

# Metcalfe County District Leadership Assessment Report



**03/25/2012 - 03/30/2012**



# District Leadership Assessment Executive Summary

## Metcalfe County School District

3/25/2012 - 3/30/2012

Patricia Hurt, Superintendent

### Introduction

The Kentucky Department of Education conducted a district leadership assessment of Metcalfe County School District during the period of 3/25/2012 - 3/30/2012. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	District leadership has not ensured that school leadership implements a comprehensive and effective response to intervention program.
Next Steps	District leadership should ensure school leadership establishes and implements a comprehensive and research-based response to intervention program that meets the needs of all students who struggle academically. The plan should be based on research about response to intervention programs containing the essential components (e.g., universal screening, scientifically based instruction, secondary interventions for students not responding adequately to instruction, monitoring student progress) of a highly effective response to intervention program. The superintendent should require the high school principal to schedule intervention classes so they meet frequently to provide instruction to students based on student work, formative assessments, and diagnostic exams. Students should be grouped and regrouped as necessary to meet their learning needs. The intervention program should be designed with sufficient elasticity to accommodate all students needing additional academic assistance.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The superintendent has not maximized the evaluation process.

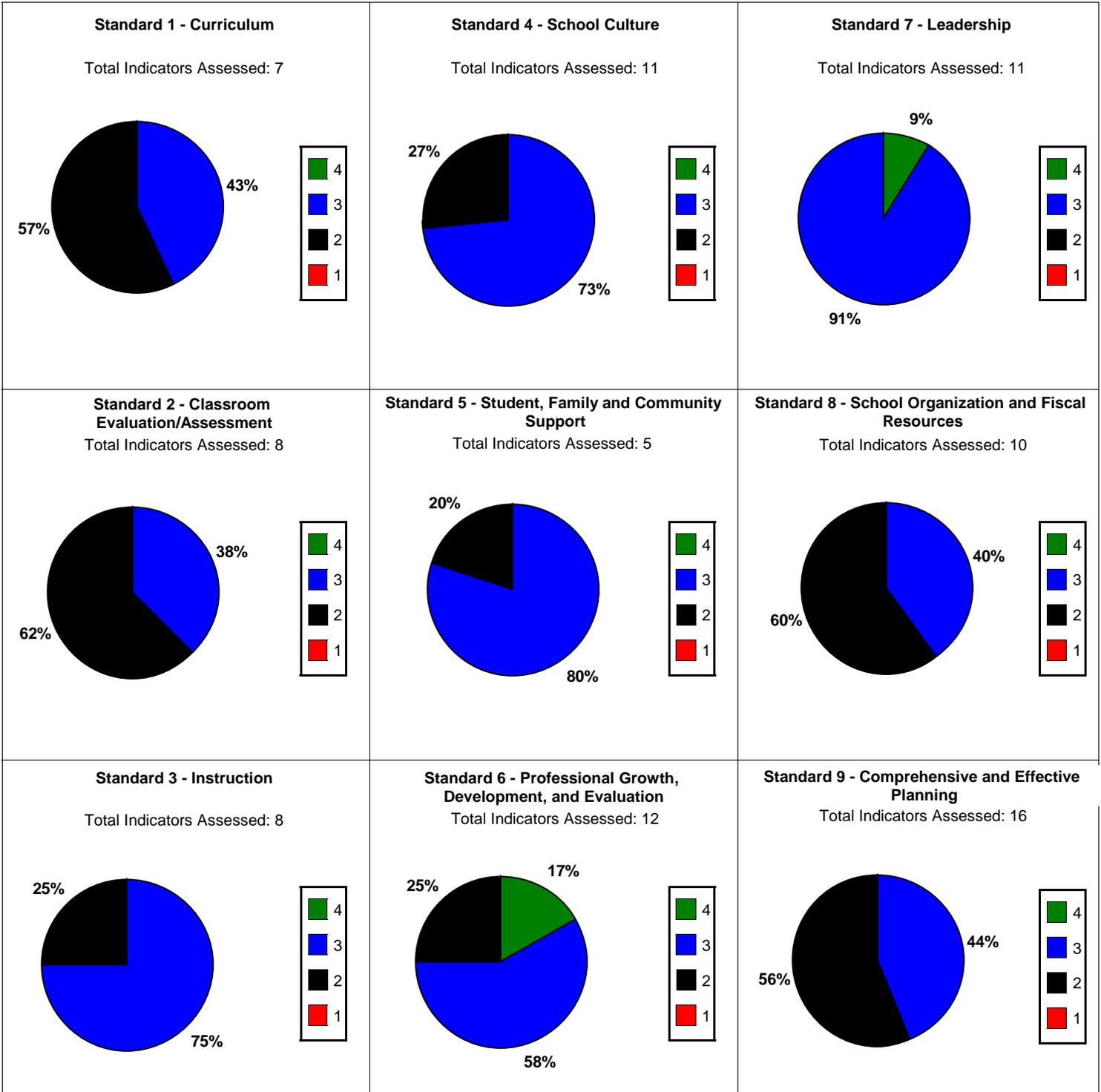
Next Steps	The superintendent should increase the depth and specificity of her feedback to district administrators and the high school principal. She should provide meaningful and explicit feedback to clarify and promote improvement in leadership skills. The superintendent should make maximal use of the evaluation process to ensure all district and school administrators develop capacities to provide highly effective and efficient leadership in all phases of district operations and instructional practice. She should ensure the primary focus of individual administrator professional growth plans is centered on improvement of leadership skills.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>3. Deficiency</b>	<b>District leadership has not clearly communicated a multifaceted plan to sustain continuous and comprehensive school improvement.</b>
Next Steps	District leadership should develop clear priorities and plans to support continued improvement in instructional practice and student achievement beyond the 3-year School Improvement Grant. The plans should include identification of staff and programs which must be sustained, and leadership, operational and organizational skill deficits which must be addressed. In addition to appointing a high school instructional coordinator, the superintendent should refine leadership skills within each team member at the district and school level to support and sustain continued school improvement. The superintendent should keep the board well-informed so they can understand the rationale behind her decisions.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
<b>4. Deficiency</b>	<b>District leadership has not established a formal, comprehensive, and ongoing process to quantifiably measure the impact of strategies and allocated resources on student achievement.</b>

Next Steps	<p>District leadership should develop a systematic and formal research-based process to monitor the implementation and quantitatively measure the impact of individual and discrete improvement strategies and use of allocated resources (i.e., human, physical, fiscal) on instructional practices and student achievement. This monitoring process should assist in gathering data to inform decisions about which strategies should be continued, modified or eliminated; identification of gaps and overlaps in curriculum and student support services; and matching teacher strengths to identified student learning needs. The superintendent should develop formal procedures to evaluate the impact of school improvement strategies on organizational effectiveness. These procedures should delineate which personnel are involved, what data are considered and how results are communicated when decisions are made about organizational structures and personnel deployment.</p>
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

**Metcalfe County**  
 KDE 2012 District Leadership Assessment Report  
 At-a-Glance

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

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



**9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Metcalfe County**

<p><b>Standard - 1 - Academic Performance</b></p> <p><b>Curriculum</b></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><b>Standard - 4 - Learning Environment</b></p> <p><b>School Culture</b></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><b>Standard - 7 - Efficiency</b></p> <p><b>Leadership</b></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><b>Standard - 2 - Academic Performance</b></p> <p><b>Classroom Evaluation/Assessment</b></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><b>Standard - 5 - Learning Environment</b></p> <p><b>Student, Family and Community Support</b></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><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><b>Organization of the School</b></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><b>Resource Allocation and Integration</b></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><b>Standard - 3 - Academic Performance</b></p> <p><b>Instruction</b></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><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><b>Professional Development</b></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><b>Professional Growth and Evaluation</b></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><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b></p> <p><b>Defining the School Vision, Mission, Beliefs</b></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><b>Development of the Profile</b></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><b>Defining Desired Results for Student Learning</b></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><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><b>Development of the Improvement Plan</b></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><b>Implementation and Documentation</b></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"><b>Legend</b></p> <p>Grey - No Assessment Made</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>		

## **Focus on Student Academic Performance**

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

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

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

Identify the implications of this report for stakeholders.

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

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

### Introduction

The Kentucky Department of Education conducted district leadership assessment of Metcalfe County School District during the period of 3/25/2012 - 3/30/2012.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with teachers (02), students (30), parents (09), central office certified staff members (13), central office support staff members (14), board of education members [05], community members [04], the principal and the superintendent.

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

The chairperson of the team was Janet L. Hurt, Ph.D. - District Administrator. The other team members were: Marilyn C. King - Teacher; Deborah Mapp-Embry, Ed.D.- Higher Education Representative; Gayle H. Mills - Teacher; Sharon Baker Knight - Building Administrator; Larry G. Stinson, Ed.D. - District Administrator; Carol Higdon - Building Administrator; Carol M. Edelen - Parent; and Susan Sharpe Brock - Educational Recovery Leader.

### Academic Performance

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

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

### Learning Environment

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

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

## Efficiency

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

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

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

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

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

#### **Standard 1**                      **Curriculum**

#### **Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, class rosters, classroom assessments, classroom assignments, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, employee handbooks, Extended School Services Schedule, faculty meeting agenda, Individual Learning Plans, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, perception survey results, professional development records, rubrics and 30-60-90 Day Plan

Interviews with assistant principal, central office staff, district leadership, school leadership, students and superintendent

Observations of classrooms, hallways and media center

#### **Performance Rating    3**

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

District leadership facilitated meetings to align the district curriculum to ACT Quality Core and Kentucky Core Academic Standards in math and reading. Teacher representatives from Metcalfe County High School attend English/Language Arts and Mathematics Teacher Leader Network meetings to learn about Kentucky curriculum (e.g., ACT Quality Core, Kentucky Core Academic Standards). These teachers share information regarding the content standards with their peers during professional learning communities.

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

District leadership facilitates some opportunities for vertical and horizontal planning between and among grade levels. District leadership meets regularly to discuss preschool through twelfth grade curriculum alignment and transition. During professional learning community meetings on the third Wednesday of each month, Metcalfe County middle and high school teachers meet to discuss curriculum alignment and transition issues.

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

# District Leadership Assessment Summary Report

## Metcalfe County

School District

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating**    **3**

District leadership ensures the high school curriculum has intentional connections (e.g., dual credit courses, articulated credit courses, business certifications, Advanced Placement courses) with a variety of postsecondary and career options. District leadership ensures sixth through twelfth grade students complete Individual Learning Plans collaboratively with both a college readiness coach and parents. District leadership provides funding for an additional guidance counselor to promote college and career readiness success as defined in the comprehensive district improvement plan.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating 2**

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

Although district leadership facilitates monthly meetings for middle and high school teachers to discuss curriculum issues, they have not established a formal process to ensure curriculum gaps and overlaps are eliminated. Instructional Support Leadership Network documents, pacing guides and units of study are not used systematically to assess curricular issues. District leadership sends three math teachers and three language arts teachers to Green River Regional Education Cooperative for the English/Language Arts and Mathematics Teacher Leader Network meeting, which is a multiyear initiative involving standard deconstruction and research-based instructional strategies. At Metcalfe County High School, the instructional coordinator uses a guided planning protocol to assess curriculum alignment from grades nine through twelve.

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

District leadership has not systematically facilitated discussions among schools regarding key curriculum transition points. District leadership provides some opportunities (e.g., content professional learning communities, grade level professional learning communities, Friday leadership meetings) for discussions among teachers at different schools to identify and resolve curricular issues.

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

The Metcalfe County Board of Education has adopted a Curriculum policy (08.1); however, the policy lacks a systematic plan for monitoring, evaluating or reviewing the curriculum. District leadership has not established procedures to systematically review the curriculum. Although the high school council authority has been transferred to the superintendent, school leadership still follows previously adopted policies and is currently revising them in preparation for an advisory council. The school policy requires all issues related to the high school curriculum to be referred to the Curriculum Committee. District leadership has provided some opportunities for curricular discussions (e.g., Friday leadership meetings, Wednesday professional

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

**Standard 1**                    **Curriculum**

**Performance Rating 2**

learning community meetings); however, district leadership seldom provides assistance regarding monitoring or evaluating the implementation of curricular policies.

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

District leadership expects high school leadership to ensure all students have access to and are enrolled in classes aligned to the appropriate content standards (e.g., Kentucky Core Academic Standards and Kentucky Core Content for Assessment, 4.1). An instructional coordinator is assigned to Metcalfe County High School to ensure all teachers engage in effective planning and curricular analysis, but district leadership does not monitor to verify this occurs. District leadership encourages schools to use collaborative teaching approaches for classes for students with disabilities to provide opportunities for participation in common core curriculum within the regular classroom settings.

**District Leadership Assessment Summary Report**

**Metcalfe County**

**School District**

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

# District Leadership Assessment Summary Report

## Metcalfe County

School District

3/25/2012 - 3/30/2012

Summary of recommendations in: **Academic Performance**

### **Standard 1**      **Curriculum**

District leadership should establish an ongoing systematic process to ensure that curriculum documents are revised to reflect needs identified from student assessment data. The ongoing process should include procedures to eliminate curriculum gaps and unnecessary repetitions and ensure key curricular transition issues are addressed.

Resources:

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](http://www.education.ky.gov/SISI_Toolkit/Standard%201/Standard%201%20By%20Standards.htm)

Program of Studies. (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/Program+of+Studies/default.htm>

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

### **Standard 2**                    **Classroom Evaluation/Assessment**

#### **Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, employee handbooks, faculty meeting agenda, Implementation and Impact Checks, Individual Learning Plans, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, needs assessment data, perception survey results, professional resource materials, samples of classroom assessments, samples of student work products, school council policies and bylaws, Student Performance Level Descriptors and student work

Interviews with district leadership, school leadership, students, teachers and volunteers

Observations of classrooms, common areas and hallways

### **Performance Rating    3**

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

Although many courses have only one teacher, district and school leadership provide some opportunities (e.g., content and grade level professional learning communities, vertical team meetings through AdvanceKentucky, release time for teacher training) for teachers to collaborate in designing assessment tasks aligned with state standards.

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

District leadership expects school leadership to regularly disaggregate assessment data (e.g., Kentucky Interim Report, No Child Left Behind report, Measures of Academic Progress, Proficiency Measures, EXPLORE, PLAN, ACT) to identify curriculum gaps. School leadership enters data from Proficiency Measures into the proficiency calculator and completes item analyses. Teachers meet in professional learning community groups on Wednesday afternoons to review data (e.g., Measures of Academic Progress, Proficiency Measures).

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

# District Leadership Assessment Summary Report

## Metcalfe County

School District

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

**Performance Rating**    **3**

District leadership ensures all staff members who will be involved in testing participate in appropriate and required training. On March 16, 2012, the district assessment coordinator conducted a professional development session on the administration of and ethical procedures for state testing practices for high school staff members involved in testing. The Metcalfe County Board of Education adopted Assessment policy (08.222), addresses the guidelines for administering the state assessment. The district assessment coordinator ensures training occurs on the administrative code and collects sign-in sheets from all assessment trainings and files them at the district office.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

**Performance Rating    2**

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

District leadership expects school leadership to monitor the development and use of classroom assessments. Teacher-designed assessments and Proficiency Measures are aligned with the Kentucky Core Academic Standards and ACT Quality Core standards and include multiple choice and constructed response questions. These assessments are developed every three weeks and submitted to the educational recovery staff for approval prior to being administered. School leadership reviews classroom assessments during guided planning meetings with teachers. District and school leadership use a walkthrough instrument designed to capitalize on PD 360 resources and to monitor formative assessment practices. District leadership provides professional development to teachers regarding the use of formative assessment results to measure student learning.

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

District leadership occasionally questions some Metcalfe County High School students during classroom walkthrough observations to determine whether students are aware of the characteristics of proficient work.

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

District leadership reviews assessment results (e.g., Measures of Academic Progress, Proficiency Measures) to provide feedback to staff on student learning. Teachers administer Measures of Academic Progress assessments three times annually (i.e., fall, winter, spring) and Proficiency Measures assessment three times each quarter. District leadership provides EXPLORE data to teachers of freshman students. District leadership does not routinely monitor classroom instruction to ensure results from assessments inform and impact instructional practices.

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

During classroom walkthrough observations, district leadership occasionally monitors to ascertain teacher use and student understanding of Student Level

# District Leadership Assessment Summary Report

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School District

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Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

### **Performance Rating    2**

Performance Descriptors. District leadership has not established formal procedures to ensure Student Level Performance Descriptors are clearly communicated and provided to students.

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

District leadership communicates expectations for teachers to analyze assessment results (e.g., Proficiency Measures, Measures of Academic Progress, formative) and modify instruction to meet student needs. District leadership provides opportunities (e.g., professional learning communities, daily planning time) to analyze student work. District leadership attends professional learning community meetings and expects school leadership to ensure teachers analyze student work.

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Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary of recommendations in: **Academic Performance**

#### **Standard 2      Classroom Evaluation/Assessment**

District leadership should ensure Metcalfe County High School leadership develops assessment items that challenge students to read, write and think critically.

District leadership should provide professional development for all teachers in developing clearly articulated rubrics. District leadership should ensure school leadership requires rubrics to be effectively used to guide student work and to help students understand the characteristics of proficiency.

District leadership should monitor the high school to ensure proficient work samples are referenced by all teachers prior to assigning student learning tasks and during learning.

#### 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>

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

SISI Toolkit Standard 2. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%202/Standard%202%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%202/Standard%202%20By%20Standards.htm)

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

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

### **Standard 3**                      **Instruction**

#### **Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, class rosters, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, faculty meeting agenda, Individual Learning Plans, 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, policies and procedures on access to student records and protocols for analyzing student work

Interviews with classified staff, district leadership, parents, school leadership, students and teachers

Observations of classrooms, common areas, hallways and media center

### **Performance Rating    3**

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

The Metcalfe County Board of Education adopted multiple policies including Instructional Organization (08.12), Instructional Materials (08.22), Review of Instructional Materials (08.222) to address instructional issues. District leadership expects school leadership to ensure teachers use effective and varied instructional strategies; however, effective instruction does not occur in every classroom. District leadership conducts weekly classroom walkthrough observations and provides feedback to teachers and, when needed, suggests specific PD 360 videos for teachers to observe.

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

District leadership provides Metcalfe County High School leadership a variety of resources (e.g., additional staff members, Section 7 funds) to improve instruction and assessment strategies and expectations. District leadership sends math and language arts teachers to the Instructional Support Leadership Network meetings to learn to deconstruct, align and use new Kentucky Core Academic Standards and expects the training be emulated for high school teachers.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating**    **3**

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

District leadership uses Teacher Quality funds to help recruit and retain a high quality teaching staff. District leadership attends two recruitment fairs at Western Kentucky University. At Campbellsville College, student teacher portfolios are scored and mock interviews are conducted with potential teacher applicants. District leadership varies the staff sent to recruitment fairs depending on the type of teaching positions available. District leadership provides a series of professional development sessions for new teachers. District leadership ensures all teachers and administrators annually earn the required number of professional development hours. Professional learning communities meet in content area and grade level teams each Wednesday after school.

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

The Metcalfe County High School council authority has been transferred to the superintendent; however, school leadership continues to use existing school council policies. District leadership allocates the use of technology funds based on school needs rather than using a formula. District leadership provides ample technology (e.g., Kindles, classroom response systems, SMART Boards) to support student learning. District leadership conducts frequent classroom walkthrough observations and identifies technology integration.

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

The Metcalfe County Board of Education adopted policy, Instructional Resources (08.232), addresses allocation of resources at the school level. District leadership allocates resources and funds to Metcalfe County High School based on program guidelines and, when possible, based on the needs identified by the high school principal. At the close of the school year, the superintendent meets with the high school principal to discuss the impact from use of additional allocated resources on student achievement.

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

# District Leadership Assessment Summary Report

## Metcalfe County

School District

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating**    **3**

District leadership expects school leadership to provide teachers with time to analyze student work during Wednesday professional learning community meetings. The educational recovery staff collaborates with school leadership to help teachers analyze student work.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating    2**

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

District and school leadership monitor instructional practices through ongoing classroom walkthrough observations and guided planning. School leadership reviews weekly lesson plans and provides feedback to teachers; however, district leadership has not ensured that school leadership hold teachers accountable to make sufficient changes in instructional practice based on this feedback. District leadership has not ensured an effective response to intervention program is fully and effectively implemented.

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

The Metcalfe County Board of Education adopted policy, Homework (08.211) requiring each school to establish a homework policy. Although school council authority was transferred to the superintendent, the previous high school council adopted a homework policy and the high school principal adheres to this policy. District leadership occasionally engages school leadership in conversations regarding homework.

**District Leadership Assessment Summary Report**

**Metcalfe County**

**School District**

3/25/2012 - 3/30/2012

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary of recommendations in: **Academic Performance**

### **Standard 3**      **Instruction**

District leadership should ensure school leadership reviews research regarding response to intervention programs to clarify the essential components (e.g., universal screening, research-based instruction, secondary interventions for students not responding adequately to instruction, monitoring student progress) of highly effective response to intervention programs. The superintendent should require the high school principal to schedule intervention classes so they meet frequently and provide instruction to students based on student need and include formative assessments and diagnostic exams. The intervention program should be designed with sufficient elasticity to accommodate all students needing additional academic assistance, and should be flexible enough to accommodate grouping and regrouping of students as often as necessary.

#### Resources:

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

Gurian, M. & Ballew, A. C. (2003). *The Boys and Girls Learn Differently Action Guide for Teachers*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-6485-6

Siebersma, M., Wheeler-Clouse, S. and Backus, D. (2004). *School Improvement, Step by Step*. [Http://www.ascd.org/publications/educational-leadership/dec11/vol69/num04/School.-Improvement.-Step-by-Step.aspx](http://www.ascd.org/publications/educational-leadership/dec11/vol69/num04/School.-Improvement.-Step-by-Step.aspx)

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

#### **Standard 4**                      **School Culture**

#### **Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, community involvement programs, comprehensive district improvement plan, employee handbooks, lesson plans/units of study, master school schedule, newspaper clippings/press releases, report cards/progress reports, safe schools data reports, school event calendar, school mission, belief and vision statements, School Report Card data, school/district safety plan, student handbook, trophy cases, District Public Relations Plan

Teaching, Empowering and Leading and Learning Survey results

Interviews with classified staff, district leadership, parents, school leadership, students and teachers

Observations of classrooms and hallways

#### **Performance Rating    3**

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

The Metcalfe County Board of Education adopted policy, Safety (05.4) and district leadership developed procedures (e.g., Metcalfe County Schools Safety Plans and Procedures, Metcalfe County Schools Emergency Response Plan) ensures a safe, orderly and equitable environment for students and staff. The Kentucky Center for School Safety conducted safety assessments in all Metcalfe County schools over the last few years. As a result, district and school leadership addressed some safety deficiencies (e.g., rerouting traffic, keyless entry, pick-up points). District leadership implements emergency procedures (e.g., fire, earthquake, tornado, bomb threat, intruder or hostage situation, Safe Spot). During drills that require staff and students to evacuate the building, teachers are instructed to hold up cards (i.e., red-student missing or green-all students accounted for) for verification. All administrators have hand-held radios. Eighteen security cameras are placed throughout the high school, eight cameras at the middle school and ten busses with cameras. District leadership conducts monthly safety checks (e.g., emergency lighting, fire safety violations, outside doors locked) at every school in the district. The board adopted grievance policies and procedures for students, certified and classified staff (Grievances 9.4281, 3.16, 3.26). These policies can be accessed by students, parents and staff on the district Web site. District leadership reviews results from culture and climate surveys (e.g., Teaching, Empowering, Leading and Learning; Kentucky Incentives for Prevention) to collect data about the learning

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

**Standard 4**            **School Culture**

**Performance Rating**    **3**

environment.

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

District leadership communicates high expectations using various venues (e.g., district Web site, From the Desk of the Superintendent newsletter, Hi-5 on Friday, Round Table Advisory Group, Stand-Up Monday morning meetings, Monday Morning e-mail, district vision statement and motto) to all stakeholders. The district mission (On the Move...Improving Lives!) is showcased in a number of locations (e.g., board room, district van, Employee Handbook, community billboard, district Web site, Metcalfe County Schools Emergency Response Plan). District leadership expects high school leadership and staff to embrace high academic and behavioral expectations for all students. District leadership provides some opportunities (e.g., grade level and content professional learning community meetings, release time for teacher training, vertical team meetings, English/Language Arts and Mathematics Teacher Leader Network) for teachers to collaborate and share successful strategies that positively impact student learning. District leadership recognizes student, teacher and school success in a variety of forums (e.g., district Web site, WBKO Hometown Heroes, From the Desk of the Superintendent monthly column in The Edmonton Herald News, cable access Channel 95, board of education meetings, Pat on the Back Award, radio station 99.1- The Hoss). A quarterly newsletter, From the Desk of the Superintendent, is mailed to parents and community leaders. The high school principal sends a weekly e-mail newsletter to faculty and staff.

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

Although the high school council authority has been transferred to the superintendent, school leadership adheres to previously adopted Curriculum and Discipline policies. The superintendent assigned a district liaison to ensure the high school principal equitably implements policies and procedures. Students receive a copy of the Metcalfe County High School Student Handbook that explains academic and behavioral expectations. District leadership assists in promoting these expectations by examining data, (e.g., EXPLORE, PLAN and ACT results, Teaching, Empowering, Leading and Learning survey results, Kentucky Interim Report, No Child Left Behind

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

**Standard 4**                    **School Culture**

**Performance Rating**    **3**

report, Proficiency Measures, attendance rates, classroom walkthrough observations). District leadership promotes a culture of high academic expectations through various recognitions (e.g., Act of Kindness Award, Superintendent's Club of Distinction, Improving Lives Award, Pat on the Back Award).

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

District leadership consults with teaching and non-teaching staff on decision-making regarding teaching and learning through advisory groups and committees.

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

District leadership uses several forums (e.g., Round-Table Community Advisory Group, parent, teacher, classified and student advisory groups, The Grapevine, Teaching, Empowering, Leading and Learning survey) to evaluate whether district and school staff members are perceived to care about students and believe that all students can learn. District and school leadership provide a variety of resources (e.g., Youth Services Center, school nurse, Extended School Services, Hornet Learning Academy, college readiness coach, APEX credit recovery, backpack program, Metcalfe Academy High School, Back to School Bash, Triumph Learning) to reduce barriers to learning.

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

District leadership developed the Metcalfe County Schools Public Relations Plan. Focus Area 6: Communication with the Community is a component of the public relations plan. Parents and community members can learn about the district and its schools in a variety of venues (e.g., One Call Now, local channel 95, Channel 13 WBKO, radio station 99.1 - The Hoss, district Web site, Facebook, Twitter, Round Table Advisory Group, The Edmonton Herald, The Grapevine, school marquees). A quarterly newsletter, From the Desk of the Superintendent, is mailed to parents and community leaders.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

**Standard 4**                    **School Culture**

**Performance Rating**    **3**

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

District leadership developed the Metcalfe County Schools Public Relations Plan. Focus Area 6: Communication with the Community is a component of the public relations plan. Parents and community members can learn about the district and its schools in a variety of venues (e.g., One Call Now, local channel 95, Channel 13 WBKO, radio station 99.1 - The Hoss, district Web site, Facebook, Twitter, Round Table Advisory Group, The Edmonton Herald, The Grapevine, school marquees). A quarterly newsletter, From the Desk of the Superintendent, is mailed to parents and community leaders.

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

District leadership collaborates with community and government agencies (e.g., Metcalfe County Sheriff's Department, Western Kentucky University Glasgow Campus, Metcalfe County Health Department, Metcalfe County Extension Service, Metcalfe County Public Library, Bowling Park, Green River Regional Educational Cooperative, Metcalfe County Fiscal Court, Anti-Drug Coalition, Kentucky Agency for Substance Abuse Policy) and establishes programs (e.g., drug and alcohol education, Internet safety education, literacy programs, Victory Over Violence) to reduce barriers to student learning. Some district leadership staff members participate in local community groups and activities (e.g., Chamber of Commerce, Relay for Life, Hornets to Hornets, March of Dimes, Juvenile Diabetes Research Foundation). District and school leadership have established programs (e.g., Extended School Services, Youth Services Center, Response to Intervention) to assist in eliminating barriers to student learning. District and school leadership have provided some professional development opportunities and book studies to increase staff awareness and appreciation of cultural differences.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

**Standard 4**            **School Culture**

**Performance Rating**    **2**

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

District leadership expects staff members to accept their professional roles in student successes and failures; however, high expectations have not been embraced by all teachers. District and school leadership provide opportunities (e.g., grade level and content professional learning communities, release time for teacher training, vertical team meetings, English/Language Arts and Mathematics Teacher Leader Network, Freshman Academy) for teachers to analyze the connection between instructional practices and student success and failure, but these activities do not always result in changes in instructional practices.

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

Although the Metcalfe County High School council authority has been transferred to the superintendent, school leadership adheres to the previously adopted policy, Assignment of Students to Classes and Programs Within the School. The policy includes criteria (e.g., learning styles, academic performance and instructional needs of the student) to be used by counselors, teachers and the principal for assigning students to classes, but teacher to student ratio is not addressed within the policy. District and school leadership discuss the high school master schedule prior to its development, but district leadership rarely participates in scheduling certified instructional staff. District leadership advises school leadership on the assignment of teachers to specific classes as it relates to teaching certifications but does not routinely discuss matching teacher strengths to student needs.

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

The board adopted a policy, Grading (8.221) that addresses the maintenance of detailed, systematic records of student achievement. In compliance with district policy, high school grade cards are sent home at the end of each nine-week grading period, and progress reports are sent home mid-term. This policy does not require teachers to include comments or detailed explanations of grades. After obtaining a log-in name and password, families may access their child's Individual Learning Plan, grades, attendance and behavior records through Infinite Campus Parent Portal.

**District Leadership Assessment Summary Report**

**Metcalfe County**

**School District**

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

**Standard 4**            **School Culture**

**Performance Rating    2**

**District Leadership Assessment Summary Report**

**Metcalfe County**

**School District**

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

**Standard 4**            **School Culture**

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary of recommendations in: **Learning Environment**

#### **Standard 4**      **School Culture**

District leadership should participate in the scheduling of certified instructional staff at the high school to ensure individual needs of all students are met. There should be an intentional focus on matching teacher strengths to student needs when assigning teaching staff.

District leadership should hold high school leadership and staff accountable for student successes and failures. District leadership should expect school leadership to diligently collaborate with teachers to remove barriers to student learning.

#### Resources:

Dufour, R. & Eaker, R. (1998). Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development.

Inside the Black Box of High Performing High Poverty Schools, Lexington, KY:Prichard Committee for Academic Excellence.

Payne, R. (1998). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.

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

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

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

#### **Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, community involvement programs, comprehensive district improvement plan, district technology plan, employee handbooks, Extended School Services Schedule, Family Resource Youth Services Center documentation, lesson plans/units of study, master school schedule, newspaper clippings/press releases, parent and community member workshop schedule, policies and procedures on access to student records, professional development records, roster of teaching assignments, rubrics, school calendar with motivational and celebratory events, school event calendar, school newsletter, School Report Card data, school visitors register, school Web pages, student handbook, trophy cases, Teaching, Empowering, Leading and Learning Survey results

Interviews with classified staff, community members, Family Resource/Youth Services Center personnel, parents, principal, school leadership, students and teachers

Observations of classrooms, common areas, hallways and media center

#### **Performance Rating    3**

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

District leadership solicits advice from students, families and other stakeholders to support and promote various programs and services (e.g., Youth Services Center, Title 1, 21st Century Community Learning Centers, Parent Teacher Organization). Some activities and resources (e.g., Superintendent's Round Table Advisory Group, The Grapevine on district Web site, ACT Prep Nights for Students and Parents, PLAN Night, EXPLORE Night, Parent Teacher Conferences, Technology Night - Individual Learning Plans, Back to School Bash, College Night) connect the school with families, business leaders and community members. District leadership collaborates with several agencies (e.g., Life Skills, Metcalfe County Extension Service, Barren River Health Department) to reduce barriers to learning. District leadership has not established a systematic process to ensure all students have a parent or adult advocate. District leadership works closely with the court system and provides several programs (e.g., Truancy Diversion Program, Metcalfe Academy High School, Student Assistance Team, Migrant Program, Youth Services Center, APEX credit recovery) to improve attendance and reduce drop-outs. District leadership regularly involves parents and community members (e.g., Superintendent's Round Table

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

Advisory Group, The Grapevine, From the Desk of the Superintendent newsletter, district Web site, teacher and student advisory groups) in decision-making regarding district 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).

District leadership provides guidance as appropriate to ensure all students have access to programs and services. The Youth Services Center staff provides services (e.g., referrals for health and social needs, Student Assistance Team, directory of industrial/community events) to remove barriers to student learning. District leadership acquired daytime waivers for Extended School Services to address student learning needs. The district technology plan provides schools with technology tools (e.g., SMART Boards, CISCO, Clicker systems, APEX Learning program, Kindles, Triumph Learning, Accelerated Reader, Nooks, IPADs, graphing calculators, computers, mobile computer labs) to support classroom instruction and student learning. A designated technology technician - teacher is available to assist with technology issues and staff training. School leadership ensures all students have access to guidance services (e.g., career days, Individual Learning Plans). The Metcalfe County Board of Education adopted the Equal Educational Opportunities policy (09.13) to ensure all students have equal access to academic core classes. District leadership monitors state and federal programs to ensure compliance with program guidelines.

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

District leadership provides opportunities (e.g., Cooperative Work Experience, job shadowing) and technological resources (e.g., SMART Boards, Clicker systems, Kindles, Nooks, IPADs, graphing calculators) to actively engage students in learning. The Metcalfe Board of Education adopted the Student Welfare and Wellness policy (09.2), making student health and safety a priority. District leadership addresses student health and social needs through referrals from Youth Services Center directors, guidance counselors and on-site school nurses. District leadership reviews data (e.g., EXPLORE, PLAN, ACT results, No Child Left Behind, Proficiency Measures) to identify student learning needs. District leadership provides additional support through various programs (e.g., Truancy Diversion Program, Metcalfe Academy High School,

# District Leadership Assessment Summary Report

## Metcalfe County

School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating    3**

Student Assistance Team, Migrant Program, Youth Services Center, APEX credit recovery). District leadership partners with community agencies (e.g., Life Skills, Metcalfe County Extension Service, Barren River Health Department) to reduce barriers to learning. District leadership has not established a systematic process for identifying adult advocates for all students. District leadership provides professional development activities (e.g., poverty, collaboration and co-teaching) to assist teachers in understanding cultural differences. District leadership ensures the inclusion of all students with disabilities in core curricular classes, but not all student needs are intentionally matched with teacher strengths when creating the master schedule.

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

The Metcalfe County Board of Education has adopted several policies, Guidance policy (0.814); Release of Students and Student Information to Parents policy (09.12311); Student Record policy (09.14) addressing the maintenance, security and quality of student records. Student records are housed in locked filing cabinets in the guidance office. District and school leadership maintain student information (e.g., grades, behavior incidents, attendance) in the Infinite Campus software program. The Parent Portal is available for parents to access their student records and Individual Learning Plans. School leadership makes alternative arrangements for parent to access these records upon request. Guidance counselors monitor to ensure Individual Learning Plans are completed.

# District Leadership Assessment Summary Report

## Metcalfe County

School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

District leadership collaborates with school leadership to ensure resources and programs (e.g., Extended School Services, APEX credit recovery, Triumph Learning, Metcalfe County Academy High School, Hornet Learning Academy, Response to Intervention) are available for students who need additional time to master the content. District leadership expects school leadership to review programs and identify additional needed services. District leadership does not always ensure school leadership facilitates the coordination and evaluation of services (e.g., Extended School Services, Youth Services Center, APEX credit recovery, school guidance programs) to eliminate gaps and overlaps.

**District Leadership Assessment Summary Report**

**Metcalfe County**

**School District**

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

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

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary of recommendations in: **Learning Environment**

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

District leadership should develop a systematic process to ensure every student has a parent or another adult who knows how to advocate for the students to ensure they meet their individual academic goals.

District leadership should develop a systematic process to monitor and evaluate student support services (e.g., Extended School Services, Youth Services Center, school guidance program). District and school leadership should collaborate regularly to determine gaps and overlaps in the delivery of all support programs. Support services should be revised as needed to ensure that health, emotional and academic needs of all students are addressed.

#### Resources:

Henderson, A. T. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York, N. Y.: The New Press.

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

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

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

Prichard Committee for Academic Excellence, Lexington, KY - [www.prichardcommittee.org](http://www.prichardcommittee.org)

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

Commissioner's Parents Advisory Council-  
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

Commonwealth Institute for Parent Leadership

# District Leadership Assessment Summary Report

## Metcalfe County

School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

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

#### **Findings For This Standard Are Based On:**

Review of certified personnel evaluation plan and process, comprehensive district improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, professional development records, samples of written correspondence to staff/stakeholders, school Web pages, staff development agenda, 30-60-90 Day Plan

Teaching, Empowering and Leading and Learning survey results

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

Observations of classrooms and hallways

#### **Performance Rating    4**

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

The superintendent collaborates with certified district staff members and school principals to develop individual growth plans. Growth plans are aligned with district or school improvement goals and reflect growth needs identified during the certified evaluation process. The superintendent reviews individual professional growth plans following all formative and summative evaluations. District leadership monitors high school leadership to ensure all high school certified teachers and administrators have individual growth plans. District leadership, additionally, monitors (e.g., Friday Leadership meeting, guided planning) high school leadership to ensure all individual professional growth plans are implemented as written and produce intended results.

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

District leadership monitors the completion of teacher formative evaluations conducted by high school leadership and ensures school leadership provides timely and meaningful feedback to staff members throughout the year. District leadership monitors and provides guidance (e.g., Friday Leadership meetings, guided planning) to high school leadership in developing, implementing and revising individual professional growth plans to ensure individual needs are addressed.

**District Leadership Assessment Summary Report**

**Metcalfe County**

**School District**

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **4**

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

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

District and school leadership work in partnership with the high school educational recovery team to develop and implement the Metcalfe County High School 30-60-90 Day plan. This plan identifies the professional development needs of the school staff and provides a detailed plan for addressing identified needs and building professional capacity. Many professional development activities (e.g., ACT Quality Core, English/Language Arts and Mathematics Teacher Leader Network, Instructional Support Leadership Network, PD 360, formative assessment, guided planning) span multiple years and are job-embedded.

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

The superintendent monitors staff member professional development and growth plans to ensure they address student achievement and individual professional growth goals. The superintendent also monitors to ensure the high school principal's professional development and growth goals align with district and school goals (e.g., comprehensive district improvement plan, 30-60-90 Day Plan) and address identified professional growth needs. District leadership meets frequently with school leadership (e.g., Friday principal meeting, school leadership meetings, district leadership meetings, guided planning meetings) to ensure professional development activities for high school certified staff members align with student performance and individual professional growth goals.

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

District and school leadership attend most high school professional development activities (e.g., Data Disaggregation Day, Wednesday PD, professional learning community meetings, guided planning meetings) to ensure activities focus on building instructional capacity and advancing student learning. District and school leadership engage in frequent conversations regarding the effectiveness of these activities. District leadership, however, has not established a formal process to determine the degree to which staff development priorities and student learning connect.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

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

Most professional development activities (e.g., ACT Quality Core, English/Language Arts Teacher Leadership Network, Mathematics Teacher Leader Network, Instructional Support Leadership Network, PD 360, formative assessment, guided planning) are job-embedded, scaffolded from previous training and span multiple years.

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

District leadership, in collaboration with high school leadership and the district improvement planning committee, reviews the Metcalfe County High School improvement plan to ensure proposed professional development activities (e.g., college readiness, literacy, numeracy) relate to district and school learning goals and support the learning needs of all students, especially students in targeted populations (e.g., students with disabilities, free or reduced lunch eligibility). District leadership provides support and guidance to assist high school leadership with any additions or revisions necessary to enhance the quality of the school improvement strategies.

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

The Metcalfe County Board of Education adopted two policies, Certified Evaluation (03.18) and Classified Evaluation (03.28AP1), to guide the evaluation of certified and classified staff. District leadership established procedures that are detailed in the Performance Evaluation for Classified Personnel and the Teacher and Administrator Performance Evaluation documents. The board of education originally approved the plans on April 20, 2009, and reviews them annually. Kentucky Department of Education approval was granted on May 11, 2009, certifying the plan met all state requirements for the evaluation of personnel. District and school leadership implement the plan in compliance with all requirements.

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

District leadership ensures all administrators attend certified evaluation training as required to implement the evaluation process and provides additional training (e.g., Field Test Study Training, Teacher and Principal

## District Leadership Assessment Summary Report

### Metcalfe County

School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

Effectiveness Training, Characteristics of Highly Effective Teaching and Learning) and assistance, if requested. District and high school leadership evaluate certified staff performance in accordance with district policy and state statutes. Kentucky Department of Education approved the evaluation plan on May 11, 2009, certifying that it meets all state requirements. The certified evaluation plan requires a minimum of one formative and one summative evaluation annually for each staff member, with opportunities for coaching and feedback (e.g., guided planning, PD 360).

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

District leadership reviews a variety of information (e.g., walkthrough observations, certified evaluations, individual professional growth plans, student assessment results) in numerous venues (e.g., guided planning meetings, school leadership team meetings, district leadership team meetings, Wednesday professional development sessions, informal conversations) to determine the professional development needs of school and district staff members. The district, however, has not established procedures to formalize the needs assessment process. District leadership articulates the belief that professional development is instrumental in changing instructional and leadership practices that will increase student achievement. District leadership monitors to ensure certified staff members obtain the minimum required professional development hours.

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

The Metcalfe County Board of Education adopted three policies, Professional Development (03.19), School Staffing (02.4331) and Instructional Resources (08.232), to address the allocation of resources. District leadership adheres to policy requirements and provides additional funds and resources to address specific school needs (e.g., eight and one half staff positions above allocation, textbooks). District leadership supplements allocated professional development funds with additional resources (e.g., district, School Improvement Grant, Carl D. Perkins Vocational and Technical Education Act) but has not established a formal system to evaluate the impact from these expenditures on meeting the identified needs of students or the individual professional growth needs of staff members.

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

District leadership supports district and high school administrator professional development opportunities (e.g., Principals Learning Network, Principal Training Module, Kentucky Instructional Support Leadership Network, District

# District Leadership Assessment Summary Report

## Metcalfe County

School District

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Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

Retreat), and district and high school leadership participate in a variety of professional development activities that fulfill the requirements of the Effective Instructional Leadership Act. District and school leadership needs, however, are not specifically addressed in the district improvement plan.

**District Leadership Assessment Summary Report**

**Metcalfe County**

**School District**

3/25/2012 - 3/30/2012

Summary Findings in: **Learning Environment**

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

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary of recommendations in: **Learning Environment**

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

District leadership should prioritize identified instructional leadership needs in the comprehensive district improvement plan and School Improvement Grant.

District leadership should establish a formal system to evaluate the impact from professional development expenditures on the identified needs of students and the individual growth needs of staff.

#### Resources:

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

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

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

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

# District Leadership Assessment Summary Report

## Metcalfe County

School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

### Findings For This Standard Are Based On:

Review of brochures, pamphlets, certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive district improvement plan, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, examples of school to home communications, Implementation and Impact Checks, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Kentucky Performance Report disaggregated data, needs assessment data, professional development records, safe schools data reports, school budget and allocations, school calendar with motivational and celebratory events, Teaching, Empowering, Leading and Learning Survey results

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

Observations of classrooms

### Performance Rating **4**

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

The superintendent assigned district administrators to serve as liaisons to each school council. School council authority at Metcalfe County High School has been transferred to the superintendent. The superintendent has an intentional and unwavering focus on improving student achievement.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **3**

7.1a Leadership has developed and sustained a shared vision.

District leadership defined its purpose by developing belief, vision and mission statements as well as a motto, which are all displayed in prominent locations throughout the central office and published in various venues. The previous administration created the original versions of the vision and mission statements, and the current administration revised them early in the superintendent's tenure based on input from a broad range of stakeholders. The motto (Success: Whatever it Takes, Each and Every School...Each and Every Student...Each and Everyday Day) was developed following an administrator retreat in the summer of 2008. The superintendent involved several stakeholders (e.g., district leadership, school leadership, school staff, Chamber of Commerce, community members) in a review of the motto, vision and mission statements in November, 2011, leading to minor changes and additions. The superintendent recently initiated a review of the existing belief statements in an effort to ensure the statements accurately represent the current thinking of the district as a whole.

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

The Metcalfe County Board of Education adopted the Assessment of Student Progress (SBDM) policy (02.441), requiring each school to complete annual reviews of state student assessment data by April 1 and by October 1, beginning in the 2012-2013 school year. The policy requires school leadership to use assessment data to adopt, modify or revise plans to assist all students in their progress toward meeting state achievement goals. The policy also requires the superintendent to devise a schedule for each principal to present written reports to the board regarding student achievement and progress toward fulfilling school educational objectives. The board hosts retreats for school councils each fall and spring. District leadership regularly acknowledges student successes and reports student achievement data during monthly board meetings. The superintendent appointed a high school liaison who is responsible for assisting school leadership in making decisions about curriculum and instructional practices.

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

The superintendent serves as the primary evaluator of central office staff and

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

### **Performance Rating 3**

building principals and collaborates with each administrator to develop individual professional growth plans. The superintendent and administrators discuss the development of growth plans during annual summative evaluation conferences. Most individual professional growth goals, objectives and strategies are based on results of the evaluation process, school and district priorities and the Interstate School Leaders Licensure Consortium standards. The superintendent uses an informal analysis of anecdotal data to monitor growth plans during annual formative and summative evaluation conferences. The superintendent monitors and requires intermittent growth plan modifications for the high school principal.

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 comprehensive district improvement planning committee examined various sources of information (e.g., ACT Profile Report, Technical Education Data System Report, No Child Left Behind report, Measures of Academic Progress results; Teaching, Empowering, Leading and Learning results; informal survey data; non-cognitive data) as part of the needs assessment process and used findings to establish district improvement goals and objectives. The planning committee used disaggregated data to identify performance differences and to inform decisions about meeting the needs of targeted student populations (e.g., students with disabilities, free or reduced lunch eligibility).

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

District leadership provides staff access to district and state curriculum documents via the district Web site, with links to curriculum materials at the Kentucky Department of Education. Metcalfe County High School teacher representatives attend English/Language Arts and Mathematics Teacher Leader Network meetings to learn about Kentucky content standards (e.g., ACT Quality Core, Kentucky Core Academic Standards). These teachers share information with their peers regarding the content standards during professional learning community meetings.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Performance Rating**    **3**

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

District leadership articulates expectations that school leadership should ensure instructional time is protected and maximized. The superintendent emphasizes these expectations during administrator retreats and principal meetings. The superintendent and educational recovery staff works with the principal of Metcalfe County High School to reduce loss of class time due to morning announcements and other non-instructional activities. District and school leadership conduct frequent classroom walkthrough observations using a formal protocol that includes a question about the efficient and effective use of instructional time.

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

The Metcalfe County Board of Education adopted the School Staffing (SBDM) policy (02.4331), requiring district leadership to adhere to state law in the allocation of staff. In addition, the board adopted a policy called Budget Planning and Adoption (04.1) that requires budgets to be based on the educational needs of students and revenue projections. The superintendent requires school leadership to submit rationale based on student learning needs or school improvement priorities when requesting additional resources. The superintendent requires school leadership to provide evidence of success before approving the continuation of previous resource allocation. Careful management of district budgets, coupled with School Improvement Grant funds, has enabled district leadership to intentionally ensure Metcalfe County High School has ample resources to meet local, state and federal goals. District leadership reviews student assessment results and non-cognitive data, and the high school liaison monitors school operations but seldom quantitatively measures the impact from resource use on achieving improvement goals. The superintendent periodically adjusts assignments of job responsibilities and tasks among district leadership to improve district support for school improvement. These adjustments are made on the basis of her informal analyses of school needs, including feedback obtained during visits made to each school at least once every six weeks.

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

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating 3**

and effective learning environment.

The Metcalfe County Board of Education adopted a policy, Safety (5.4), and district leadership developed procedures (e.g., Metcalfe County Schools Safety Plans and Procedures, Metcalfe County Schools Emergency Response Plan) to ensure a safe, orderly and equitable environment for students and staff. The Kentucky Center for School Safety conducted safety assessments in all Metcalfe County schools over the last few years, and district and school leadership have addressed some deficiencies (e.g., rerouting traffic, keyless entry, pick-up points) identified through the assessment. District leadership implements emergency procedures (e.g., fire, earthquake, tornado, bomb threat, intruders or hostage situation, Safe Spot) and provides hand-held radios to all administrators. District leadership installed 18 security cameras throughout the high school. District leadership conducts monthly safety checks (e.g., emergency lighting, fire safety violations, external doors locked) at every school in the district. District leadership ensures school leadership establishes and implements safety plans and emergency procedures guides.

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

The Metcalfe County Board of Education adopted a School Council Policies (SBDM) policy (02.4241), requiring school councils to adopt all policies mandated by state law and other policies to provide an environment enhancing student achievement. This policy also requires school councils to submit policies to the superintendent for review prior to final adoption. The Metcalfe County High School council authority has been transferred to the superintendent, but the district leadership ensures councils at other schools in the district have adopted required policies.

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

The superintendent uses principal meetings and administrator retreats as forums to stress her belief that principals are accountable for ensuring school organization to promote student growth and achievement. She further emphasizes this expectation during formative and summative evaluation conferences with administrators. District leadership reviews results from district classroom walkthrough observations for multiple reasons. District

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **3**

leadership, for example, identifies school-wide patterns of needed improvements. The superintendent also engages the high school principal in discussions regarding emerging trends. The superintendent has not maximized administrator evaluation and growth plan procedures to ensure the entire leadership team is highly effective and efficient. The superintendent and each administrator discuss individual professional growth plans during annual summative evaluation conferences. Most growth plan goals, objectives and strategies are based on results of the evaluation process, school and district priorities and the Interstate School Leaders Licensure Consortium standards. Most objectives and strategies, however, address compliance and procedural behaviors or implementation of district initiatives rather than development of leadership skills. The superintendent promptly completes formative and summative evaluations but does not always include written feedback and direction in sufficient depth and specificity to foster needed leadership skill development that is necessary to promote highly effective instructional and organizational practices. She, however, develops an assistive plan to support administrators who need intervention before performance levels reach a point which would require a corrective action plan. The superintendent is coaching the high school principal to eliminate unnecessary non-instructional activities. The superintendent is working with the high school principal to develop instructional leadership capacity to sustain student growth and achievement beyond the term of the 3-year School Improvement Grant. The superintendent has appointed a high school instructional coordinator and a district liaison to help sustain school improvement. The superintendent encourages membership and active participation by school and district leadership in professional organizations to assist in enhancing leadership skills and for exposure to new ideas. She models her commitment to continued learning by leading book studies, presenting at workshops and sharing information gleaned upon her return from state and national conferences.

**District Leadership Assessment Summary Report**

**Metcalfe County**

**School District**

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary of recommendations in: **Efficiency**

#### **Standard 7**      **Leadership**

The superintendent should make maximal use of the evaluation process to ensure all district and school administrators develop capacities to provide highly effective and efficient leadership in all phases of district operations and instructional practice. The superintendent should increase depth and specificity in the feedback she provides to clarify and promote improvement in leadership skills. She should ensure the primary focus of individual administrator professional growth plans is centered in leadership skills improvement.

The superintendent should develop clear priorities and plans to support continued improvement in instructional practice and student achievement beyond the three-year School Improvement Grant. The plans should include identification of staff and programs which must be sustained, and leadership, operational and organizational skill deficits which must be addressed.

#### Resources:

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

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

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

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

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

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

#### **Standard 8**                    **School Organization and Fiscal Resources**

#### **Findings For This Standard Are Based On:**

Review of categorical program financial reports, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, enrollment data, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, master school schedule, needs assessment data, school budget and allocations, school council policies and bylaws, school financial reports, School Report Card data, student/teacher ratio and School Improvement Grant funds

Interviews with classified staff, district leadership, principal, school leadership, superintendent and teachers

Observations of classrooms

#### **Performance Rating    3**

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

District leadership requires school leadership to ensure there are a sufficient number of core curriculum classes available for all students. District and school leadership routinely discuss the master schedule prior to its development, but district leadership does not routinely follow-up to confirm enough core curriculum classes are provided. District leadership allocates staff to Metcalfe County High School in excess of state and district staff allocation formulas.

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

District leadership expects the Metcalfe County High School principal to design a master schedule that maximizes instructional time. District and school leadership discuss the master schedule prior to its development, and district leadership is available for consultation during development of the master schedule. District leadership ensures awareness of the district and school vision and mission statements.

- 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.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 8**                    **School Organization and Fiscal Resources**

**Performance Rating**    **3**

The Metcalfe County Board of Education adopted a policy, School Staffing (SBDM) 02.4331, that requires district leadership to adhere to state law in the allocation of staff. In addition, the board adopted a policy called Budget Planning and Adoption (04.1) that requires the budget to be based on the educational needs of students and revenue projections. The superintendent meets with each principal to discuss school needs and the type and amount of allocation necessary to provide an effective educational program. The superintendent requires the high school principal to provide a rationale explaining why requested additional resources are necessary. Many allocations are based on projected revenue and enrollment. An administrative procedure, Budget Implementation (04.11 AP.1), and a policy, School Budget and Purchasing (SBDM) 02.4242 provide guidance on expenditures and monitoring of allocated funds. All high school purchase orders except school activity funds are submitted to district leadership. After the finance director ensures the availability of funds, purchase orders are given to the superintendent for her approval. District leadership seldom analyzes expenditures to formally determine the degree to which they result in desired impacts.

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

District leadership allocates discretionary funds as a routine part of the initial budgeting process. District leadership responds to requests from high school leadership for additional resources needed during the fiscal year. The superintendent requires the high school principal to provide a written rationale and meets with her to discuss how discretionary funds will build instructional capacity and accelerate student learning. District leadership provided some additional resources (e.g., Measures of Academic Progress, staff) to meet specific needs at Metcalfe County High School.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

#### **Standard 8**                    **School Organization and Fiscal Resources**

#### **Performance Rating    2**

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

District leadership requires the Metcalfe County High School principal to provide rationales when requesting additional resources (i.e., fiscal, physical and human). District leadership monitors allocated resources and expenditures as required by state and federal regulations. District leadership discusses organizational structures of the school with school leadership but does not routinely and quantifiably determine whether resources are having the intended impact on instructional practices and student achievement. District leadership reviews data and conducts classroom walkthrough observations to determine the degree to which instruction is improving and to determine whether those items identified on the PD 360 walkthrough forms are achieved. District leadership formally meets with school principals bimonthly, and the superintendent meets individually with the high school principal once a month.

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

District and school leadership routinely discuss instructional issues, including occasional conversations regarding the master schedule. District leadership advises school leadership on the assignment of teaching staff related to teacher certifications, but rarely discusses the importance of matching teacher strengths to student needs.

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

District and school leadership conduct frequent classroom walkthrough observations using a formal walkthrough protocol that includes a question about the use of efficient instructional time. Feedback from each walkthrough observation is provided to teachers. District leadership implemented a classroom walkthrough observation process providing teachers with feedback and recommended professional development videos from PD 360 related to specific issues identified during observations. District leadership, however, does not routinely monitor the use of resources to determine whether the videos have impacted classroom practices.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

#### **Standard 8**                    **School Organization and Fiscal Resources**

#### **Performance Rating    2**

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

District leadership sends three English/language arts and three math teachers to Instructional Leadership Network Meetings to learn about the new Kentucky Core Academic Standards and how to roll these out in the district. These six teachers are responsible for presenting information and modeling that training for other teachers in the district. Each Wednesday afternoon, high school teachers meet in professional learning community meetings for professional development and common planning. On the third Wednesday of each month, middle and high school teachers meet in professional learning communities to work on a variety of issues (e.g., assessment, curriculum, instruction, alignment of texts to grade levels). District leadership frequently attends professional learning community meetings but not to ensure time is used efficiently.

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

District leadership anchors budgetary decisions in the mission and vision of the district. District leadership ensures budget appropriations include funding for priorities included in the district improvement plan and the School Improvement Grant and that proposed expenditures adhere to fund source guidelines. The Metcalfe County Board of Education expects district leadership to identify school and district needs and recommend budget expenditures that will advance student learning, but the board does not routinely inquire as to how this will be achieved or require district leadership to provide evidence of impact. The superintendent considers requests for additional resources from Metcalfe County High School leadership and requires rationales explaining how additional resources will impact student 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.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 8**                    **School Organization and Fiscal Resources**

**Performance Rating    2**

District leadership allocates most categorical and federal funds on the basis of enrollment and program guidelines. District leadership allocates additional staff based on the needs identified by the high school principal. District leadership has not established an ongoing, formal process to evaluate the effective use of resources allocated from categorical and federal programs. District leadership integrates funds from some sources (e.g., Title I, Part A, Education Technology) to provide professional development; however, district leadership seldom integrates categorical funds to purposefully address specific student achievement initiatives.

**District Leadership Assessment Summary Report**

**Metcalfe County**

**School District**

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 8**                    **School Organization and Fiscal Resources**

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary of recommendations in: **Efficiency**

#### **Standard 8**      **School Organization and Fiscal Resources**

District leadership should ensure the Metcalfe County High School principal designs a master schedule that maximizes staff time and balances class enrollment. District leadership should ensure that the principal strategically assigns all teaching staff to positions based on their strengths and student needs. The principal should be held accountable for ensuring that staff strengths are maximized for the benefit of student learning.

District leadership should require all requests and rationales for additional resources beyond the basic financial allocations be grounded in findings generated from data analyses and require the principal to frequently report quantifiable progress made from the use of these resources.

Resources:

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

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

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

#### **Standard 9**                    **Comprehensive and Effective Planning**

#### **Findings For This Standard Are Based On:**

Review of categorical program financial reports, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, employee handbooks, enrollment data, faculty meeting agenda, Kentucky Performance Report disaggregated data, master school schedule, needs assessment data, school budget and allocations, school council policies and bylaws, school event calendar, School Report Card data and School Improvement Grant funds

Interviews with classified staff, district leadership, principal, school leadership, superintendent and teachers

#### **Performance Rating**    **3**

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

The previous district administration developed the existing vision and mission statements. The current superintendent, school and district leadership, teachers, parents and community members collaboratively created the belief statements and revisited the mission statement in 2005. The current mission statement, On the Move...Improving Lives! is displayed on a plaque in the board room and published on various documents (e.g., Employee Handbook, Emergency Response Plan). District leadership developed the motto, Success Whatever it Takes, at the 2008 leadership retreat and solicited stakeholder review through various venues (e.g., e-mail, Web site). In November 2011, district leadership revisited the vision statement using a collaborative process involving multiple stakeholders (e.g., teachers, parents, community members) and added the phrases, "in a safe and secure environment" and "college and career readiness" to update the vision. District leadership is currently reviewing the belief statements.

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

District leadership reviews a variety of data (e.g., Kentucky Interim Performance Report, ACT and PLAN results, No Child Left Behind report, Teaching, Empowering, Leading and Learning Survey results) to identify district improvement needs. Action steps are aligned with the needs of the district.

- 9.3a School and district plans reflect learning research and current local, state and

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating**    **3**

national expectations for student learning and are viewed by the planning team.

Comprehensive district improvement strategies typically are anchored in research. The district planning committee considered a variety of data (e.g., classroom walkthrough observation data, Teaching, Empowering, Leading and Learning Survey results, Measures of Academic Progress, No Child Left Behind report, Kentucky Interim Performance Report) to develop district improvement goals.

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

District leadership articulated instructional and organizational district improvement goals in clear, concise and measurable terms. District leadership assists school leadership in developing the school improvement plan as needed. District leadership assigned a liaison to assist high school leadership in the development of school improvement goals and to facilitate the integration of school improvement goals in the district improvement plan. District leadership assists school leadership in reviewing student achievement data.

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

District improvement goals are generally clear and concise and focus on organizational and instructional capacity. District leadership assigns a district liaison to the high school who attends weekly meetings and is responsible for some school improvement components.

9.6a The plan is implemented as developed.

District leadership provides Metcalfe County High School support and resources (e.g., district attendance at weekly high school leadership team meetings, frequent e-mails, frequent visits, Instructional Coordinator) to assist in the implementation of the school improvement plan and the 30-60-90 Day plan. The superintendent meets twice monthly with school principals and conducts an additional monthly meeting with the high school principal. The superintendent shared the revised district improvement plan with all staff members at the January 2012 district staff meeting. District staff members are

# District Leadership Assessment Summary Report

## Metcalfe County

School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating**    **3**

aware of the goals and objectives of the plan, especially those that pertain to themselves. Some district staff members serve on the planning committee.

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

District leadership examines some data (e.g., Interim Performance Report, No Child Left Behind report, ACT results) to evaluate the impact of the district improvement plan on student performance. District and high school leadership conduct frequent classroom walkthrough observations to monitor classroom practices. Information gleaned from these observations is shared with teachers and school leadership and regularly discussed (e.g., district leadership team meeting, weekly high school leadership team meeting).

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating    2**

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

The comprehensive district improvement planning committee reviewed a variety of student assessment data (e.g., ACT Profile Report, Technical Education Data System Report, No Child Left Behind report, Measures of Academic Progress results) as part of the needs assessment phase of developing the comprehensive district improvement plan. The committee also considered contents of school improvement plans and results of various audits and surveys when determining most goals, objectives, priorities and strategies in the district improvement plan. The district improvement planning committee did not base all improvement plan goals, objectives and strategies (i.e., Public Relations Action Component) on empirical data.

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

The comprehensive district improvement planning committee analyzed a variety of data (e.g., Teaching, Empowering, Leading and Learning Survey results, Kentucky Interim Performance Report, No Child Left Behind report, Measures of Academic Progress, ACT and PLAN results) to identify the learning needs of students, including those performing below their peers. Although the response to intervention process for the high school is identified in the School Improvement Grant, the procedures to implement and evaluate the program are not comprehensively described.

9.3c    The desired results for student learning are defined.

District leadership articulated annual improvement goals. District improvement goals and objectives typically are stated in measurable terms; however, benchmarks to evaluate incremental progress are not articulated.

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

Most district improvement strategies have the potential to positively impact student achievement; however, response to intervention for high school students who need intensive intervention in reading and math is not adequately addressed in district improvement strategies. District improvement goals, objectives and action components generally are aligned.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

#### **Standard 9**                    **Comprehensive and Effective Planning**

#### **Performance Rating 2**

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

District leadership has identified component managers responsible for ensuring implementation of action steps in the comprehensive district improvement plan. Many strategy timeframes have no ending dates to promote immediate impact on student performance. Resources (e.g. funding, staff) are adequate to achieve improvement goals.

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

District leadership established a process to review the comprehensive district improvement plan by determining the “expected impact in terms of progress and success” for each strategy and activity. Each component manager reports progress toward implementing district improvement strategies to the high school liaison. District leadership completes implementation and impact checks and presents quarterly reports to the Metcalfe County Board of Education for review. The high school liaison supports and monitors the implementation of the school improvement goals by attending meetings (e.g., Friday leadership, review) and serving as a component manager in some areas of the plan. The board of education policy, School Improvement Plan (SBDM) 02.442, requires high school leadership to report publicly on the progress toward achieving school improvement goals.

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

Metcalfe County School District improvement strategies are aligned with district vision, mission and belief statements. District improvement action steps generally have the potential to advance student achievement and improve teacher instructional capacity.

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

District leadership regularly reviews student achievement data (e.g., Interim Performance Report, No Child Left Behind report, Measures of Academic Progress, Proficiency Measures, EXPLORE, PLAN and ACT results) during

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating    2**

district leadership team meetings. Component managers report quarterly to district leadership regarding progress toward implementation of the district improvement objectives. These reports, however, focus on implementation rather than using quantitative data to determine the degree to which these strategies have impacted teaching and learning. District leadership meets collectively with all principals twice monthly. In addition, district leadership meets with high school leadership every Friday to provide guidance and monitor the degree to which the 30-60-90 Day Plan is being implemented.

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

District leadership reviews the district improvement plan quarterly by conducting implementation and impact checks. Benchmarks to measure incremental progress toward reaching district goals have not been established; modifications to the plan are made annually and approved by the board of education.

**District Leadership Assessment Summary Report**

**Metcalfe County**

**School District**

3/25/2012 - 3/30/2012

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

Summary of recommendations in: **Efficiency**

#### **Standard 9**      **Comprehensive and Effective Planning**

District leadership should develop systematic and formal processes to intermittently monitor implementation of the district improvement plan and quantitatively measure the impact from individual strategies on student achievement. These processes should include establishing benchmarks to measure incremental progress toward reaching district improvement goals and evaluating the impact of district improvement strategies on organizational effectiveness, teacher instructional capacity and student achievement. District leadership should ensure improvement objectives and strategies are revised as necessary to ensure the occurrence of adequate and timely progress.

#### Resources:

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

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

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

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

#### **Summary of Next Steps:**

District leadership should ensure school leadership establishes and implements a comprehensive and research-based response to intervention program that meets the needs of all students who struggle academically. The plan should be based on research about response to intervention programs containing the essential components (e.g., universal screening, scientifically based instruction, secondary interventions for students not responding adequately to instruction, monitoring student progress) of a highly effective response to intervention program. The superintendent should require the high school principal to schedule intervention classes so they meet frequently to provide instruction to students based on student work, formative assessments, and diagnostic exams. Students should be grouped and regrouped as necessary to meet their learning needs. The intervention program should be designed with sufficient elasticity to accommodate all students needing additional academic assistance.

The superintendent should increase the depth and specificity of her feedback to district administrators and the high school principal. She should provide meaningful and explicit feedback to clarify and promote improvement in leadership skills. The superintendent should make maximal use of the evaluation process to ensure all district and school administrators develop capacities to provide highly effective and efficient leadership in all phases of district operations and instructional practice. She should ensure the primary focus of individual administrator professional growth plans is centered on improvement of leadership skills.

District leadership should develop clear priorities and plans to support continued improvement in instructional practice and student achievement beyond the 3-year School Improvement Grant. The plans should include identification of staff and programs which must be sustained, and leadership, operational and organizational skill deficits which must be addressed. In addition to appointing a high school instructional coordinator, the superintendent should refine leadership skills within each team member at the district and school level to support and sustain continued school improvement. The superintendent should keep the board well-informed so they can understand the rationale behind her decisions.

District leadership should develop a systematic and formal research-based process to monitor the implementation and quantitatively measure the impact of individual and discrete improvement strategies and use of allocated resources (i.e., human, physical, fiscal) on instructional practices and student achievement. This monitoring process should assist in gathering data to inform decisions about which strategies should be continued, modified or eliminated; identification of gaps and overlaps in curriculum and student support services; and matching teacher strengths to identified student learning needs. The superintendent should develop formal procedures to evaluate the impact of school improvement strategies on organizational effectiveness. These procedures should delineate which personnel are involved, what data are considered and how results are communicated when decisions are made about organizational structures and personnel deployment.

# District Leadership Assessment Summary Report

## Metcalfe County

### School District

3/25/2012 - 3/30/2012

#### **In Conclusion:**

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

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

District Authority:

District leadership does have the ability to manage the intervention of Metcalfe County High School.

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

Commissioner, Kentucky Department of Education:

\_\_\_\_\_ Date: \_\_\_\_\_

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

Superintendent, Metcalfe County Schools

\_\_\_\_\_ Date: \_\_\_\_\_

# District Leadership Assessment Summary Report

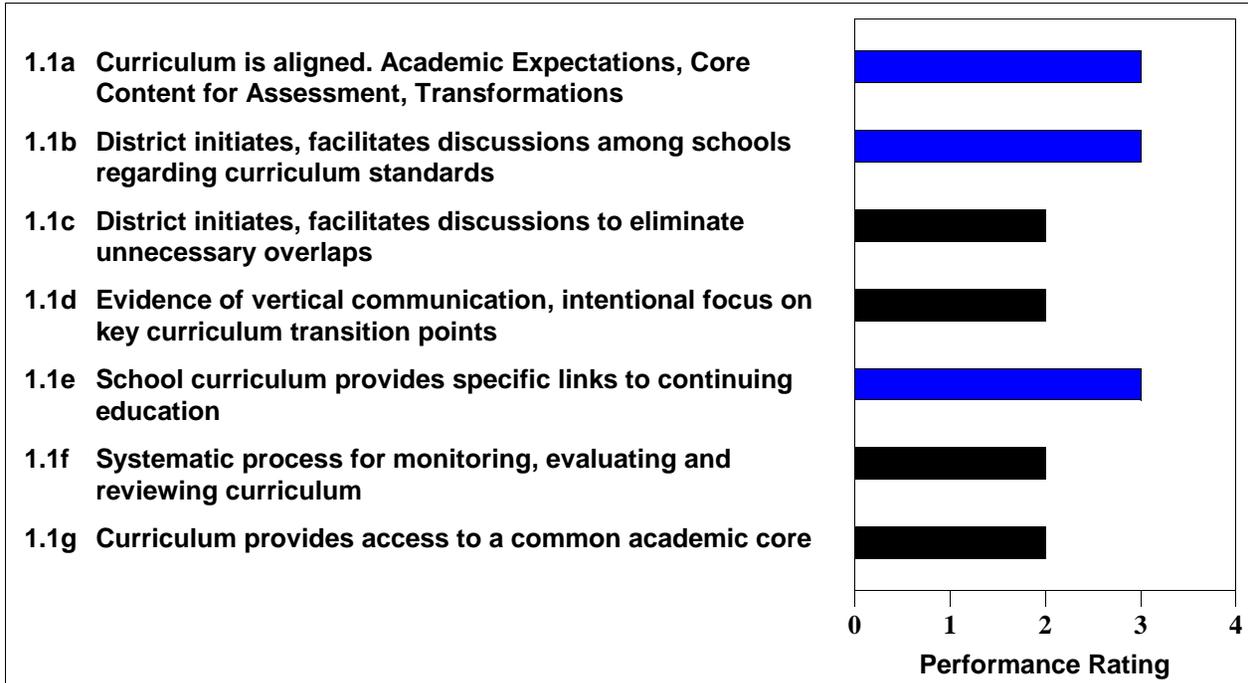
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 1.1 Curriculum

### Academic Performance



# District Leadership Assessment Summary Report

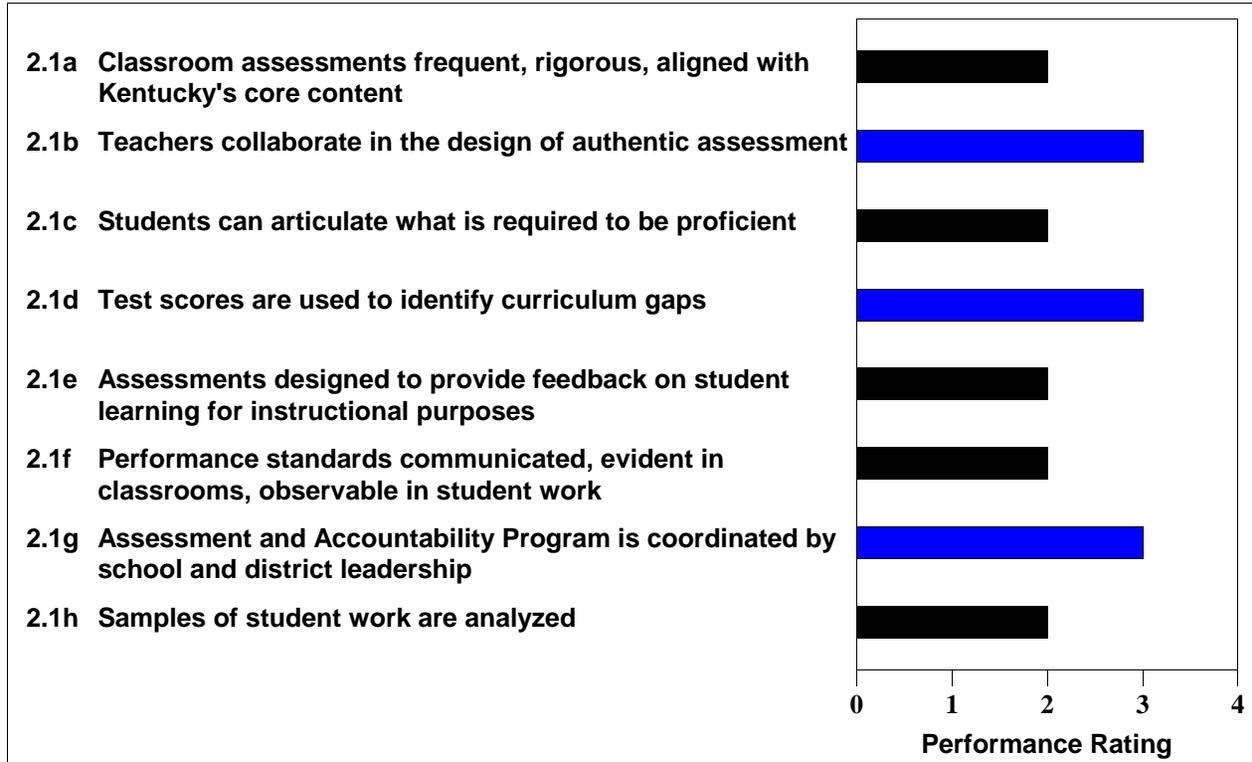
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 2.1 Classroom Evaluation/Assessment

### Academic Performance



# District Leadership Assessment Summary Report

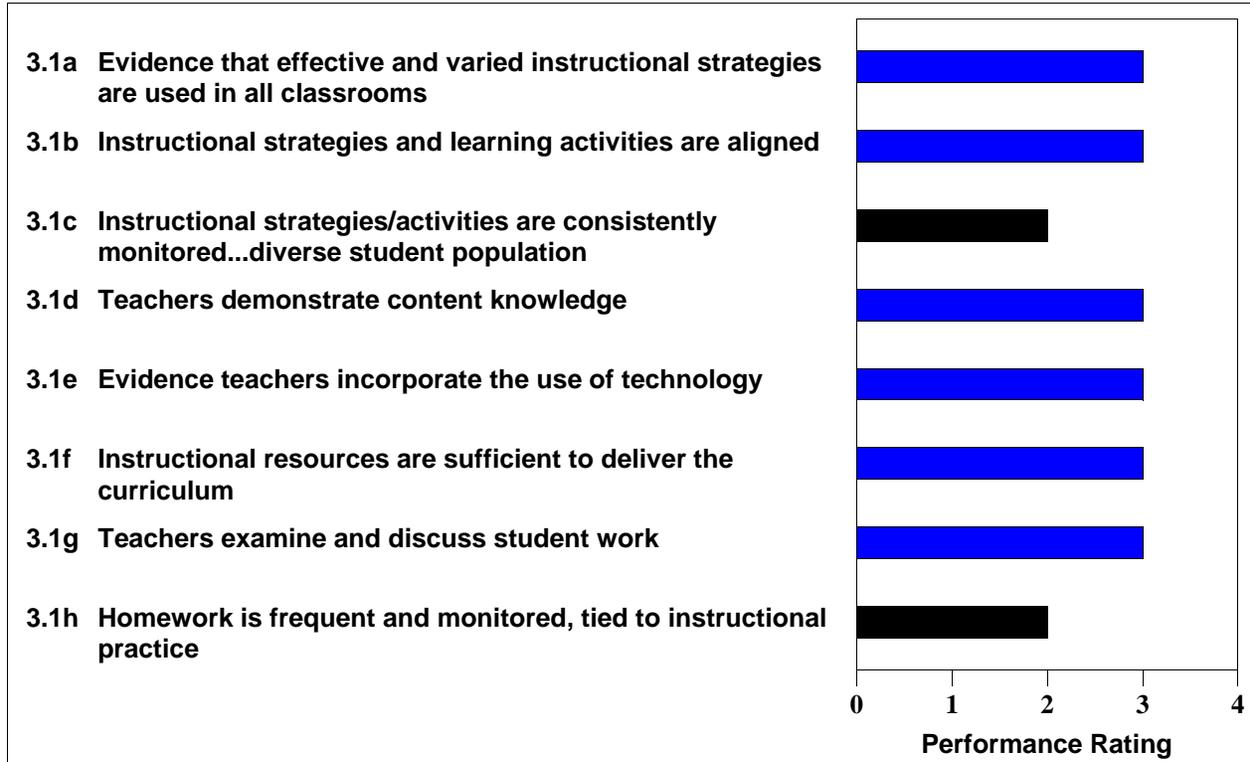
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 3.1 Instruction

### Academic Performance



# District Leadership Assessment Summary Report

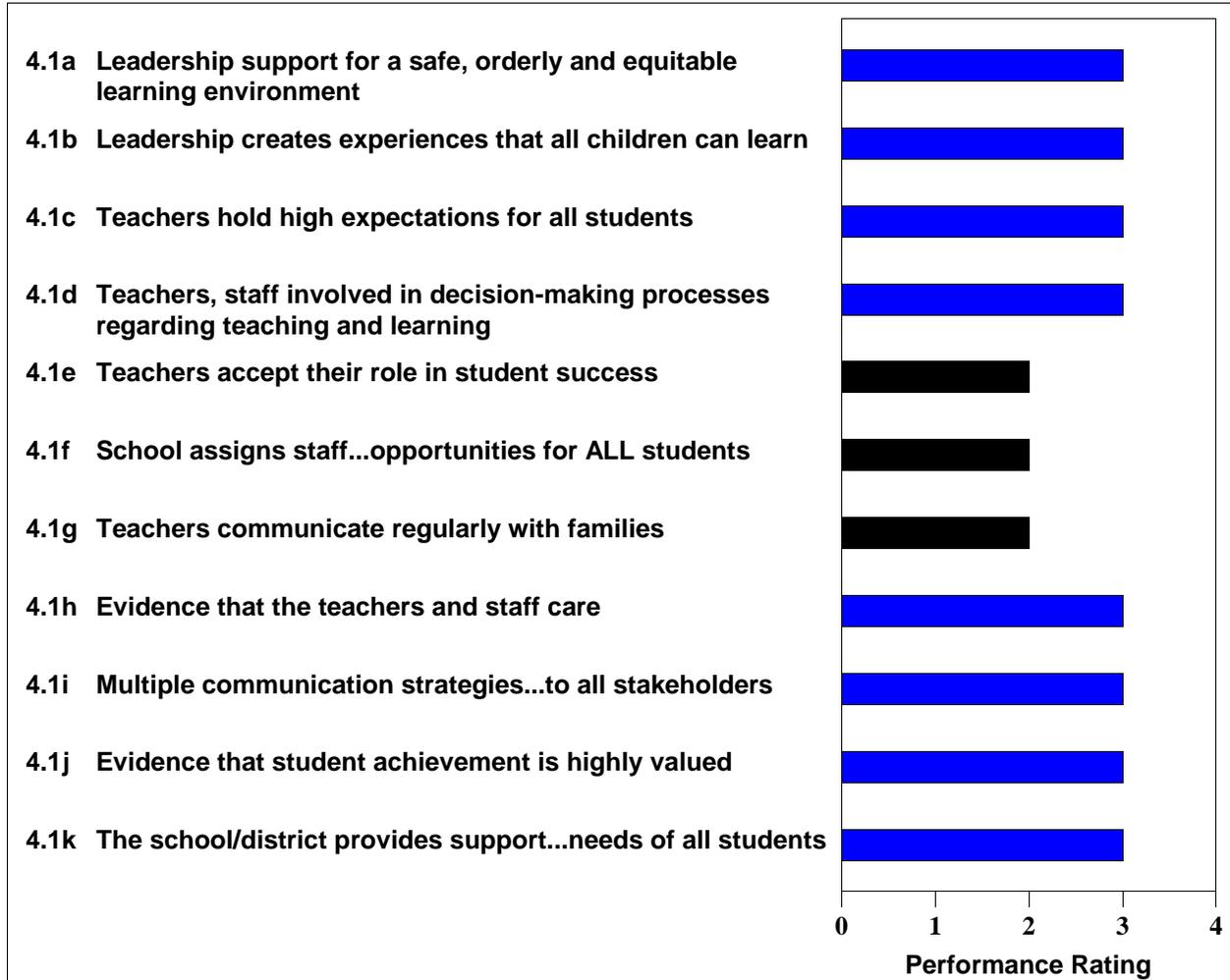
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 4.1 School Culture

### Learning Environment



# District Leadership Assessment Summary Report

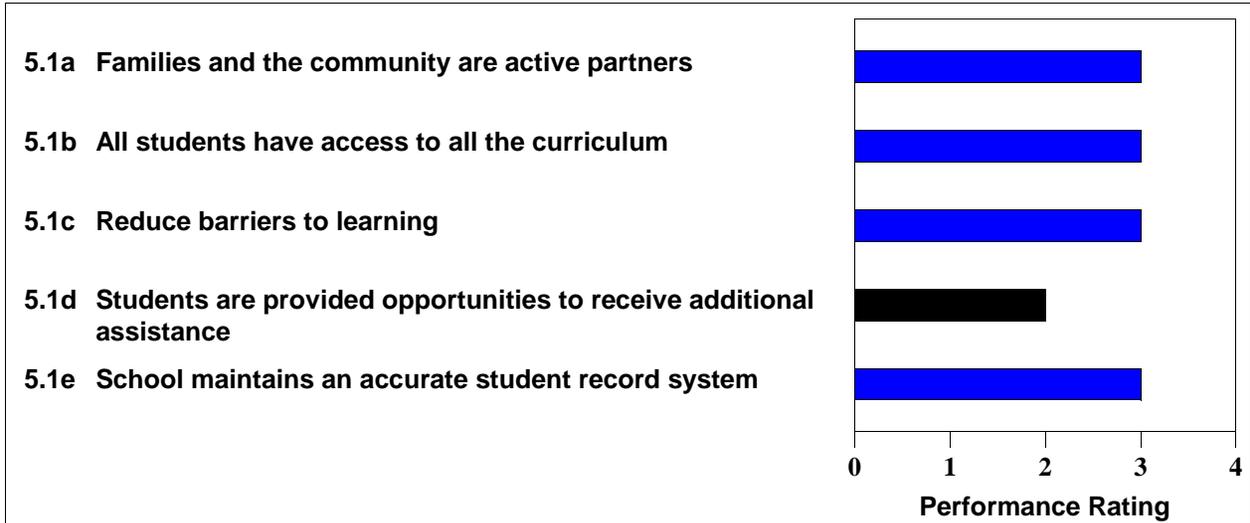
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 5.1 Student, Family and Community Support

### Learning Environment



# District Leadership Assessment Summary Report

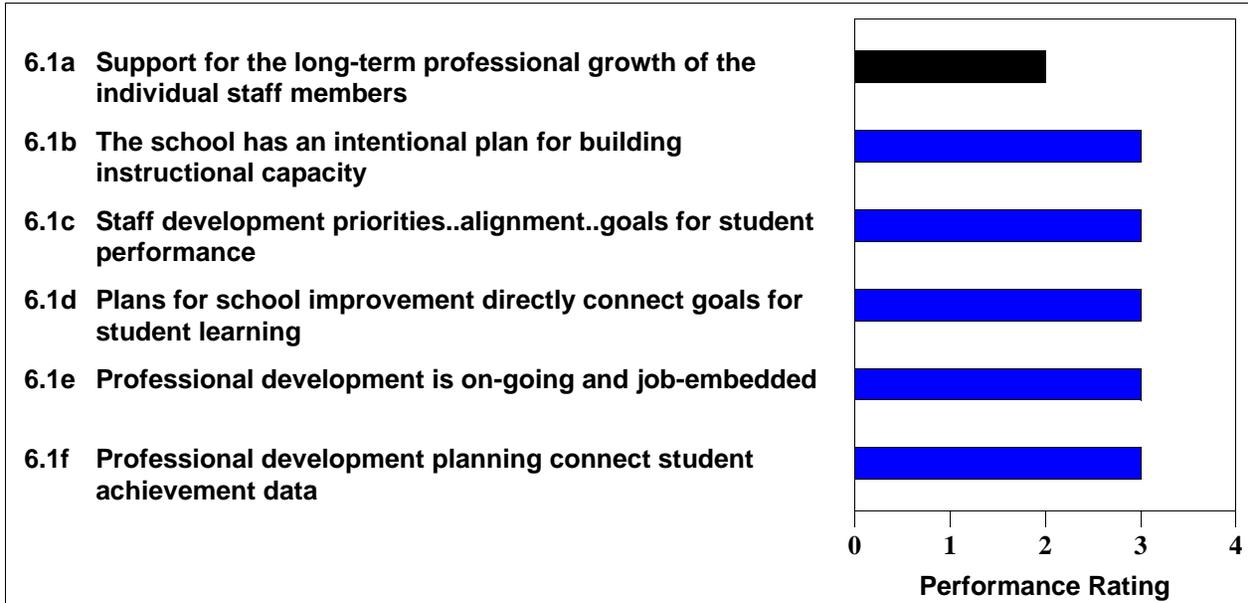
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 6.1 Professional Development

### Learning Environment



# District Leadership Assessment Summary Report

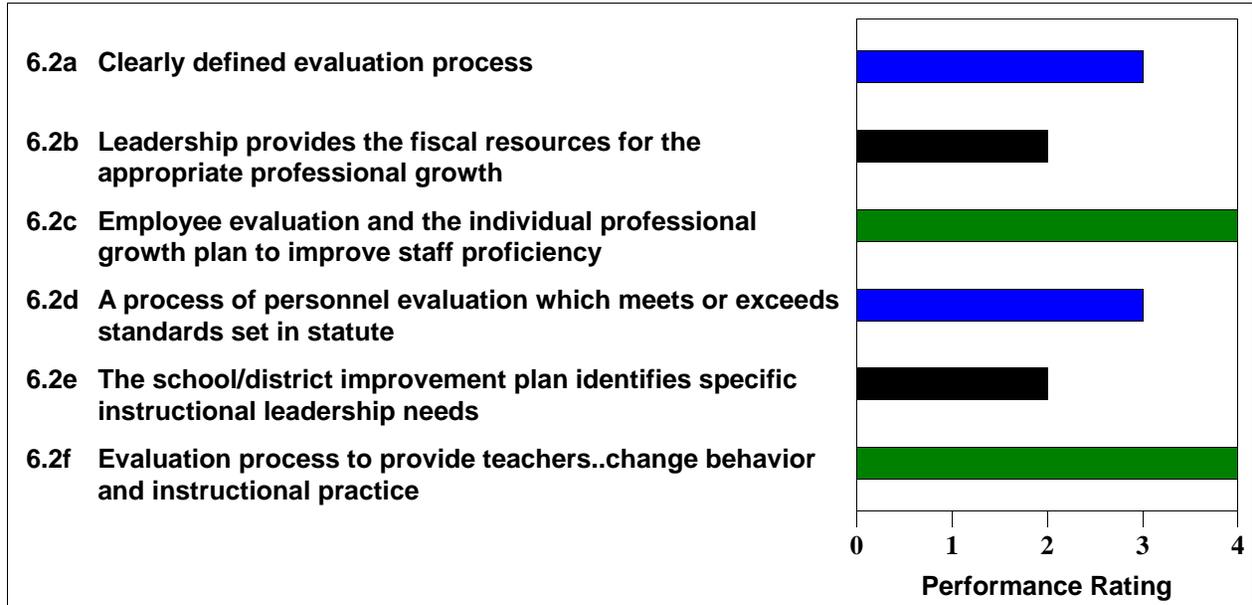
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 6.2 Professional Growth and Evaluation

### Learning Environment



# District Leadership Assessment Summary Report

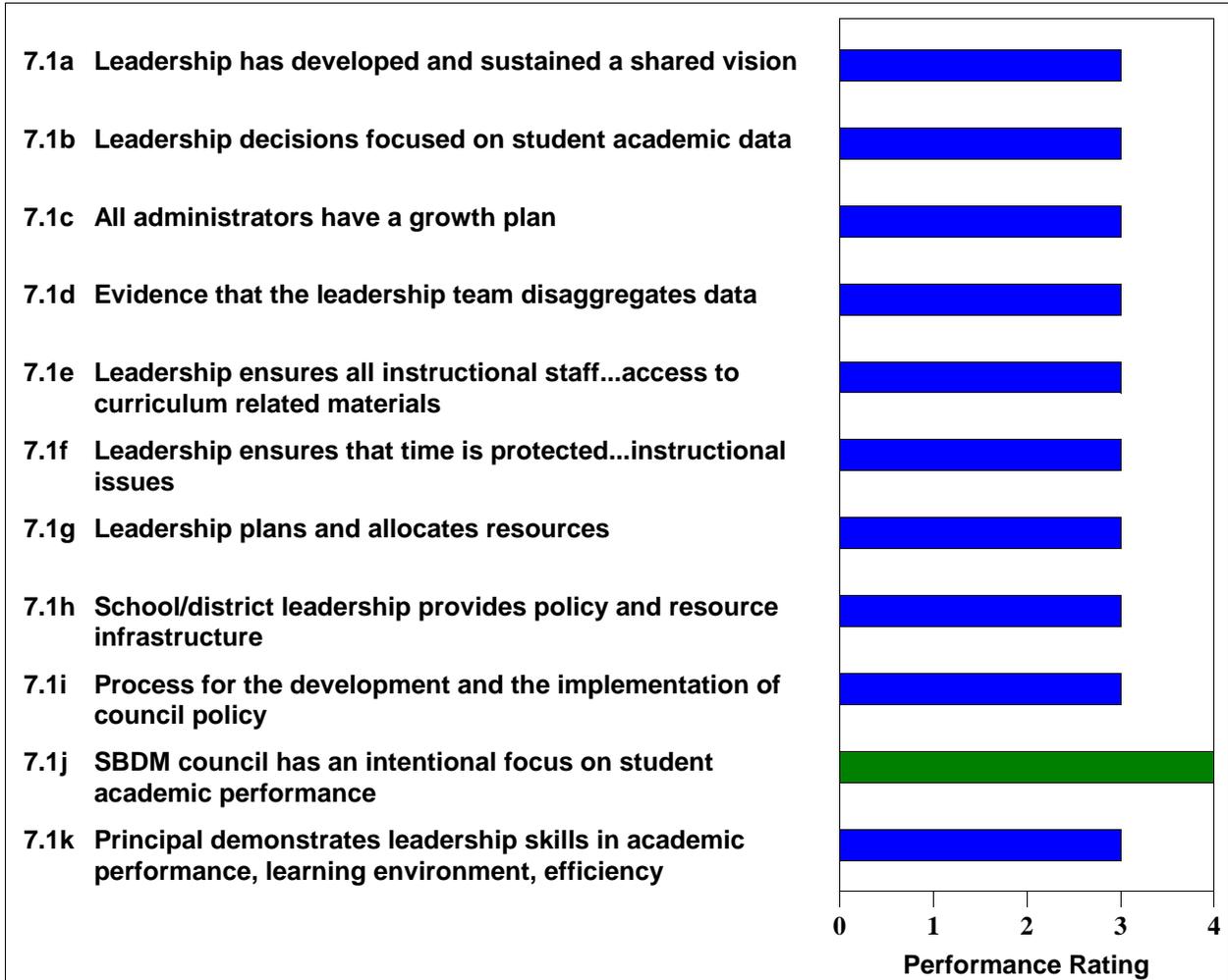
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 7.1 Leadership

Efficiency



# District Leadership Assessment Summary Report

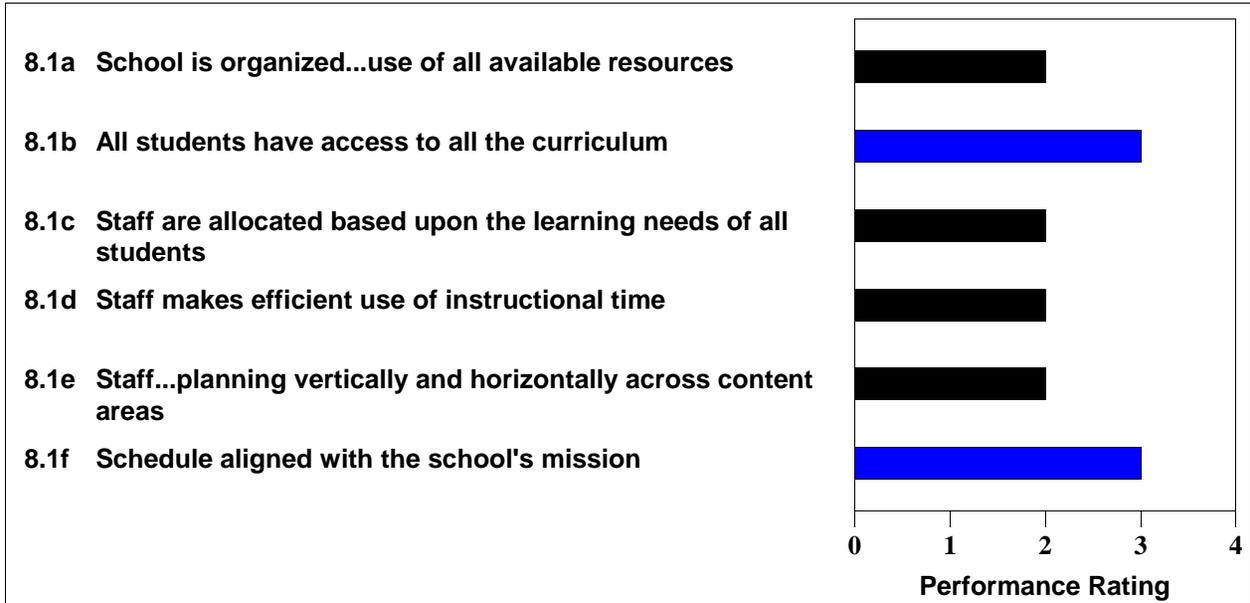
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 8.1 Organization of the School

Efficiency



# District Leadership Assessment Summary Report

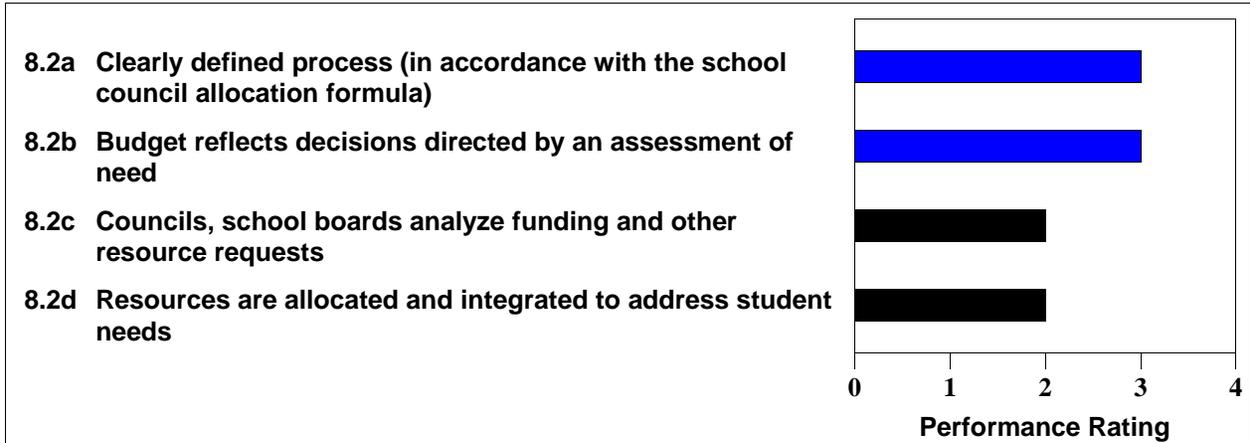
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 8.2 Resource Allocation and Integration

Efficiency



# District Leadership Assessment Summary Report

## Metcalfe County

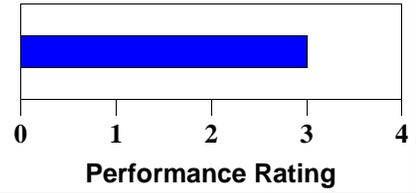
School District

3/25/2012 - 3/30/2012

### 9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



# District Leadership Assessment Summary Report

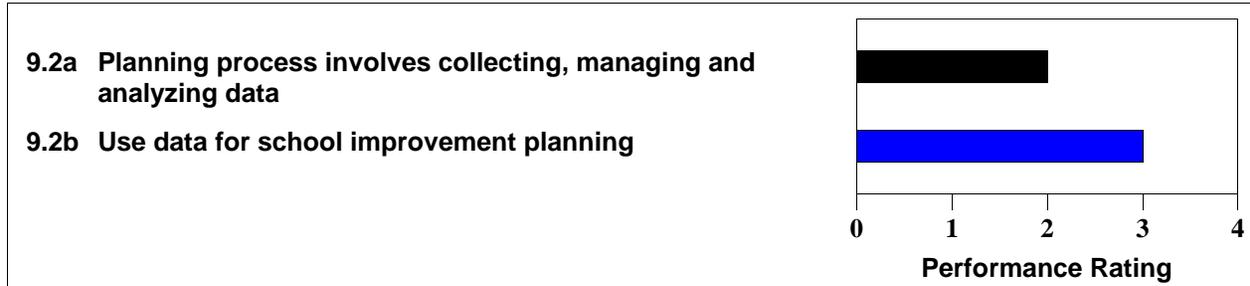
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 9.2 Development of the Profile

Efficiency



# District Leadership Assessment Summary Report

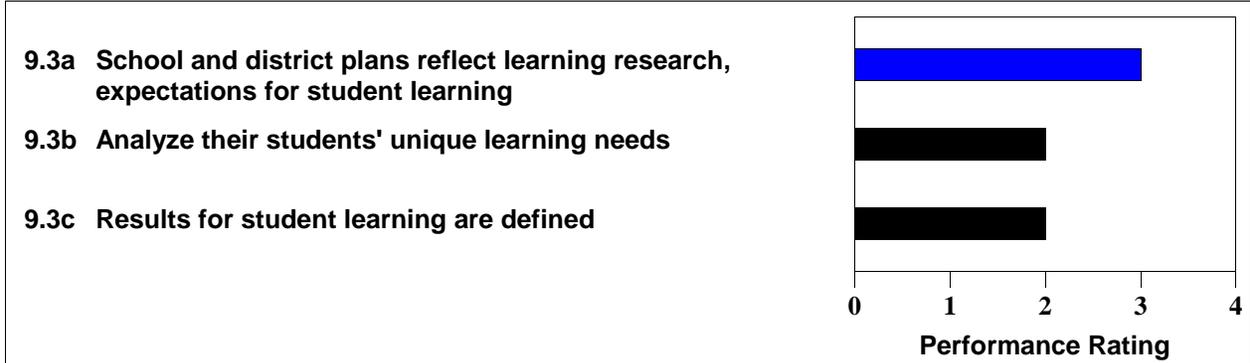
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 9.3 Defining Desired Results for Student Learning

Efficiency



# District Leadership Assessment Summary Report

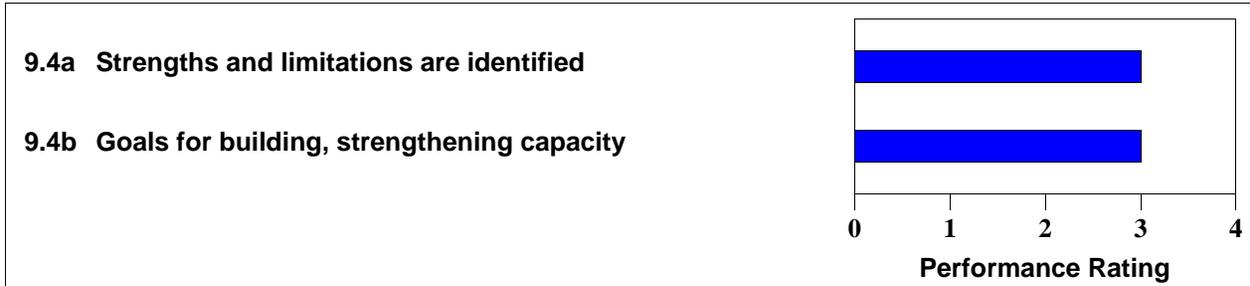
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



# District Leadership Assessment Summary Report

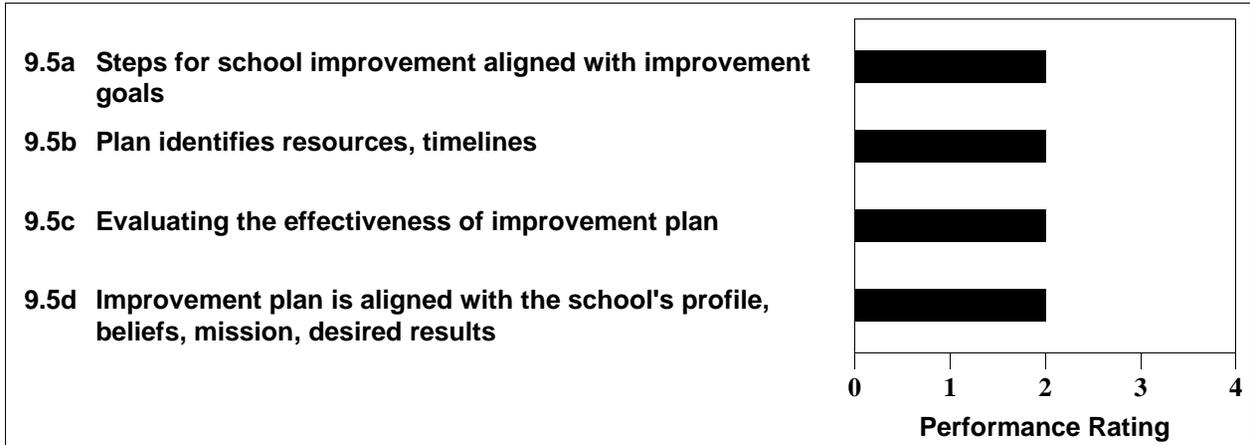
## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 9.5 Development of the Improvement Plan

Efficiency



# District Leadership Assessment Summary Report

## Metcalfe County

School District

3/25/2012 - 3/30/2012

### 9.6 Implementation and Documentation

Efficiency

