are provided to support the enhancement of leadership skills of administrators (e.g., Kentucky Leadership Academy, professional learning communities, School Administration Manager Conference). Some classified employees receive training opportunities that are pertinent to their job descriptions with oversight by the school administration manager or a direct supervisor. Food services employees have not received all required update trainings.

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

The principal does not ensure that professional development is on-going and job-embedded. Professional development activities are frequently one time events that are not sustained over time for professional growth. Some teachers participate in professional development (e.g., analyzing student work, reading strategies, common assessments in English department) that is job-embedded, but this practice is limited and not monitored by the principal to ensure its impact on continuous growth or student achievement.

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

The principal does not ensure evaluation of certified employees and individual professional growth plans always correlate with the learning needs of students. All staff members have completed an individual professional growth plan, but these plans are not always connected to staff evaluations. Individual professional growth plans are limited in scope and do not always foster reflection and refinement of professional practice. Some employees do not make the connections between the evaluation process and teacher efficacy.

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Performance Rating 2

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

The principal implements the certified evaluation plan and makes a limited effort to use the process as a tool for improving instruction and changing teacher behavior. The principal does not always use the evaluation process to systematically measure growth over time. The principal provides some support to affect change in teachers' instructional practices through feedback from walkthroughs. A clearly defined monitoring system to determine the effectiveness of instructional growth or to provide teachers with meaningful feedback is not in place. Most individual professional growth plans focus on school and district initiatives with few of them addressing specific needs of struggling teachers.

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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.

The principal has not developed and implemented an intentional plan to build instructional capacity through job-embedded professional development. The professional development committee is not fully functioning, needs assessment data is not collected, and on-going professional development is rarely sustained over time or monitored for implementation and effectiveness.

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

The principal has not identified professional development priorities that support the school improvement plan, individual professional growth plans or professional evaluations of staff. Professional development initiated by the principal and district leadership is not always reflected in the Individual Growth Plans of teachers.

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

The principal does not use multiple student achievement data to determine the need for professional development activities. Disaggregation of data is completed (e.g., Interim Performance Report, No Child Left Behind Report) by principal, district leadership and teachers, but data results seldom determine professional development activities in the areas of greatest need (e.g., math, reading, students with disabilities). The principal rarely analyzes the impact of past and current professional development on staff behavior and student achievement. The principal has not implemented procedures to determine connections between professional development requests and school improvement plan goals before allocating resources. The principal allocates resources for professional development requests based primarily on the availability of funds.

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

The principal expends funding for professional development, but specific professional development needs are not embedded within the school improvement plan. Needs assessments are not formally conducted, Individual Growth Plans are not fully implemented and student achievement data is not

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Performance Rating **1**

regularly analyzed to determine professional development needs.

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

The principal should ensure that an active professional development committee meets regularly and collects needs assessment data. The committee should work in collaboration with the principal to form an intentional plan for building instructional capacity through job-embedded professional development.

The principal should ensure that professional development is aligned with the school plan and individual professional growth plans of teachers. The professional development plan should reflect a direct connection to the analysis of student achievement data.

The principal should ensure that an effective evaluation process is used to leverage continuous staff proficiency through collaborative development of the Individual Growth Plans. These plans should be tied to the school improvement goals resulting in change in teacher behavior and instructional practice.

Resources:

Diaz-Maggoli, G. (2004). *Teacher Centered Professional Development*. Alexandria, VA: Association for Supervision & Curriculum Development.

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

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

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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, certified personnel evaluation plan and process, classroom assessments, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, employee handbooks, eWalk data, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, newspaper clippings/press releases, newspapers, perception survey results, roster of teaching assignments, rubrics, safe schools data reports, samples of classroom assessments, samples of student work products, schedule for co-curricular offerings, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school newsletter, school visitors register, school Web pages, school/district safety plan, state statute and regulation, student discipline reports, student handbook, student work and trophy cases

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, district leadership, parents, school council members, school leadership, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas, media center and outdoor areas

Performance Rating 2

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.

The principal and school council occasionally disaggregate some data (e.g., ACT, PLAN, Kentucky Core Content Test, ThinkLink) related to student performance levels. The principal and school council have not consistently used this data to identify struggling students in under-served populations and implement strategies and activities to effectively address their needs. The principal rarely analyzes assessment data to share with staff and the school council. The principal and school council have informally used some disaggregated data to initiate some changes (e.g., freshman academy, 3 X 5 Trimester, Response to Interventions) focused on bringing about reductions in differences in student achievement.

7.1e Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curriculum and data resources

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Standard 7 **Leadership**

Performance Rating 2

relating to the learning goals for Kentucky public schools.

The principal in collaboration with district leadership ensures that most teachers have access to curriculum documents developed around Kentucky's Combined Documents. The principal in collaboration with district leadership provides a variety of resources to facilitate the delivery of a curriculum based on Kentucky standards. Textbooks, technology and a variety of other resources are available to facilitate this delivery. The principal does not ensure that all teachers have received sufficient training in technology to use assessment instruments and other electronic resources available to them.

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

The school council has not developed and the principal has not implemented a policy to protect instructional time. Some teachers are present in hallways when students change classes, and the school administration manager and assistant principal monitor the cafeteria during lunch to facilitate smooth transitions from one lunch group to another. The principal does not always ensure that students returning from Barren River Kentucky Community College and Technical Center are supervised and get to their assigned classes on time. This results in noisy hallways and disruptions for some teachers and classes. The principal assigned teachers to committees and scheduled weekly faculty meetings during the fall trimesters to allow teachers an opportunity to engage in curricular and instructional discussions and activities. The principal did not follow through to ensure these meetings took place. Members of the English department share common planning.

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 school council adopted the district code of acceptable student conduct to set parameters for student conduct and to guide procedures designed to provide a safe, equitable and secure learning environment. The principal receives assistance from the school administration manager, an assistant principal and a dean for the freshman academy to deal with disciplinary infractions and help supervise students in hallways and commons areas. The principal ensures that a supervision schedule for teachers is developed to provide additional support. Some teachers monitor hall traffic during class changes. Some students persist in smoking in bathrooms although efforts are

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Standard 7 **Leadership**

Performance Rating 2

made to prevent this. This contributes to health issues for those students with allergies and lung conditions and results in some students being reluctant to use the facilities. The principal ensures that maintenance issues and equipment needs are quickly addressed through the assistance of the school administration manager who coordinates maintenance with the central office. The school council uses the district emergency procedures guide to address conditions and circumstances that could present a threat to student safety. The principal has established an in-school suspension room to address inappropriate behavior and reduce the number of out-of-school suspensions.

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

The principal and school council ensures that all required council policies are in place; however, the principal does not ensure that policies are accompanied by procedures and are implemented or monitored for effectiveness. During the last three school years (i.e., 2007-2008 school year to present), the principal and school council have ensured that most council policies have been reviewed and revised.

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

The school council frequently discusses and acts on policy issues. The council is less focused on program and resource items intended to impact student achievement. The school council is served by a district liaison, but the liaison does not engage the council in meaningful discussions about activities to intentionally strengthen the school's instructional and organizational capacity. District leadership initiates some discussions with the school principal focused on improving instructional effectiveness and organizational capacity.

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Standard 7 **Leadership**

Performance Rating **1**

7.1a Leadership has developed and sustained a shared vision.

The principal participated in activities initiated by district leadership intended to promote the development of vision, mission and belief statements during an administrative retreat in the summer of 2007. This process did not involve faculty or other stakeholders. The principal did not continue this initiative, and a formal vision statement was never formalized or articulated. The principal and school council have developed a mission statement, but it is found in only a few documents and is not used to guide decisions and focus the school council, staff and the school community on the school's core mission of improving student achievement.

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

The principal and school council use limited data (e.g., ACT, PLAN, Interim Performance Report, ThinkLink) to inform programmatic and academic decisions. The principal and school council do not frequently and consistently engage in analysis of student performance data and its implications for implementing and revising the school's curriculum, assessment and instructional programs. The principal, in collaboration with district leadership, facilitated a professional development day in the fall of 2009 designed to disaggregate data from the Interim Performance Report. One of district leadership's stated objectives for this activity was to generate data on which to base interventions and determine student placements relative to the Response to Intervention program. The school principal did not complete this process, resulting in a lack of focus and direction for the Response to Interventions classes.

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

The principal's individual professional growth plan was developed collaboratively with the evaluator. The plan is focused on improving leadership skills essential to developing and articulating a vision for the school and improving student achievement; however, the principal does not effectively address the goals of the growth plan.

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

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Standard 7 **Leadership**

Performance Rating **1**

The school council has not adopted a policy, and the principal has not implemented procedures to ensure fair and equitable allocation of all resources. The principal has not led the school community in a process to develop a school improvement plan based on adequate needs assessment data to identify barriers to school improvement and to increase student achievement. The school council has adopted a budget policy (16.0), but the principal has not implemented clear budget procedures to ensure that fiscal resources are expended to address the greatest needs.

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

The principal rarely articulates a vision of high expectations for students nor requires students to demonstrate proficiency, regardless of environmental and social backgrounds. The principal, school council and staff value every child but have not intentionally cultivated a culture of high expectations for student academic performance. The principal, school council and staff have established only limited partnerships (e.g., health department, churches, social services) with parents and stakeholders that would encourage involvement of the whole school community in educating all children to the fullest extent. The principal has engaged the staff in numerous initiatives that were only partially implemented. This results in low teacher morale and leaves many staff unsure of the expectations held for them. The school council adopted a budget policy (16.0), but this policy is not accompanied by formal procedures to ensure that needs are prioritized and that all available funds are expended to meet those needs. The principal seldom uses the talents and strengths of staff and community leaders to minimize barriers to success and maximize student achievement.

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The principal and school council should involve multiple stakeholders in crafting a vision for the school that goes beyond mere words. Once developed the vision should guide decision making and validate the school's core mission of serving children and meeting the needs of all students. Belief statements should accompany the vision statement and clearly proclaim the school's commitment to its students and the community.

The principal should collaborate with the superintendent and others to identify and address the individual professional growth needs. The principal should ensure that the plan focuses on planning, organizational skills, monitoring and effective communication. The principal, in collaboration with the school council, staff and student leaders should collectively engage in discussions to define high behavioral and academic expectations. Together they should identify the perceptions and attitudes that would need to change in order for the school to operate as a high performing Professional Learning Community.

The principal in collaboration with the school council, staff, student leaders, parents and community leaders should develop and launch a public relations program intended to change the public perception of the school. The principal should exert extensive efforts to ensure that parents and community members become actively involved with the school and become partners in creating a high performing culture.

The principal should move quickly to empower the staff and student body to join in an effort to foster a school environment where learning is highly valued and prized. The principal should adopt a "Whatever It Takes" attitude and use it to guide decisions and ensure that all students can and shall learn and that under this leadership the school will assist all students in becoming highly successful learners and productive citizens of the school.

Resources:

DuFour, R. and Eaker, R. E. (2005). On Common Ground. Bloomington, IN: National Educational Service.

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

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

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School Leadership Assessment Summary Report

Metcalfe County High School

Metcalfe County School District

3/14/2010 - 3/19/2010

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, district budget and allocations, employee handbooks, enrollment data, equipment inventory, eWalk data, faculty meeting agenda, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, list of co-curricular offerings, master school schedule, needs assessment data, perception survey results, roster of teaching assignments, school budget and allocations, school council meeting agenda and minutes, school financial reports, school improvement planning team meeting minutes and agenda, School Report Card data, school visitors register, school Web pages, state statute and regulation, student discipline reports, student/parent/staff handbooks, student/teacher ratio and trophy cases

Interviews with central office staff, classified staff, community members, parents, school council members, school leadership, students and teachers

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

Performance Rating 2

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

The school council policy (7.0) states, "Assignment of school staff shall be done by the principal in the manner he/she believes will best promote student success, meet assessment goals, and achieve objectives outlined in the school improvement plan." The principal has not established clear procedures to guide staff assignments. The principal does not use available data (e.g., student and parent surveys, student learning styles, interest inventories, student individual learning plans, staff evaluations, individual professional growth plans and staff surveys) for the purpose of matching staff strengths with individual student needs. The number of school staff assignments is based on school council budget allocations.

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

The school council adopted a policy on discipline and classroom management (4.0) which identifies the Metcalfe County District Code of Acceptable Student Behavior and Discipline. The principal has established an in-school suspension classroom for responses to some disciplinary behaviors. The principal and school council do not regularly review school discipline data

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Performance Rating 2

to identify major deterrents to effective classroom instruction. The principal and school council have not adopted appropriate school-wide behavior interventions to ensure that instructional time is protected and classroom interruptions are kept to a minimum. Some teachers monitor student activities in hallways, restrooms and other commons areas to reduce class transition time. Many students remain in the hallways well after the tardy bell.

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

The principal appointed department chairs in all content areas. The chairs receive a stipend for directing the work of the departments. The principal has not established procedures to guide the work of the departments to ensure a focus on integrating the goals, objectives and activities of the school improvement plan. The principal does not require regular meetings with agendas, minutes and reports to the school council and the school staff. The principal has provided time in the master schedule for common planning for teachers in the English department. This department has regular meetings to look at student work and to design common assessments.

- 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.).

The master schedule provides optimal time for quality instruction. The school has adopted a 3 X 5 Trimester schedule that allows time to provide interventions and enrichment learning that meets individual student needs. However, the principal does not ensure that the individual developmental needs of all students are a high priority. Students with disabilities who receive collaborative services receive schedules up to two weeks after classes begin. The advanced placement classes are scheduled for a full year to ensure that all learning objectives are covered. The organizational structure of the freshman academy provides flex time for schedule adjustments for extended learning and interdisciplinary instruction. The schedule provides student access to all core content courses and a wide variety of electives. The schedule provides time for computer-based credit recovery and dual credit courses. The principal does not use the mission statement to guide decisions

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2
about school organization.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

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

The principal and school council have not reviewed and revised school council by-laws to ensure that the governing structure of the school is meeting the changing needs of the learning community. The school council has not established standing committees in the by-laws with clear duties and procedures for each committee. The school council has recently updated all council policies. The Committee Policy (6.0) defines membership roles of committees to include teachers, parents, students and community members, but the principal and the school council does not actively recruit representatives from all stakeholders to serve on school committees. The council policy does not define the work of the committees. The principal has established school committees to monitor the school improvement plan activities (e.g., Curriculum, Evaluation, Instruction, Culture, Community, Professional Development, Leadership, Organization Structure and Comprehensive Effective Planning). The principal has established department chairs to guide the work of content area teachers. The principal has not implemented procedures to monitor the work of the committees and the department chairs to ensure a focus on student achievement and connections to the school improvement plan. School committees are not fully functioning and regular committee reports are not presented to the school council. Some school staff seeks outside grants and partnerships to provide for specialized instruction. The principal has not implemented procedures to monitor the use of all resources and the impact of resources on student achievement.

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 principal has not implemented clear budgeting procedures to ensure that all decisions about resource allocations are fair and equitable. The principal collaborates with department chairs and the school administration manager to draft a budget to be approved by the school council. The principal and school council do not conduct needs assessments to guide decisions about resource allocations. The school council has not adopted policies and the principal has not implemented procedures to monitor the use of all fiscal resources and the impact of resources on teaching and learning.

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

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Performance Rating **1**

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

The principal and school council do not seek input from stakeholders when making decisions about discretionary funds or conduct school-wide needs assessments based on data. The principal and the superintendent informally collaborate to identify some needs of the school to be addressed by discretionary funds. The principal and school council have not established clear procedures to ensure that decisions about discretionary funds are directly connected to the priority needs identified in the school improvement plan.

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 principal does not ensure allocations of instructional funds, professional development funds and other resources are connected to the school plan or individual professional growth plans. The principal has not established clear procedures for teachers to follow when making requests for instructional resources. Teachers submit requests for instructional materials to department chairs for approval by the school administration manager. The principal approves teacher requests for professional development funds. The principal approves most requests on a first come first served basis. The principal and school council do not conduct needs assessments to determine allocations of instructional funds and professional development funds. The school council reviews monthly financial reports after expenditures are made. The principal has not implemented procedures to monitor all available resources and their impact on teaching and learning.

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.

The principal and the school planning committee have not identified specific state and federal program resources to address the priority needs of the school. The principal has not implemented procedures for integrating state and federal program funds to meet changing student needs. The principal has not implemented procedures for monitoring the impact of all categorical funds on teaching and learning.

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Standard 8 **School Organization and Fiscal Resources**

The principal should establish clearly defined procedures for allocating all resources and for monitoring the impact of resources on teaching and learning. The principal should make budgetary decisions that are based on school-wide needs assessments with input from representatives of all stakeholders.

The school council should review and revise council by-laws to ensure that the changing needs of the school are being addressed.

The Comprehensive Effective Planning Committee should identify all funding sources and funds needed to meet the goals of the school improvement plan. The plan should show an integration of state and federal funds to effectively utilize limited resources.

Resources:

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

Kentucky School Board Association - www.ksba.org

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

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, lesson plans/units of study, list of co-curricular offerings, master school schedule, media materials and inventory, needs assessment data, newspaper clippings/press releases, perception survey results, roster of teaching assignments, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school budget and allocations, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school profile, School Report Card data, school Web pages, staff development agenda, staff extra-duty schedule, student handbook, student work, student/parent/staff handbooks, student/teacher ratio, trophy cases and yearbooks

Interviews with assistant principal, assistant superintendent(s), central office staff, community members, district leadership, parents, school leadership, students, superintendent, teachers and volunteers

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

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.

The vision, beliefs and goals of the school have not been developed. The school's mission statement is "to ensure that all students learn at high levels so they will be productive members of their families and communities." The principal does not engage the school, community and other stakeholders in collaboratively framing the vision, beliefs and goals.

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

The principal and school council collect, manage and analyze little or no data as part of the planning process. The school plan was revised in January 2010, but there is little or no data utilized to frame the activities. The principal and

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Performance Rating **1**

school council do not include priority needs based on formative or summative data to support the identified activities found in the updated plan. Limited or no data was used to frame expected impact in terms of progress and success.

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

The principal and school council have utilized limited data to evaluate instructional strengths and limitations. The principal and school council used ACT and PLAN scores to justify the need to begin ThinkLink assessments for reading and math. The principal and school council have collected little data to determine if interventions are having an impact on student achievement in reading and math. The January 2010 school plan identified specific expectations for teacher meetings (i.e., identification of which best practices will be used to teach content, the core content to be taught, how students will be assessed on learning, what to do if a student doesn't learn and what to do if a student already knows the material). However, the principal and the school council do not monitor teacher meeting outcomes, analysis of student work findings, changes to instruction or alignment of student work with Academic Expectations and Program of Studies.

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

The principal and school council committees have not ensured the school improvement plan includes a method for evaluating the plan's effectiveness or for monitoring if the activities are being implemented as developed. No committee minutes are shared during school council meetings. The principal and the school council do not use Implementation and Impact checks to monitor the school plan.

9.6a The plan is implemented as developed.

The principal provides limited support for the implementation of the current school plan. Committees identified in the 2009-2010 School Based Decision Making policies have not met to discuss the identified activities, the role committee members have in the implementation of the plan or the evaluation of the impact of identified activities on academic improvements. The principal does not complete or compile Implementation and Impact Checks to determine the effectiveness of the current goals, objectives and activities. The school council is not involved in the review, implementation or monitoring of

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Performance Rating **1**

the plan.

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

The school principal and council review some assessment data (e.g., Interim Performance Report, ACT, PLAN) but do not develop and compile longitudinal data to evaluate what impact the instructional strategies have on student achievement, the progression the school makes toward school goals or the achievement of individual students. School council committees have not met to evaluate the current plan to determine if the activities are being met or if they are meeting the learning needs of students. Objectives for the activities are not identified in the school plan.

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

The principal and school council analyze some student performance data (e.g., Interim Performance Report, ACT, PLAN) but not on a consistent basis across all content areas. Classroom practices are occasionally observed by the principal and the district leadership team utilizing walkthroughs, but limited feedback is provided to teachers regarding the observation data. Qualitative and quantitative data are not collected and compiled from walkthroughs to create a snapshot of teacher efficacy and to promote meaningful conversations about exemplary teaching methods. The principal provides limited feedback to staff regarding evaluation of the impact the school plan has on classroom practice and student performance.

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

The principal and school council have not sustained a commitment to continuous improvement in the targeted areas of reading and math as required by No Child Left Behind benchmarks. The principal and school council do not monitor instructional issues regarding raising student achievement for the ACT, PLAN or the Kentucky Core Content Test. The ThinkLink assessment was administered in fall 2009, but the data was not analyzed or used to identify instructional gaps for struggling students. The principal and school council do not require monthly committee reports or Implementation and Impact Checks to measure the effectiveness of the plan's activities on student achievement.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The principal and council should develop an improvement plan which provides specific academic strategies to improve student achievement in reading and math as required by No Child Left Behind benchmarks. Priority Needs should be defined based on formative and summative assessment data. Measurable benchmarks should be identified with specific timelines for implementation and data collection to measure the impact these activities are having on student learning.

The school plan should involve all staff and other stakeholders to ensure school and community ownership in meeting the learning needs of all students. The school plan should identify goals, objectives and activities to address student behavior expectations and the school culture in order to increase learning expectations for students, staff and parents.

The school council should play an active role in overseeing the implementation of the goals, objectives and activities through committee reports and data analysis of school based and state assessments.

The school plan should define the committee's roles in meeting the plan's timelines and identify the methods to be utilized in completing the Implementation and Impact Checks to evaluate the impact that goals, objectives and activities have on student achievement.

The school principal and school council should be trained on how to develop a quality school improvement plan with priority goals, needs assessment data, and measurable objectives and activities. All staff should understand the significance of the plan and their role in ensuring the implementation of identified goals, objectives and activities to measure the impact on student learning.

Resources:

Comprehensive School Improvement Plan Data Analysis. Standards and Indicators for School Improvement Toolkit. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40604).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/PowerPoints/CP%20DATA%20ANALYSIS.ppt

DuFour, R. & Eaker, R.E. (1998). Professional Learning Communities At Work, Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

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

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Summary of Next Steps:

The principal and council should assume responsibility for a clear focus on school improvement. The principal should possess the experience and strong leadership skills required to improve student achievement.

The principal should develop and implement a plan to raise the level of expectations within the school and community for all students. The principal should ensure all students have access to high-quality school experiences that prepare them for successful transition to adult life. The principal should provide opportunities to assist parents in maximizing the potential of their children and ensure every student has an adult who knows how to advocate for the student's academic needs. The principal should provide opportunities for all staff to work collaboratively and ensure student assignments are matched to teacher strengths.

The principal should ensure all teachers receive meaningful support in delivering a fully aligned curriculum through effective and challenging instructional and assessment practices. The principal should ensure teachers are mentored in the use of rigorous instructional strategies that engage and challenge students at high levels. The principal should monitor the design of classroom assessments and instructional activities to promote success in closing learning gaps. The principal should ensure that all staff defines, models, and expects proficient work from all students.

The principal and council should develop a quality school plan with clearly defined priority goals. The plan should be based on needs assessment data from multiple sources with measurable objectives and activities. An evaluation process with specific timelines should be developed and embedded within the plan to monitor the effectiveness of the activities. Staff should understand their roles and responsibilities for ensuring the implementation of the identified goals, objectives and activities designed to meet the academic, behavioral and cultural needs of all students.

The school council should adopt policies and the principal should implement procedures to ensure efficient and effective monitoring of student achievement. The principal should ensure that resources positively impact achievement and meet the social and emotional needs of students. The principal should involve the leadership team and the entire staff in the school's quest to educate all children to proficiency.

The principal should fully implement all council policies. The council should conduct a school wide needs assessment for planning and budgeting all resources in a fair and equitable manner. The principal and council should use the school plan to maximize available resources toward improving student achievement. The principal should establish an active committee structure to develop, implement, monitor, and evaluate the school plan's objectives and activities.

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In Conclusion:

The leadership assessment team would like to express its gratitude to the Metcalfe district leadership and staff for the cooperation and hospitality extended to the team members during the week of the leadership assessment.

School Council Authority:

The school leadership assessment team has determined that the council does not have sufficient capacity to manage the recovery of the school and recommends the council's authority be transferred to the Superintendent.

Principal Authority:

The school leadership assessment team has determined that the principal does not have the capability and capacity to continue the roles and responsibilities established in KRS 160.345. (Kentucky Department of Education leadership is aware the principal who began the 2009-2010 school year is no longer serving as principal at Metcalf County High School and an interim principal is presently serving in that capacity . The transfer of council authority to the superintendent as recommended by the leadership assessment team and approved by Commissioner of Education, Dr. Terry Holliday, gives the superintendent of Metcalf County school district the authority to hire a principal for Metcalf County High School.)

Recommended Intervention Option:

Transformation Option

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 High School. I understand the school and district must meet the requirements listed above.

Principal, Metcalfe County High School: _____ Date: _____

Superintendent, Metcalfe County Schools: _____ Date: _____

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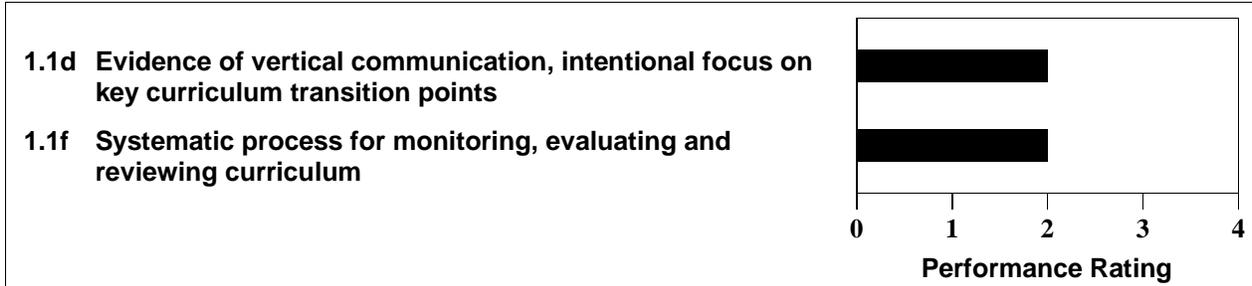
Metcalfe County High School

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1.1 Curriculum

Academic Performance



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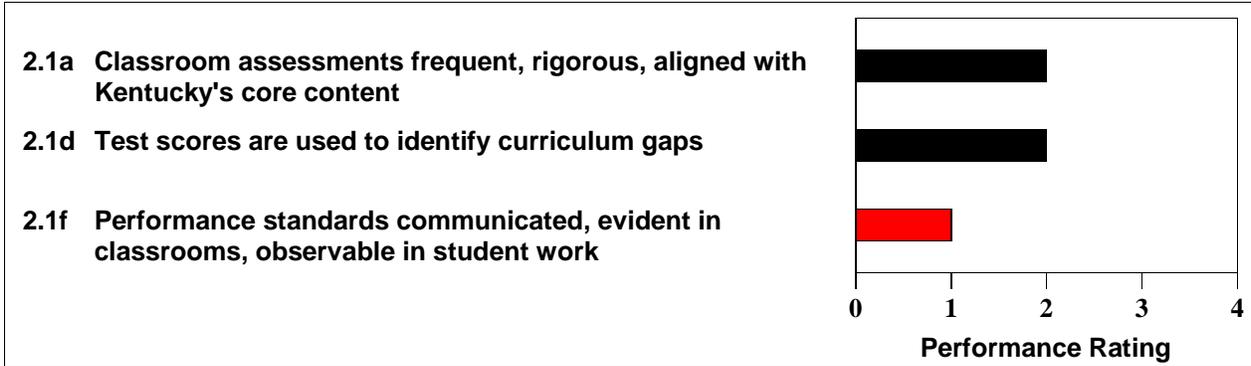
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2.1 Classroom Evaluation/Assessment

Academic Performance



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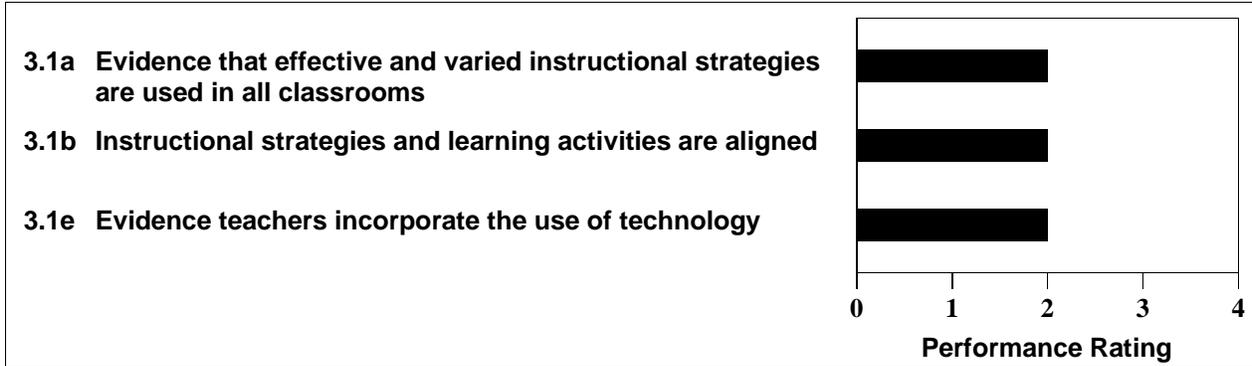
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3.1 Instruction

Academic Performance



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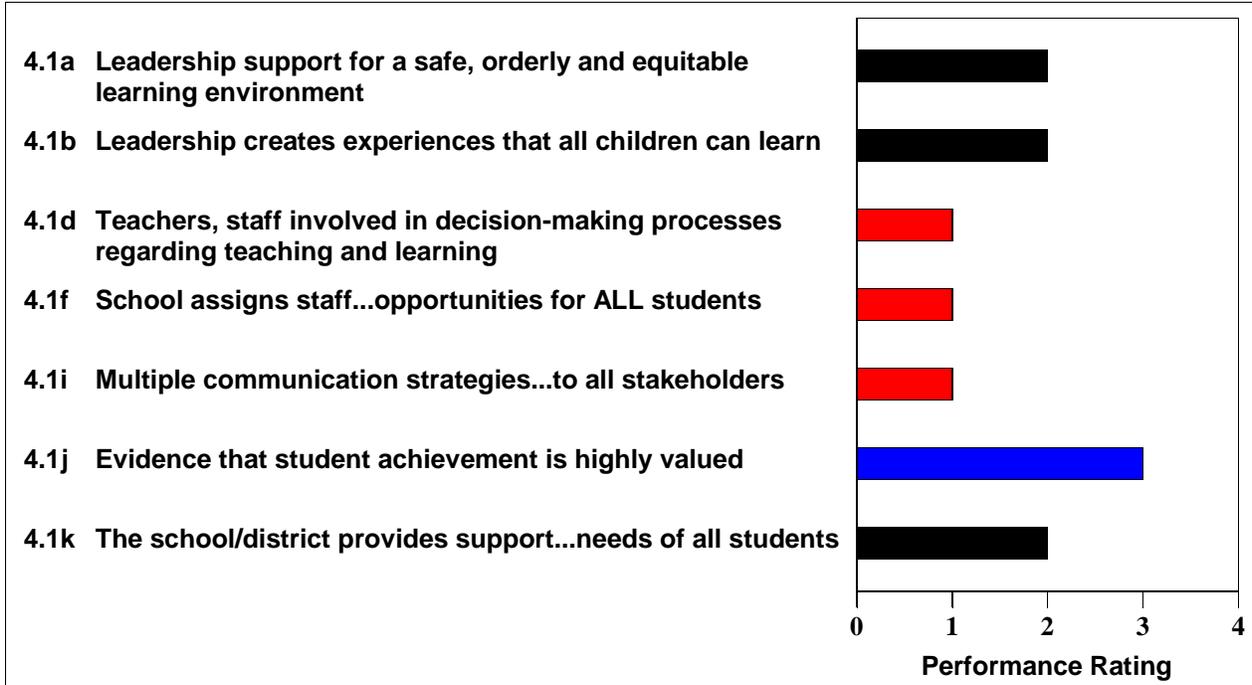
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4.1 School Culture

Learning Environment



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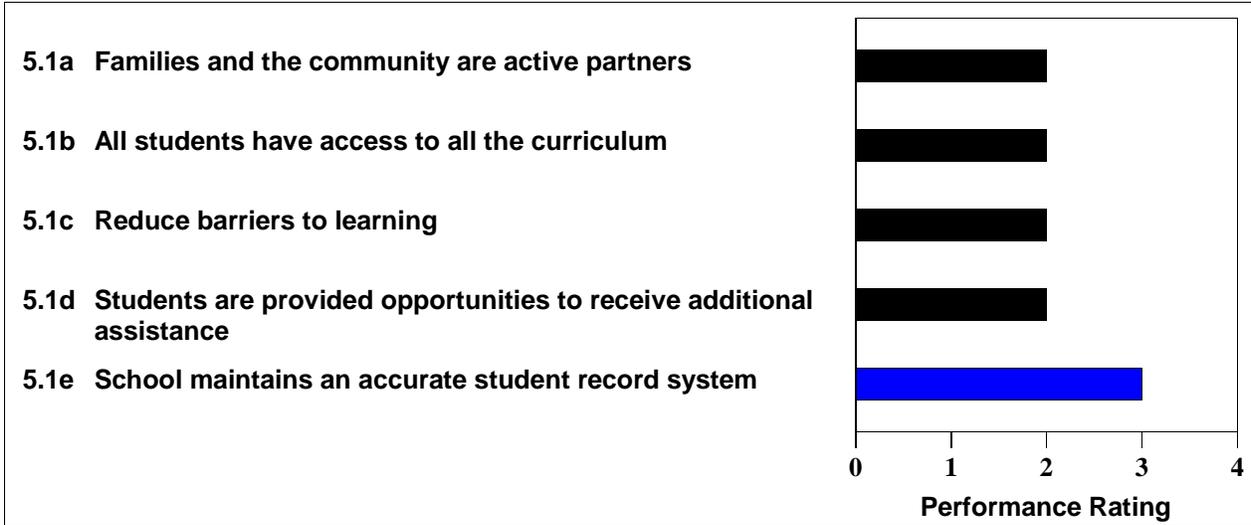
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5.1 Student, Family and Community Support

Learning Environment



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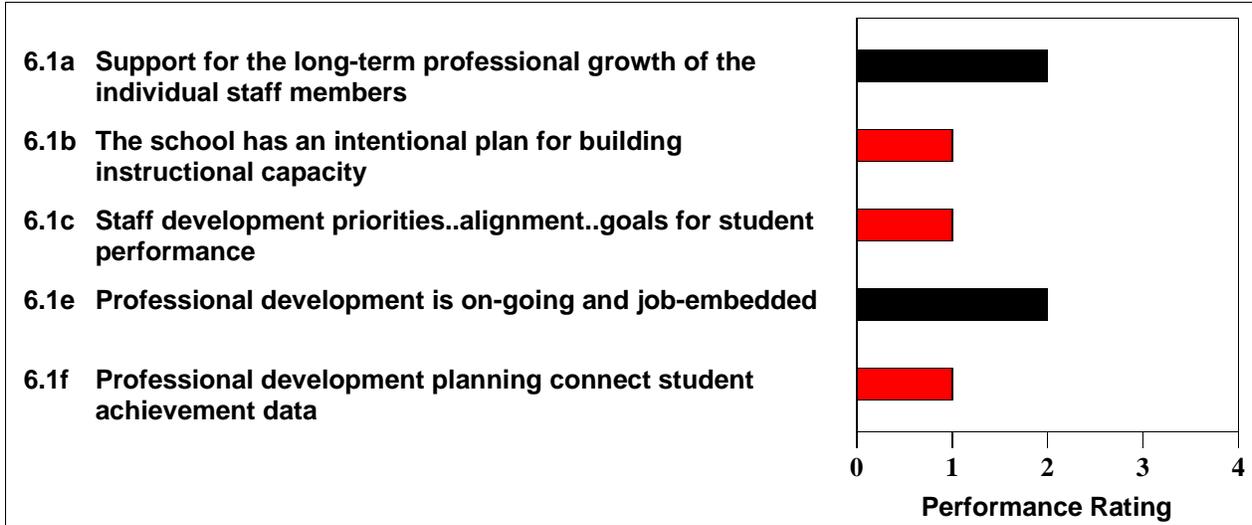
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6.1 Professional Development

Learning Environment



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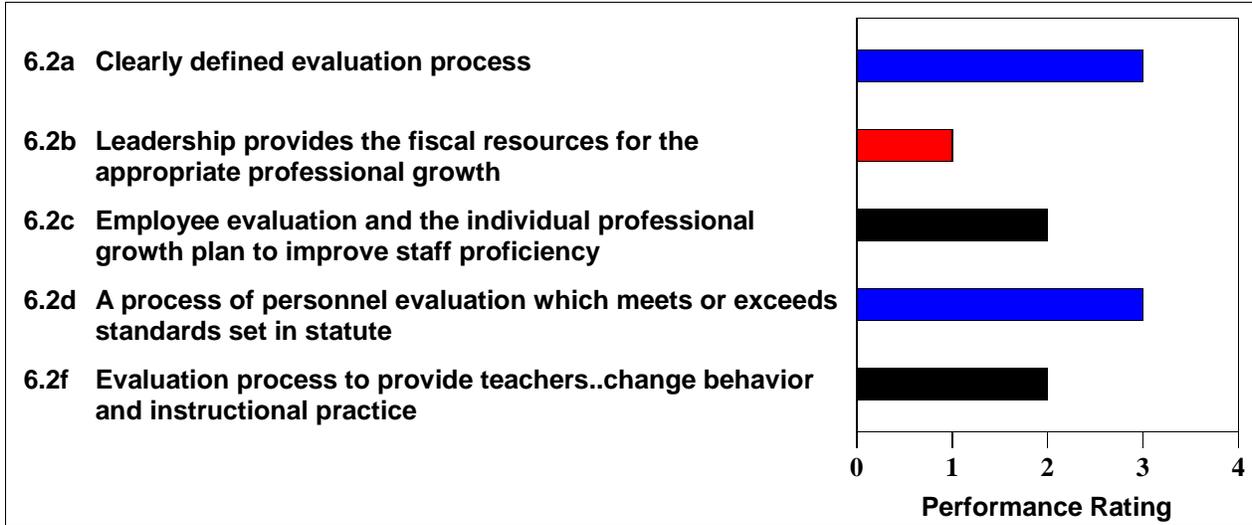
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6.2 Professional Growth and Evaluation

Learning Environment



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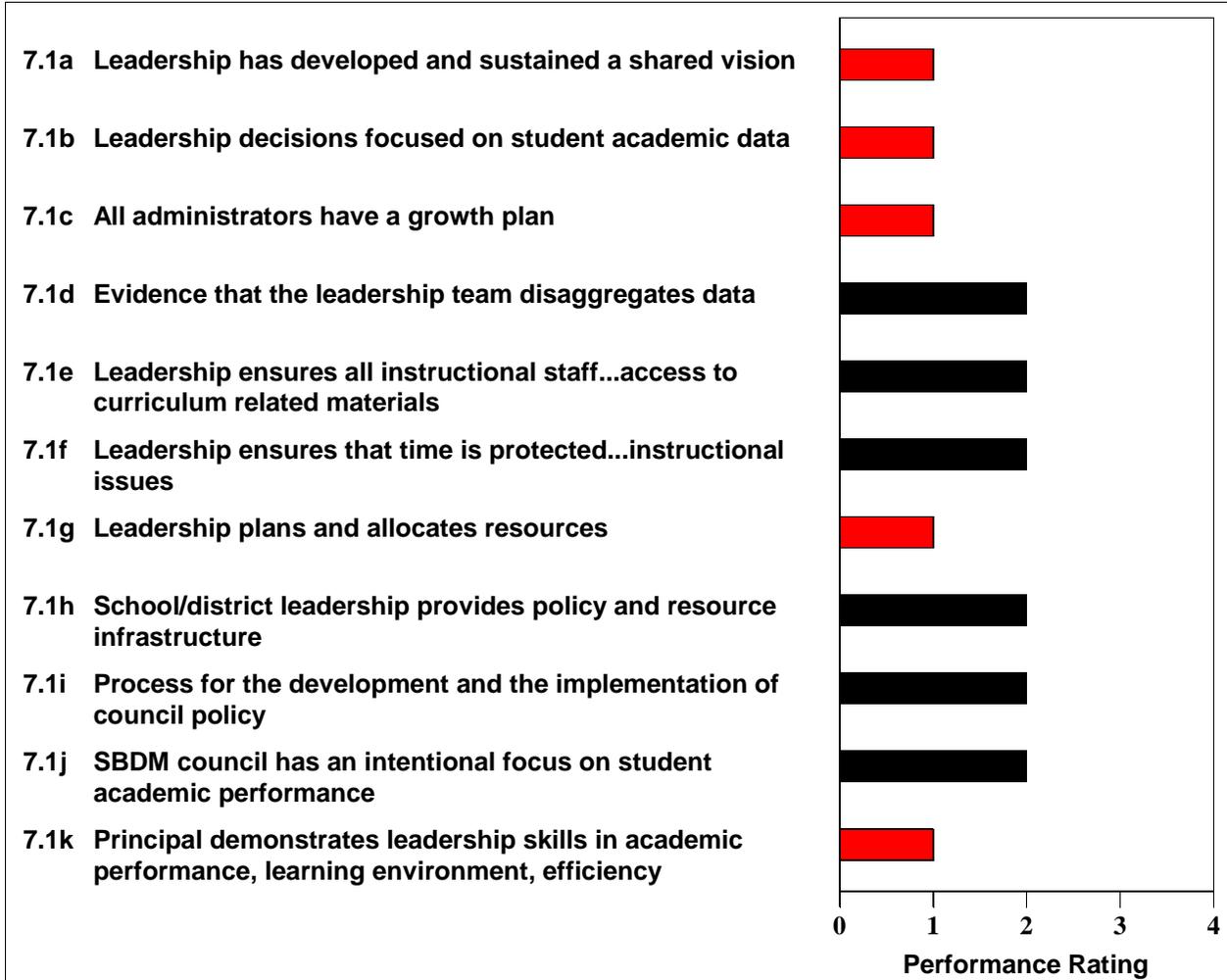
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7.1 Leadership

Efficiency

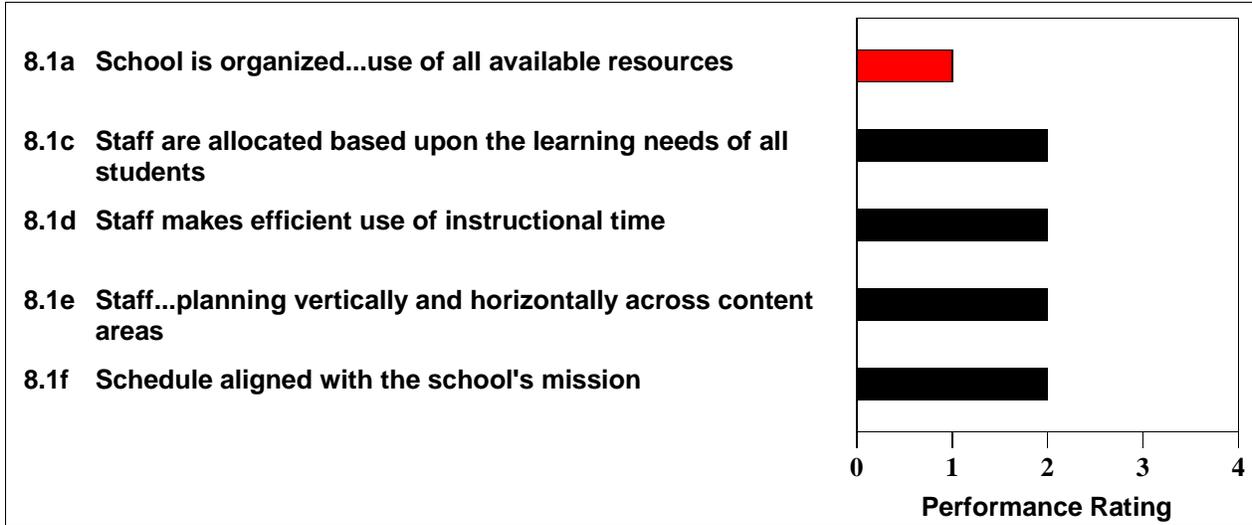


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8.1 Organization of the School

Efficiency



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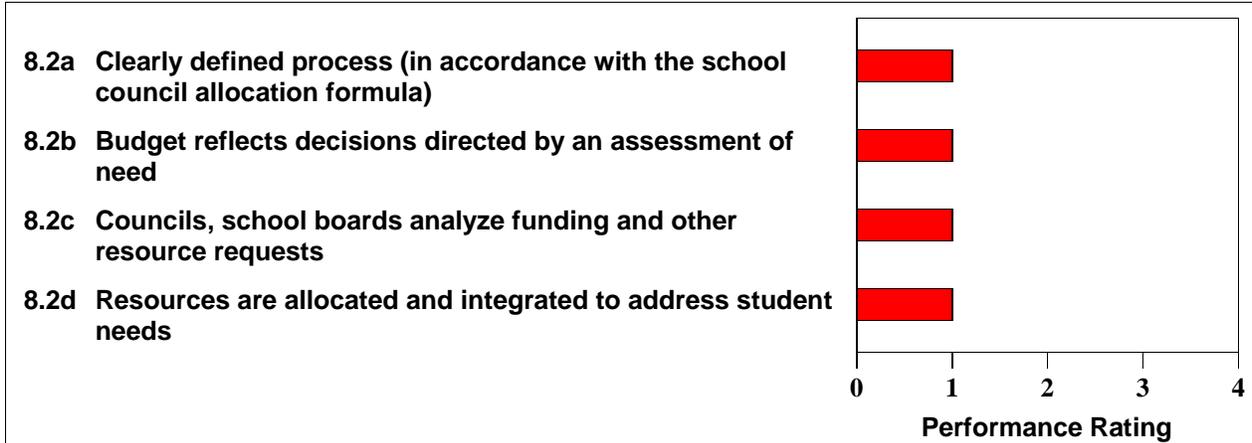
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8.2 Resource Allocation and Integration

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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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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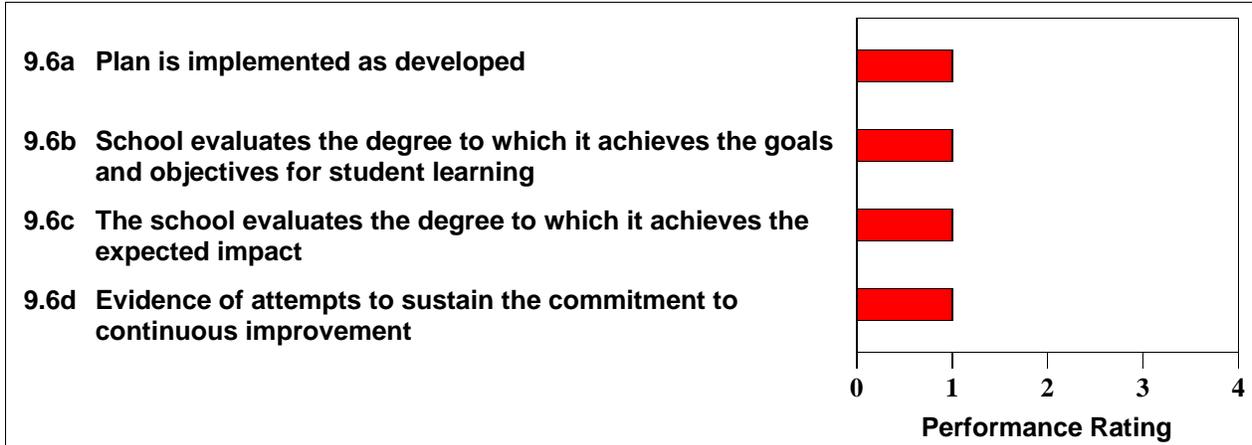
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9.6 Implementation and Documentation

Efficiency



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In Conclusion:

The leadership assessment team would like to express its gratitude to the Metcalfe district leadership and staff for the cooperation and hospitality extended to the team members during the week of the leadership assessment.

School Council Authority:

The school leadership assessment team has determined that the council does not have sufficient capacity to manage the recovery of the school and recommends the council's authority be transferred to the Superintendent.

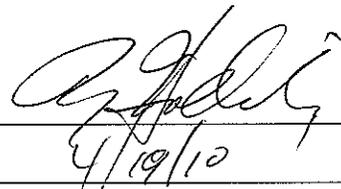
Principal Authority:

The school leadership assessment team has determined that the principal does not have the capability and capacity to continue the roles and responsibilities established in KRS 160.345. (Kentucky Department of Education leadership is aware the principal who began the 2009-2010 school year is no longer serving as principal at Metcalf County High School and an interim principal is presently serving in that capacity . The transfer of council authority to the superintendent as recommended by the leadership assessment team and approved by Commissioner of Education, Dr. Terry Holliday, gives the superintendent of Metcalf County school district the authority to hire a principal for Metcalf County High School.)

Recommended Intervention Option:
Transformation Option

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 High School. I understand the school and district must meet the requirements listed above.

Principal, Metcalfe County High School: _____

Date: _____

Superintendent, Metcalfe County Schools: _____

Date: _____

