

Perry County
Perry County Central High School
School Leadership Assessment Report



12/11/2011 - 12/16/2011



School Leadership Assessment Executive Summary

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Estill Neace, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Perry County Central High School during the period of 12/11/2011 - 12/16/2011. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal does not hold himself and all staff members accountable for the success or failure of each and every student at Perry County Central High School.
Next Steps	The principal should launch an all-out effort in creating a sense of urgency for the high school to become a high-performing school. He should collaborate with all staff members to develop a schoolwide focused plan, including short- and long-term goals with roles and responsibilities delineated for all instructional and support personnel. He should develop a systematic process for effective implementation of the plan, monitor the plan as developed and collect, manage and analyze data to measure the impact of activities on instructional practices and student achievement. The principal should use the certified evaluation process to hold all staff accountable for their roles and responsibilities in improving student performance.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not ensure common planning time is used effectively.
Next Steps	The principal should set expectations (e.g., weekly meetings, common agenda items, job-embedded professional development, analysis of student work, formative and summative assessment) for staff to effectively use available planning opportunities to improve classroom practices or student learning.

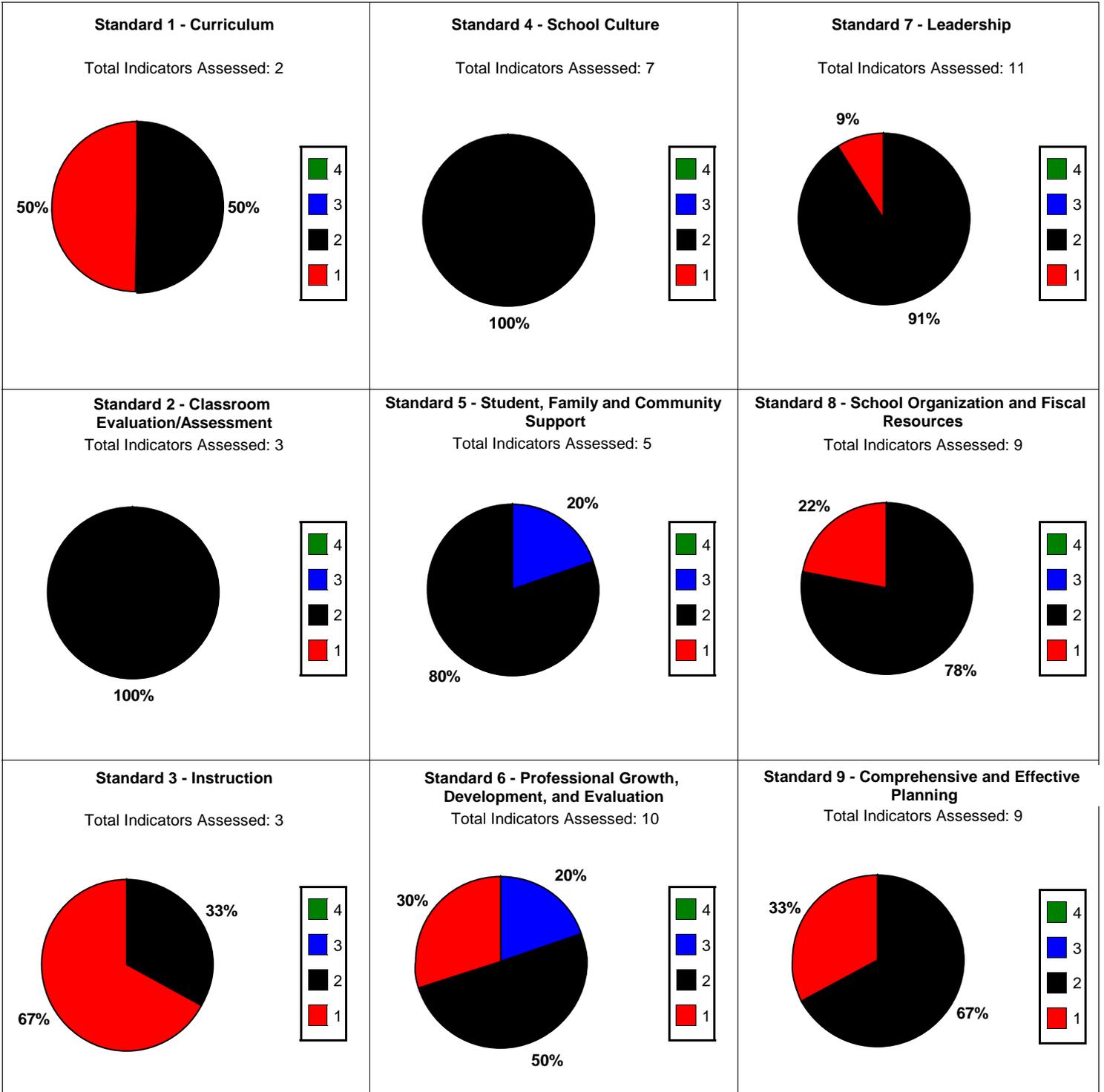
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	There is no systemic monitoring of curriculum, assessment and instructional practices that ensures rigorous student learning is occurring.
Next Steps	The principal should monitor curriculum, assessment and instructional practices so students are prepared to meet all state standards, demonstrating college and career readiness. The principal should develop a formal process for monitoring, evaluating and reviewing the curriculum to ensure all student needs are met. A data management system should be used to collect, analyze and disaggregate all reliable data in a timely manner. These analyses should drive all decision making for improving student performance and instructional practices. The principal should ensure all teachers and students understand the current state accountability model to create the level of rigor needed in the classroom. The principal should monitor classroom practices and provide descriptive feedback to ensure all teachers use a variety of research-based strategies that are rigorous and actively engage students in their own learning.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The Perry County Central High School council is not fully functioning.
Next Steps	The school council should receive additional training regarding areas of responsibility and legal obligations. The school council should analyze student achievement and perception data and use findings to guide all decision making. The school council should require all committees to be active and fully functioning and report regularly to the council. Committees should be required to adhere to open meeting laws and aggressively pursue potential members from a broader stakeholder pool. The principal should establish procedures to implement all policies and monitor the impact of these policies on instructional practices and student learning. The principal should disseminate school council meeting agendas and minutes to all stakeholders.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

5. Deficiency	The principal has not implemented a fully functioning system of interventions to reduce achievement gaps and ensure all students meet state and federal proficiency standards.
Next Steps	The principal and school staff should collaboratively develop a system of interventions that provides guidelines for using universal screening assessment results to identify students not meeting grade-level expectations, including students with disabilities. All resources should be evaluated to develop a comprehensive plan for addressing underachieving students in a timely manner. The plan should include progress monitoring criteria for interventions. The principal and school council should regularly collect and analyze data to effectively evaluate the impact of interventions in moving students to grade level.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The principal and school council do not systematically seek parent and community participation in the decision-making processes of the high school.
Next Steps	The principal and school council should develop and implement an ongoing plan to recruit parents and community members to serve on school committees. The principal should provide workshops for parents and community members to develop their capacity for meaningful participation in the school improvement activities at the school.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Perry County Central High School
 KDE 2011 School Leadership Assessment Report
 At-a-Glance

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

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



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Perry County - Perry County Central High School

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

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

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

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

12/11/2011 - 12/16/2011

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Perry County Central High School during the period of 12/11/2011 - 12/16/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; community members (17) classroom observations (63) and formal interviews and informal discussions with teachers (62), students (120), parents (38), Family Resource/Youth Services Center staff members (1), central office personnel (1), support staff members (45), (the) assistant principal/s (2), (the) counselor and the principal.

The school leadership assessment team utilized the Standards and Indicators for School Improvement, The Missing Piece of the Proficiency Puzzle, classroom observations, stakeholder interviews and a portfolio of school 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 Mike Hurt - District Administrator. The other team members were Nancy Gilligan - Teacher, Henry G. Marks - Higher Education Representative, Fran Salyers - Higher Education Representative, Akeel Zaheer - Parent, Floyd Hines - District Administrator, Joyce O. Watson - District Administrator, Betty E. Fox - Building Administrator, Jill .L. Crowe - Teacher, Linda Hall - Educational Recovery Specialist.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, comprehensive school improvement plan, curriculum documents, curriculum maps, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, rubrics, samples of classroom assessments, samples of student work products, school council policies and bylaws, Student Performance Level Descriptors and student work

Interviews with central office staff, classified staff, curriculum resource specialist, students and teachers

Observations of classrooms

Performance Rating 2

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

The school council adopted policy addressing curriculum. The Curriculum Policy states that all subjects will be aligned with state standards. The principal sets expectations for alignment of the school's current curriculum to the Kentucky Core Academic Standards. The principal has not developed procedures to fully implement the curriculum policy. The principal occasionally collects lesson plans and conducts electronic walkthroughs to monitor implementation of the curriculum. Electronic walkthroughs are e-mailed to most teachers, but meaningful feedback to improve student learning is rarely provided.

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **1**

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

The principal does not initiate or facilitate formal discussions between middle and high school teachers to address key transition points to assist middle school students transitioning into the high school. Middle school teachers are invited to attend some high school cadre meetings and have requested specific content curricular information from the district high school curriculum supervisor via e-mail. The high school has received an Advance Kentucky grant which requires discussions between the middle and high school teachers to align the curriculum for effective and efficient transition of students into Advanced Placement class

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

12/11/2011 - 12/16/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

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

12/11/2011 - 12/16/2011

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal, in collaboration with district leadership, should initiate and facilitate collaborative discussion between and among feeder schools and Perry County Central High School staff members to identify key curricular transition points particularly between 8th and 9th grades. The review of the curriculum and identification of curriculum transition points should be ongoing and identify gaps and overlaps in the curriculum to assist students transitioning from school to school.

The principal should develop a formal process for monitoring, evaluating, reviewing and modifying the curriculum to ensure the curriculum that is taught is meeting the diverse needs of all students.

Resources:

Assessment Blueprint, (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
[http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Accountability+ System/Blueprint+for+Kentucky+Core+Content+Test.htm?IMAGE=Search](http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Accountability+System/Blueprint+for+Kentucky+Core+Content+Test.htm?IMAGE=Search)

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, individual professional growth plans, lesson plans/units of study, professional resource materials, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, Student Performance Level Descriptors, student work and textbook/instructional resources purchasing plans

Interviews with classified staff, counselor, curriculum resource specialist, principal, students and teachers

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

Performance Rating 2

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

The principal does not ensure classroom assessments are consistently rigorous, authentic and require students to use higher-order thinking skills to demonstrate proficiency. Students are assessed using a variety of measures (e.g., textbook generated, teacher created, Kentucky Core Content Test released items, Discovery Education, Test Ready); however, teachers do not always use data from these sources to inform instruction or provide descriptive feedback to students. The principal expects teachers to use formative assessments in all classes to inform instructional practices but does not ensure this practice is consistently implemented in all classrooms. The principal does not monitor assessment practices to ensure all forms of assessments are aligned and congruent to the appropriate standard (e.g., Kentucky Core Academic Standards, Program of Studies, QualityCore).

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

The principal does not ensure classroom assessments are consistently rigorous, authentic and require students to use higher-order thinking skills to demonstrate proficiency. Students are assessed using a variety of measures (e.g., textbook generated, teacher created, Kentucky Core Content Test released items, Discovery Education, Test Ready); however, teachers do not always use data from these sources to inform instruction or provide descriptive feedback to students. The principal expects teachers to use formative assessments in all classes to inform instructional practices but does not ensure this practice is consistently implemented in all classrooms. The

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

principal does not monitor assessment practices to ensure all forms of assessments are aligned and congruent to the appropriate standard (e.g., Kentucky Core Academic Standards, Program of Studies, QualityCore).

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

Most teachers do not display performance level standards in their classrooms, but some occasionally share scoring guides with students prior to assessments. Few teachers model proficient work or develop student-centered activities to provide students with an understanding of the components of what proficient work looks like. Many summative assessment tasks consist of multiple choice items but do not require the students to use critical thinking skills or demonstrate mastery of content. A few teachers are initiating the use of Advanced Placement and QualityCore sample assessments. Friday quizzes are developed by core teachers and administered on a rotating basis for additional review and practice in content and skills.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

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

12/11/2011 - 12/16/2011

Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should develop a data management system that ensures all reliable data are collected, analyzed and disaggregated in a timely manner to inform instruction. The results of these analyses should be provided to the school council and faculty in all core subject areas. Information from these analyses should drive all decision making for improving student performance and instructional practices. These data should be used to establish benchmarks and performance goals for school improvement and be shared with all school stakeholders.

The principal should develop a systematic process for collecting, sharing and analyzing classroom walkthrough data. The process should include information that ensures assessments are frequent, rigorous and authentic. Timely feedback from the collected walkthrough data should be shared with teachers to guide their work for identifying curricular, assessment and instructional weaknesses.

The principal should ensure teachers develop clearly defined scoring guides for content knowledge, skills and processes to assess what students know and are able to do to be proficient in all content areas. Teachers should share these scoring guides with students prior to administering assessments.

Resources:

Assessment Blueprint. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Accountability+System/Blueprint+for+Kentucky+Core+Content+Test.htm?IMAGE=Search>

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>

eWalk walkthrough observations for schoolwide improvement, John Fields, Office of Leadership and School Improvement, Kentucky Department of Education, 502-564-4201.

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.

Popham, W. J. (2001). The Truth about Testing: An Educator's Call to Action. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, professional development records, professional resource materials, samples of classroom assessments, samples of student work products, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, student work, textbook/instructional resources purchasing plans and The Missing Piece of the Proficiency Puzzle

Interviews with assistant principal, classified staff, curriculum resource specialist, media specialist, principal, school leadership, students and teachers

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

Performance Rating 2

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

The school council adopted a policy (Technology Use) addressing the acceptable use of technology in the school, but this policy does not include use for enhancing instructional practices or student learning in the classroom. The principal does not systematically monitor and measure the impact of technology on instruction and student performance. Teacher use of technology (e.g., PowerPoint, display “I can...” statements, exam view) is evident in most classrooms, but student use to enhance their learning is limited. Technology is not consistently used to support rigorous teaching and learning.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **1**

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

The school council has not adopted policy to address the use of effective and varied instructional strategies to meet student needs. The principal does not ensure teachers use a variety of instructional strategies that actively engage students in their own learning. Although teachers demonstrate content knowledge, most instruction is not rigorous, varied, and does not include a variety of effective research-based practices.

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

The principal occasionally collects lesson plans but does not ensure instructional strategies and classroom activities in the plans are intentionally aligned with state and school goals. The principal conducts walkthroughs but does not provide specific and descriptive feedback to teachers to assist in making modifications to instructional strategies and to ensure students complete rigorous activities similar to those in required state assessments.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

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

12/11/2011 - 12/16/2011

Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The school council should establish an instructional policy addressing the implementation of research-based strategies. The principal should monitor classroom practices to ensure that all teachers are using a variety of research-based instructional strategies (e.g., differentiated instruction, inquiry based learning, higher order thinking and questioning, Socratic Seminars, Marzano's Nine, effective use of technology) that actively engage students in their own learning. Instructional strategies should be student-centered and rigorous to meet the needs of all students and align with state standards. The principal should provide meaningful feedback with appropriate follow up to ensure continuous improvement in instructional practices.

The principal should provide teachers with training on the characteristics and protocols of an effective Professional Learning Community and implement this practice consistently at scheduled content area meetings. The principal should lead teachers in a developing a protocol to examine student work for the modification of instruction (e.g., response to intervention, differentiated instruction, flexible grouping) in classrooms.

The principal should provide teachers and staff professional development activities on the effective use of technology for instructional delivery and student learning. The principal should monitor implementation of these learned strategies in classroom instruction and provide feedback and follow up to ensure teachers are using them effectively.

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>

Jensen, Eric. (1998). *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-299-9

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

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

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

Silver, H., Strong, R.W. & Perini, M.J. (2000). *So Each May Learn*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0871203871

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

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 assignments, classroom displays, comprehensive district improvement plan, documentation of referrals to health and social services, examples of school to home communications, Extended School Services program overview and data, facility inspection reports, facility work orders, newspaper clippings/press releases, newspapers, professional resource materials, record of home visits, report cards/progress reports, roster of teaching assignments, samples of written correspondence to staff/stakeholders, school communications plan, school council policies and bylaws, school newsletter, school Web pages, school/district safety plan, staff extra-duty schedule, student handbook, yearbooks, Teaching, Empowering and Leading and Learning Survey

Interviews with assistant principal, classified staff, counselor, Family Resource/Youth Services Center personnel, principal, school nurse, school resource officer, teachers and volunteers

Observations of classrooms, common areas, hallways and media center

Performance Rating 2

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

A safety team composed of district and school personnel performed a safety assessment of the Perry County Central High School building on January 12, 2011. Several deficiencies (i.e., nine fire extinguishers not receiving attention and maintenance, electrical cords as trip hazards, drain in floor trip hazard, treads loose and need replacing, trophy case in hallway hinders evacuation) were documented. School leadership has addressed some deficiencies (e.g., electrical cords mounted, fire extinguishers maintained). District leadership has not addressed the remaining areas of concern (e.g., treads on stairs, trophy case in hallway). The school council has adopted a policy (Discipline, Classroom Management, and school Safety Policy) that states the school will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. The principal has developed a plan that outlines safety procedures and guidelines for staff. The principal has not reviewed and revised this plan every odd numbered school year as stated in the policy. Adjustments have not been made to ensure progress toward the school's safety goals. Each classroom is supplied with emergency materials (e.g., Perry County School District Crisis Plan Emergency Procedures flip chart, an emergency kit, evacuation plans, color coded emergency cards for use during emergency

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

situations), but the principal does not ensure these are always readily available. School building and grounds are monitored by a fulltime school resource officer. The building is equipped with 96 security cameras. Entrance to the building is through a front door that is monitored by office staff. Visitors must be buzzed in, report directly to the office, sign a visitor's register and receive a visitor's badge before entering the main part of the school. Operational procedures to minimize interruptions (e.g., announcements in the morning and end of day only, use of e-mail, 10-10 Rule) are not consistently implemented by the principal and staff. Drills are practiced and logs are maintained by school leadership. The principal has a daily supervision schedule for areas of the building (e.g., cafeteria, restrooms, front door, rear door, galleries, outside, hallways, stairways). Students are provided a copy of the PCCHS Student Rules and are required to sign a form acknowledging receipt and understanding of these rules. School council policy requires a signed Acknowledgment Form from parent or guardian confirming they have seen and reviewed the rules, but the principal does not ensure this procedure is followed. School leadership does not conduct surveys with community members and parents.

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

The principal expresses a belief that all students can learn at high levels and demonstrates this belief by asking to see students' report cards encouraging students to put forth an honest effort, participating in home visits and sharing this belief with staff members at the beginning of every school year. The principal shows a commitment to student improvement through visibility in hallways and classrooms, non-negotiables (e.g., "I can" statements, bell-to-bell work, 10-10 rule) in the classroom, walkthroughs, calling students by name and eating in the cafeteria with students. The principal shares his beliefs with family, business and community members through verbal communications (e.g., Lions Club presentation, public service announcements) and partnerships (e.g., Camp Hope, Kentucky River Community Care). Although the principal models the belief of high expectations for all students, he does not hold all staff members accountable for the success or failure of each and every student. Ongoing learning opportunities are not available for family, business and community members to build an understanding of academic expectations, student motivation and student achievement results. The principal and district leadership provides some opportunities (e.g., common planning, after-school cadre meetings) for

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

teachers to share instructional strategies and technology integration that have proven successful with underachieving students through common planning and after-school cadre meetings. Although this occasionally occurs, the principal does not ensure sharing of strategies is included as an agenda item at these meetings. The principal has provided release time for intern teachers to observe high school teachers who have been successful at implementing strategies to improve learning for under-achieving students. School leadership conducts walkthroughs designed to focus on continuous improvement but provides little specific feedback and follow up for this improvement to occur. School leadership meets with teachers to monitor student progress through data collected from Discovery Education assessments.

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

The principal developed and the school council approved a master schedule that creates common planning times for most content area teachers. The principal has not set expectations for regularly scheduled content area meetings and provides limited assistance in the development of agendas. School leadership occasionally participates in common planning sessions. Additional opportunities for collaboration occur in after-school cadre meetings. These meetings do not usually include non-certified staff members. Some information gleaned from these meetings is used in making decisions that affect the teaching and learning environment. School council does not require non-certified staff to be members of standing committees. Some instructional assistants with specific student assignments have informal input into decisions concerning teaching and learning for their assigned students.

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

The school council has adopted policy (Student Assignment) that sets criteria for student assignment to classes and programs. School leadership groups some students in classes (e.g., reading labs, credit recovery, Advanced Placement) based on need. Successful completion of Credit Recovery programs or meeting benchmarks during labs allows the flexibility for students to be removed from these programs and placed in regular classes. A continuum of services is not always offered for students with disabilities and sufficient support is not always available to ensure success in mainstreamed classrooms. The school council has adopted a policy (Instructional and Non-

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

instructional Staff Time Assignment) that states the principal will assign staff according to set criteria. The principal assigns teachers based on certification, rapport with age groups, past performance of classes and changes in accountability.

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

A communications plan outlines strategies, methods, assessment and accountability, external and internal communications and possible publication tools for disseminating information. Although the communication plan is not being used as designed, the principal is using multiple methods of communication (e.g., School Messenger, Hazard Herald, 101.1 WSGS, electronic newsletter, school Web site, Infinite Campus Parent Portal, school newsletter, school marquee, e-mail, community presentations) to disseminate pertinent information to stakeholders.

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

Although the principal formally and informally recognizes and celebrates student academic accomplishments, student achievement is not always highly valued and publicly celebrated. Student of the Month is displayed in the front gallery. Latest News on the school Web site includes students' achievements. End of the year awards are given to underclassmen at Underclassmen Honors Night, and seniors are recognized at Senior Honors Night. The school yearbook has a section devoted to academic recognition, and the school marquee is used to publicly display recognitions and honors. The Lion's Club recognizes their scholarship recipient at a regular meeting. Student art work is sometimes displayed in the community (e.g., Applebees, Morehead State University, Paint Perry Pink). Public student performances (e.g., drama, chorus, band) are presented throughout the year. Student achievements in all content areas are not always recognized.

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

The principal does not ensure teachers use culturally responsive or use differentiated and varied instructional strategies to meet the individual needs of students. The principal has not developed or implemented a response to

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

intervention plan that meets the needs of all students. The principal collaborates with district leadership to obtain needed services (e.g., Youth Services Center, school social worker, school nurse) from community and government agencies (e.g., Kentucky River Community Care, Hazard Community and Technical College, Perry County Health Department, Kentucky State Police) to reduce barriers to learning. District leadership provides a full-time director of pupil personnel staff member, housed at the high school, to make home visits and work with families to improve attendance. The principal has not provided professional development opportunities to increase staff awareness and appreciation of cultural differences (e.g., free and reduced lunch students, males versus females, students with disabilities, ethnicity). The principal makes some effort to recruit staff but does not intentionally focus on recruiting a diverse staff.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

The principal should develop a formal, systematic process (e.g., culture audit/surveys) for evaluating the learning environment. The findings should be used to address issues that are identified and make adjustments to positively impact school culture.

The principal should ensure all school staff receive training on the impact of cultural differences (e.g., free and reduced lunch students, males versus females, students with disabilities, ethnicity) on student learning and help meet the social, cultural and academic needs of all students. Instructional practices should include research-based strategies designed to impact the specific cultural needs of Perry County Central High School students.

The principal should communicate the expectation that each staff member at Perry County Central High School is responsible for the success or failure of each student under his or her care and hold them responsible for doing so. He should gather and analyze data (e.g., walkthrough, state and school assessments, perception surveys) to determine strengths and weaknesses in the instructional staff. He should use the certified evaluation process to assist staff members in obtaining sufficient training and support in needed growth areas.

The principal should facilitate the review of the current communications plan, determine what strategies are working and eliminate those that are not. He should then develop procedures to implement the plan to effectively communicate with all stakeholder groups.

The principal and school staff should collaboratively develop a system of interventions that provides guidelines for using universal screening assessment results to identify students not meeting grade level expectations. The principal should support staff in using assessment data to evaluate and increase the effectiveness of core instruction in meeting the needs of all learners. All human and program resources should be evaluated to develop a comprehensive plan for addressing low-performing students in a timely manner. The plan should include progress monitoring criteria interventions. The principal and school council should regularly evaluate the effectiveness of interventions in moving students to grade level competency and beyond.

Resources:

Beaudoin, M.& Taylor, M. E. (2004). *Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together*. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7

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

DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283

Gay, G. & Banks, J. A. (2001). Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series, No.8). New York, NY:Teachers College Press.

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.

Schlechty, P. (2001). Shaking Up the School House. San Francisco, CA: Jossey-Bass.

Commissioner's Parents Advisory Council, Missing Piece of the Proficiency Puzzle

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

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, curriculum documents, documentation of parent contacts, examples of school to home communications, lesson plans/units of study, master school schedule, record of home visits, school newsletter and trophy cases

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

Observations of classrooms, common areas, computer lab and hallways

Performance Rating 3

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

The principal ensures hard copy student record files are maintained in a secure, fireproof room in the guidance office. Records (e.g., enrollment, grades, attendance, home visits) of current students are maintained online on Infinite Campus. Student records are regularly updated and available to parents through the Infinite Campus Parent Portal. Special education records are kept in locked file cabinets in case managers' classrooms. Students complete their Individual Learning Plans in the media center under the supervision and monitoring of the librarian.

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

The school council has adopted a Committees policy and a Family and Community Engagement policy that require parent and community member participation; however, the principal does not systematically seek out parents and community members to serve on school committees. The school does not have a parent-teacher organization. School leadership has not formally developed a system to ensure that every student has an adult who can support the student's continuous progress. Each staff member is assigned students for home visits at the beginning of the school year. Family concerns and questions are discussed and documented at each visit. Teachers and parents use multiple means of communication (e.g., Infinite Campus Parent Portal, e-mail, telephone, mail) regarding student progress. The school hosts open house for families and students at regular intervals during the school year. The principal has not established a formal procedure to receive and address parent concerns. Attendance is tracked through Infinite Campus each morning, and the School Messenger system contacts parents of students who are absent. Student attendance is reviewed weekly by the district attendance office and the director of pupil personnel makes home visits after six unexcused absences. The director of pupil personnel alerts Youth Service Center Staff when conditions warrant the need for additional services. A mentor program (Check In/Check Out) was established last year for students with nine unexcused absences to encourage attendance. The principal does not evaluate the effectiveness of these programs.

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

The principal has not implemented a formal intervention plan to meet the needs of all students, but some support services are provided for students not making adequate progress academically. Students who have failed a course are offered credit recovery opportunities using PLATO Online Learning. The school has a daytime waiver for Extended School Services to provide this program during the school day. It is also offered in summer. Students in ninth, tenth and eleventh grades who are falling behind in language arts or math are placed in Reading and Algebra I Lab classes. The principal identifies and enrolls students in these classes based on their PLAN scores, EXPLORE scores and teacher recommendation. The principal has also scheduled an

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

Algebra 1.5 course for students who have completed Algebra I but are not ready for Algebra II. The Youth Services Center provides clothing, food and school supplies and makes home visits and health and counseling referrals for students in need. District leadership provides the Youth Services Center with a social worker. A therapist and two intake workers from Kentucky River Community Care, Inc. provide services during and after school. The center provides other services (e.g., Health Access Nurturing Development Services for teen parents, Commodores Against Substance Abuse) to reduce barriers to learning. The center collaborates with local businesses and agencies (e.g., Wendy's, Pizza Hut, Appleby's, Fairy God Foundation, Letcher Knott Leslie Perry Community Action Council). The high school has two guidance counselors who are accessible to students. Students with disabilities receive guidance counseling services from a special education classroom teacher. The counselors collaborate with the principal in scheduling classes, enrolling students and tracking individual graduation requirements. Information regarding college admission, student loan applications, scholarships and admissions test is regularly disseminated through the weekly school newsletter. The Perry County Health Department provides the school with the services of a school nurse.

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

Special education students are identified at transition from feeder schools and by teacher or parent referral. Few teachers receive training in identifying students with special learning needs or behavioral problems or strategies to address their learning needs within the classroom. Procedures for making referrals to guidance, social, psychological, health services and youth services are informal. The guidance staff contacts the home districts of transferring students to obtain student records and conducts an intake interview with the student and family to ensure appropriate placement in classes and additional services. Staff members and families are not generally aware of guidelines for such referrals. Staff providing student support services (e.g., Guidance, Youth Service Center, Extended School Services, social services, Director of Pupil Personnel, school nurse) communicate informally. These services are not coordinated to maximize their impact on students identified at risk of failure or to avoid duplication. The principal does not have a systematic, ongoing evaluation process to measure the impact of these services. The principal does not always ensure an adult advocate is provided for students who need these services. Collaborative and cooperative relationships between regular education staff and exceptional child teachers

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

are minimal. As a result, many special needs students receive inadequate instructional services.

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

District director of pupil personnel staff assigned to the school makes home visits after six unexcused absences. These visits are recorded and attendance for these students is tracked. Students are referred to juvenile court when other attempts to improve attendance are unsuccessful. The court places the student and family on probation and requires them to report back in court at three month intervals until graduation. Students placed in juvenile detention attend class in the detention center to keep pace with their graduation requirement. On re-entry, guidance staff obtain records from the detention center, and students are enrolled in appropriate classes. The principal provides some remedial and credit recovery opportunities to students needing additional academic support and pre-Advanced Placement and Advanced Placement courses to advanced students. Students can enroll in dual credit classes or receive college credit from Hazard Community and Technical College through a cooperative agreement. Some teachers volunteer additional assistance to students after school. Some co-curricular and extracurricular opportunities (e.g., academic team, choir, band, Future Farmers of America, Future Business Leaders of America) are available to students. The school operates a green house and florist shop through its agribusiness and horticulture courses. Students plant, landscape and maintain the property on the school campus and at the Perry County Park. Some students are placed in summer jobs at the park to maintain the plantings over the summer. The florist shop is run as a business with seed money for tools provided by a Carl Perkins grant, refrigerated storage cases donated by Pepsico and fresh flowers from local nurseries. The shop supplies arrangements for special occasions (e.g., weddings, funerals, proms, holidays) within the school and throughout the community. The high school has an American Higher Education Development grant to assist students in selecting colleges and applying to them.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary of recommendations in: **Learning Environment**

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

The principal, in collaboration with the school council, should develop and implement systematic and ongoing strategies to encourage parent participation in the school decision-making process. The strategies should include implementation of the school council Committee Policy guiding meaningful participation of parents on standing committees and school decision making. Committees should report regularly at school council meetings regarding progress toward meeting the goals and priorities for school improvement. Parent workshops to build parent capacity for effective participation in school improvement should be scheduled at convenient times and locations to encourage greater participation.

The principal should ensure interventions and services for students not making adequate academic progress are structured and targeted to meet individual student needs. Academic interventions and social, psychological, health and family services should be coordinated where appropriate to maximize the impact of these services in reducing barriers to student achievement. These services should be regularly evaluated, and their impact on student success should be measured.

The principal should establish procedures to identify, recruit and train adults from within and outside the school community who can serve as advocates and mentors of students who do not have an adult who can advocate on their behalf. These advocates would intercede when appropriate on behalf of the student to maximize potential for their success. School leadership should consult with a variety of organizations (e.g., Pritchard Committee for Academic Excellence, Lions Club, Kentucky Valley Educational Cooperative) to assist in establishing a cadre of student advocates.

The principal and district leadership should ensure that collaborative and cooperative relationships exist between regular education staff and exceptional child staff. These relationships should result in all teachers accepting responsibility for all students' successes and failures. All students should receive the necessary instructional services (e.g., access to core curriculum, guidance services, exposure to least restrictive environment) for reaching each student's potential to achieve academic proficiency and college and career readiness.

Resources:

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.

Pearson, S. S. (2002). Finding Common Ground: Service-Learning and Education Reform-- A Survey of 28 Leading School Reform Models. Washington, D. C.:American Youth Policy Forum Publications Department.

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

Principal's Guide to Effective Family Involvement. (2002). Gaithersburg,MD.: Aspen Publishers.

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

Commissioner's Parents Advisory Council, The Missing Piece of the Proficiency Puzzle

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

12/11/2011 - 12/16/2011

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, committee rosters, comprehensive district improvement plan, district personnel evaluation system and documentation of implementation, individual professional growth plans, professional development records, record of home visits and school council policies and bylaws

Interviews with assistant principal, classified staff, counselor, principal and teachers

Observations of classrooms and hallways

Performance Rating 3

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

The principal ensures the certified staff evaluation process is shared within the timeline required by the Perry County Schools Professional Growth and Evaluation of Certified Personnel Plan. On opening day (August 2, 2011) for the 2011-12 school year, orientation for Perry County Central High School certified staff members was conducted by the principal's designee.

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

The principal and his designees use procedures outlined in the district certified evaluation plan for the formative and summative evaluations of all certified staff members. This plan was approved by the Perry County Board of Education on April 16, 2009, and was deemed to meet all requirements of state statute and regulations by the Kentucky Department of Education on May 1, 2009.

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

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.

The principal and district leadership provide professional development opportunities (e.g., Discovery Education Probes, New Math Standards, New Reading Standards, Turning Point, Teacher Web pages) for teachers to complete their required training hours. These trainings meet the needs of some content area teachers but do not ensure individual needs of all certified staff members are met to improve instruction in the classroom. Some professional development (e.g., Advanced Placement training, Math Cadre) enhances teacher content knowledge and instructional practices to inspire students to higher levels of learning. Some teachers with administrative certifications attend trainings to receive required Effective Instructional Leadership Act credit and to update leadership skills. District leadership requires 21 hours of professional development be completed prior to Thanksgiving break, and school leadership monitors these hours to ensure compliance. The school master schedule provides common planning for content area teachers as well as the 9th grade team. Meetings are scheduled on an as-needed basis and are sometimes used for additional professional development to meet school and departmental needs (e.g., data analysis, common assessments, program review, lesson planning). The principal plans professional development activities on a yearly basis but does not have a systematic process for addressing the long-term professional development needs of the school. Some classified staff attend professional development (e.g., PLATO updates, Infinite Campus, home visits) that enhance their knowledge for better job performance. Some classified staff (e.g., cooks, custodians) participates in professional development requirements based on job descriptions.

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

School council has adopted a policy (Committees) that includes the formation of a CSIP and PD committee whose multiple duties include overseeing the development and implementation of the Professional Development Plan. However, district leadership and the principal do not follow this policy in planning professional development activities for all staff members. Professional development is planned by district leadership and the principal on a yearly basis and does not always build on previous knowledge or promote continuous growth to build instructional capacity with the staff. The

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

plan specifies that Perry Central High School teachers will follow the 2011-12 districtwide professional development plan (6 hours for student home visits, 6 hours for Black Gold Friday for review of assessment data and assessment training, 9 flexible hours, 3 hours spring assessment training). Few job-embedded professional development activities (e.g., data analysis, program review, lesson planning) are provided through common planning meetings.

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

The principal develops a yearly professional development plan with limited focus on continuous growth from year to year. The principal develops a master schedule that provides common planning time for content area teachers as well as the 9th grade team. Each group meets on an as-needed basis and includes some professional development items (e.g., data analysis, common assessments, program review, lesson planning, Laying the Foundations, QualityCore) during these meetings. The principal provides coverage of classes for 9th grade teachers to attend content specific meetings during the school day when needed. The principal provides release time for intern teachers to observe high school teachers who have been successful at implementing strategies to improve learning for all students.

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

The principal reviews assessment data (e.g., Interim Progress Report, No Child Left Behind, ACT, PLAN, Discovery Education) upon receipt at various times during the school year. He presents these data to the teachers at faculty and content meetings. Teachers then divide into core departments to look at specific content area student data and use these data to develop a plan of action to improve student performance, including professional development activities. The principal conducts walkthroughs but does not target the learned strategies to determine impact on teacher classroom practices and student learning. A few professional development activities (e.g., Discovery Education probes, QualityCore, Laying the Foundation) are grounded in research. Teachers must obtain approval from district leadership and the principal before attending out of district professional development activities. Before approval is given to attend professional development activities outside the district, a teacher must meet the criteria as outlined on the Perry County Central High School Request for Professional Development or Conference Request.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

Professional development funds are allocated to Perry County Central High School based on student enrollment. Professional development funds have been substantially decreased for the 2011-12 school year due to budgetary limitations at the state level. Some professional growth activities (e.g., Laying the Foundation, Advance Kentucky, Intelligent Classroom, QualityCore) in the comprehensive school improvement plan include professional development budgetary needs identified in the funding column. District leadership provides additional funds (e.g., additional Discovery Education training, QualityCore training, Intelligent Classroom training) to supplement some school-specific professional development needs. A professional development plan has been created for the 2011-12 school year. Most professional development funds are expended to support activities identified in the comprehensive school improvement plan.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

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

Performance Rating **1**

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

Most professional development strategies in the comprehensive school improvement plan align with student learning goals, but school leadership does not ensure professional development activities are intentionally connected to individual professional growth plans and evaluations of staff members. Professional evaluations and individual professional growth plans are not used to determine activities to be included in the district or school professional development plans.

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

The Perry County Schools Professional Growth and Evaluation of Certified Personnel Plan outlines a process for the evaluation of all certified personnel. The principal at Perry County Central High School shares the personnel evaluation responsibility with two assistant principals. Individual professional growth plans for certified staff members are developed by individual teachers in collaboration with core content cohorts and reflections on their own personal identified needs. Once developed, these plans are submitted to the principal's designee for approval. The principal does not ensure these growth plans are completed with input from the teacher's primary evaluator and with findings from formative or summative evaluations. Individual professional growth plans are rarely monitored or revisited until the end of the school year. All administrative staff members (principal, assistant principals, counselors) have individual professional growth plans.

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

The principal has not established a systematic plan that uses the evaluation process to give teachers adequate and ongoing support. Individual professional growth plans for certified staff members are primarily completed in isolation then submitted to the principal's designee for approval. The principal does not ensure these growth plans are completed with input from the teacher's primary evaluator and with findings from formative or summative evaluations. Once completed, individual professional growth plans are rarely revisited until the end of the school year. The principal conducts electronic walkthroughs but not for the purpose of monitoring progress on the achievement of goals identified in individual professional growth plans or their

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

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

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

Performance Rating **1**

impact on instructional practices. Findings from walkthroughs are e-mailed to teachers. Little meaningful feedback is provided from walkthrough information to improve instructional practices. Some support structures (literacy dean, curriculum coach) are in place but are not always used to strengthen identified areas for individual professional growth. The principal does not always use the evaluation process to determine professional development priorities for individual teachers.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Learning Environment**

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary of recommendations in: **Learning Environment**

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

The principal should use the certified staff evaluation process as an opportunity to improve staff capacity and performance level. The principal should use information gleaned from a variety of information (e.g., formative and summative assessments, walkthrough data, needs assessments) to guide the development of individual professional growth plans. The principal should ensure that all individual professional growth plans for teachers are collaboratively developed with their primary evaluator and implemented as designed. The plan should include measurable goals tied directly to student achievement and should be revisited at regular intervals to ensure implementation and continuous progress toward attaining goals and to measure its impact on instructional practices and student learning. The principal should ensure that adequate levels of meaningful feedback are provided to teachers throughout the evaluation process so that needed support can be provided in a timely manner.

The school council and principal should establish and implement a comprehensive process for identifying professional development needs. The principal and district leadership should comply with school council Committees policy to develop a professional development plan in conjunction with a professional development committee. This process should begin with an analysis of multiple sources of student achievement data and a comprehensive needs assessment. The principal should collaborate with staff to use these analyses and assessment results to develop a formal professional development plan that closely aligns with student learning goals in the comprehensive school improvement plan. The plan should be flexible to meet the unique professional growth needs of individual staff members. The plan should cover multiple years to support professional development priorities that build on previous trainings and allow for job-embedded opportunities that promote continuous growth and build instructional capacity. This plan should include a budget that details proposed expenditures. The principal should monitor and measure the impact professional development has on instructional practices and student

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of categorical program financial reports, certified personnel evaluation plan and process, classroom assessments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, facility inspection reports, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, master school schedule, record of home visits, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school budget and allocations, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school newsletter, school Web pages, Working Conditions Survey results, TELL Survey and Missing Piece To Proficiency

Interviews with assistant principal, classified staff, community members, district leadership, parents, principal, school council members, school resource officer, students, superintendent, teachers and volunteers

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

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal has not facilitated the process of developing a shared vision for Perry County Central High School. The principal refers to the school mission statement, "Our mission is to educate all students to be responsible, successful life-long learners". This mission statement was developed with input from many staff members, but input from other stakeholder groups (e.g., parents, students, business and community members) was not solicited. The mission statement is displayed in various places (e.g., classrooms, office area, media center) within the school building and included on the school's Web page, school publications and letterhead.

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

The principal does not lead school council members in analysis of student performance data. He informs school council members on assessment data results by providing reviews of how students performed on federal and state

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

assessments (e.g., Interim Progress Report, No Child Left Behind, ACT, PLAN). In September 2011 the school council approved master schedule and curriculum changes for some students enrolled in Algebra II. An additional course offering was included in the master schedule (Algebra 1.5) for students deemed unprepared for the Algebra II curriculum. Most analyses of student performance data occurs within core content teams. Programmatic and academic decisions are usually determined by the principal and his instructional leadership team. The school council primarily acts only as a “stamp of approval” decision-making body.

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

All school administrators (principal, assistant principals, counselors) have individual professional growth plans. These individual professional growth plans are completed in isolation, and then submitted for approval. The principal submits his individual growth plan to his primary evaluator for approval. The principal or his designee approves other leadership growth plans with minimal dialogue. The individual professional growth plans address job specific duties, but do not intentionally align with personnel evaluations or the identified goals of the comprehensive school improvement plan. These plans do not always enhance leadership skills. Once completed, individual professional growth plans are rarely revisited until the end of the school year.

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

The principal presents federal and state assessment data (e.g., No Child Left Behind, Interim Performance Report) upon receipt to certified staff members. Content area groups then meet to analyze specific subject data to identify gaps in instruction and develop a plan of action. Each core content plan of action is incorporated into the components of the comprehensive improvement plan. Other data (e.g., ACT, PLAN, Discovery Education) is reviewed, but not always disaggregated to identify individual student needs or changes needed in instructional practices. This information is not always used to provide timely interventions for identified gap groups (e.g., students with disabilities, free and reduced lunch).

7.1e Leadership ensures all instructional staff have access to curriculum related

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

The principal ensures most certified instructional staff is provided access to Kentucky's curriculum documents through common planning and cadre meetings. Most teachers are guided through the use of these documents by deconstructing standards to ensure awareness of knowledge, skills and products required for mastery of concepts to maximize student performance. Deconstructed standards are used to develop learning targets that teachers are required to share with students as "I can" statements posted in the classroom daily. Professional development opportunities (e.g., New Reading Standards, New Math Standards) were offered July 20 and 21, 2011. Some teachers are trained in QualityCore Standards but do not always transfer this information to other content teachers. Mathematics and language arts teachers have aligned their curriculum with Kentucky Core Academic Standards. The principal conducts electronic walkthroughs using an instrument that includes monitoring implementation of the curriculum. Results of electronic walkthroughs are e-mailed to teachers, but meaningful feedback is rarely provided to improve student learning. Teachers sometimes work in common planning time to review and revise core curriculum. School leadership facilitates teachers in the review of state assessment (e.g., Interim Progress Report, No Child Left Behind, ACT, PLAN) and the school universal screening assessment data (Discovery Education) to develop a plan of action.

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

The principal developed and the school council approved a master schedule that creates common planning times for most content area teachers. The principal has not set expectations for content area teachers to meet on a regular basis during these common planning times. Some content area teams meet on a weekly basis, but others meet only when a need to meet is determined. The principal and other school leadership occasionally participate in common planning meetings. Agenda items for these meetings are primarily developed within departments with some input on discussion issues by school leadership. The school council has not approved a policy on the protection of instructional time. The principal sets non-negotiables (e.g., bell-to-bell instruction, "I can" statements, 10-10 rule, formative and summative assessments) as a means for teachers to use in focusing on instruction and keeping students on task. The principal does not effectively monitor and provide meaningful feedback with follow up to ensure these non-negotiables

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

are used on a daily basis.

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

The fiscal and human resources allocated to Perry County Central High School are sufficient to deliver effective instruction to all students and to ensure significant improvement in student performance. The school council has adopted policies (Enhancing Student Achievement Policy and Program Review Policy) that provide for an annual analysis of student performance data and the effectiveness of programs, but these policies have not been fully and consistently implemented. The principal and school council have not developed a process to monitor the use of resources to measure their impact on sustaining continuous school improvement.

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

The school council has adopted policies (Discipline, Classroom Management, and School Safety) to support a healthy and effective learning environment for staff and students. School leadership has developed a plan that outlines safety procedures and guidelines for staff. The Positive Behavior Intervention System committee is required to review the school safety plan every odd numbered year; however, the principal has not ensured this policy is implemented as required. In addition to the discipline policy and school safety plan, policies (e.g., appearance/dress code, cell phone) have been adopted to provide consistency in the implementation of school wide rules. The principal has developed operational procedures to minimize interruptions (e.g., announcements in the morning and end of day only, use of e-mail, 10-10 rule), but does not monitor to determine if these procedures are consistently implemented by all staff members. School leadership has implemented some organizational procedures to monitor and maintain facilities and equipment. A safety team composed of district and school personnel conducted a safety assessment of the Perry County Central High School building on January 12, 2011. Several deficiencies (i.e. nine fire extinguishers not receiving attention and maintenance, electrical cords as trip hazards, drain in floor trip hazard, treads loose and need replacing, trophy case in hallway hinders evacuation) were documented. The principal has addressed some noted deficiencies (e.g., electrical cords mounted, fire

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

extinguishers maintained), but district leadership has not addressed other deficiencies (e.g., treads on stairs, trophy case in hallway). Each classroom is supplied with emergency materials (e.g., Perry County School District Crisis Plan Emergency Procedures flip chart, an emergency kit, evacuation plans, color coded emergency cards for use during emergency situations). The principal does not monitor to determine if these materials are displayed as required. Emergency procedures are reviewed on opening day and include a list of staff responsibilities. A fulltime school resource officer patrols school building and grounds. The building is equipped with 96 security cameras and all entryways are locked. In order for visitors to gain access to the building during the school day, they must be buzzed in by the office personnel for entrance and sign in to obtain a visitor's pass.

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

On November 28, 2011, the school council approved a first reading on a review of adopted bylaws and council policies. Several policies were updated to reflect language of new state assessment requirements. The writing policy was returned to committee for additional changes, but was subsequently approved at a first reading on December 6, 2011. The review of all other policies and the council bylaws received a second reading on December 6, 2011. The council has adopted all required policies. A district liaison has not been appointed to provide oversight or assist with school council governance, and district leadership does not attend high school council meetings. School council policies for the high school are not often reviewed by district leadership to verify all required council policies have been adopted. District leadership expects the principal to forward school council agenda and minutes, but the principal does not consistently comply with this expectation. Agenda and minutes of school council meetings are not shared with staff and stakeholder groups. The principal has not developed written procedures for implementing all policies or communicated policies to all stakeholders. The school council has not established a process to measure the impact of council policies on student performance.

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

The principal engages members of the business community in some discussions concerning the academic performance of students and attempts to engage some families (e.g., home visits, open house, parent conferences)

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

in conversation about how to improve their child's educational performance. Although he verbalizes the desire for all students to become proficient, he does not engage the school community in discussions on what proficiency looks like. Many stakeholders, including parents, do not fully understand what is required for their child to be successful. The principal develops the master schedule, but does not ensure all students are assigned to teachers that will best meet their individual needs in order to reduce gaps in learning. The principal, through his presence in classrooms, cafeteria and other areas of the school, communicates to students high expectations about academic performance and appropriate conduct. He recognizes and rewards students for academic achievements. The principal has not articulated a vision and communicated to all stakeholders (e.g., district leadership, certified and classified staff members, parents, students, business and community members) what it would take to build a culture focused on high academic achievement for every student, including students with disabilities. A clear plan to involve families and community members as partners in this endeavor has not been developed. He sets non-negotiables (e.g., bell to bell instruction, "I can" statements, 10-10 rule, formative and summative assessments) for teachers to use in designing and implementing instruction, but does not effectively monitor and provide meaningful feedback with follow up to ensure these non-negotiables are used on a daily basis to improve student performance. He expects teachers to use a multitude of student assessment data, but does not effectively manage the data to determine individual student growth and intervention needs. The principal does not effectively use the certified evaluation process and individual professional growth plans to hold staff members accountable for their role in the success or failure of each and every student. The principal shares responsibility and accountability for managerial tasks with two assistant principals. He uses his Instructional Leadership Team to assist him in solving problems. Some organizational structures (e.g., common planning time, cadre meeting times) are in place, but the principal does not effectively participate in or monitor these structures to determine their impact on improving instructional practices and student performance in order to meet federal, state and community expectations.

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **1**

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

Most school council members are not sufficiently trained on their role and responsibility for making informed decisions regarding improvement of student performance. School council bylaws and policies are designed, on paper, to focus on improving student achievement. However, the school council does not collect sufficient data to ensure council policies are positively impacting student performance. The school council does not hold the principal accountable for the development of sufficient procedures for the successful implementation of all policies. The school council does not honor set monthly meeting times, but rather meets in many special called meetings. The principal does not disseminate agenda items and meeting minutes to all stakeholders. A protocol is not in place for district leadership and the school council to have meaningful dialogue concerning improving student achievement.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The principal should launch an all out effort in creating a sense of urgency for Perry County Central High School to become a high-performing school. He should collaborate with school leadership and staff members to develop a schoolwide focused plan, including short and long-term goals with roles and responsibilities delineated for all instructional and support personnel. He should develop a systematic process for effective implementation of the plan, monitor the plan as developed and collect, manage and analyze data to measure the impact of activities on instructional practices and student achievement. The principal should use the certified evaluation process and individual professional growth plans to hold all certified staff members accountable for their roles and responsibilities in improving student performance.

The principal should immediately define and require proficient work from all Perry County Central High School students and school personnel. The principal should communicate the expectation that his non-negotiables will be monitored and staff members will be held responsible for implementing these expectations in each class period. He should solicit the assistance of district leadership in collecting data to ensure the non-negotiables are used effectively in all classrooms. The principal should use professional development initiatives (e.g., QualityCore, common assessments, lesson planning, Advance Kentucky) to model what proficiency should look like for both teachers and students. Meaningful feedback from classroom observations should be discussed with teachers and appropriate follow up and support provided to guide all teachers in teaching to proficiency. School leadership and all staff members should embrace the belief that all students including, free and reduced lunch students, students with disabilities and gifted and talented students can learn at high levels and should demonstrate to the community their commitment to this belief.

The school council should receive additional training regarding areas of responsibility and legal obligations. Training should also include effective governance. The principal should develop procedures for the newly reviewed policies and implement the procedures as written. The school council should gather data to monitor impact of adopted policies on student achievement. The school council should expect committee structure to include representatives from a variety of stakeholder groups (certified and classified staff, students, families, business and community members). Formal charges of responsibilities and expected dates for reporting to the council should be written and disseminated to the committees. The council should determine a monthly meeting time that is advantageous for parents to attend meetings. This meeting time should be adhered to with special called meetings held as needed on additional dates. The principal should develop a plan for disseminating agenda items and meeting minutes to all stakeholders.

The principal should develop and implement initiatives to involve all school community stakeholders (families, community and business members) in the educational process. These stakeholders should be continually recruited as volunteers, tutors or mentors in the school to enhance student learning. The principal should aggressively seek business and industry partners to assist the school in providing co-curricular programs (e.g., job shadowing, tours, guest speakers) for students. All stakeholder groups should be involved in school planning and decision making through the committee structure. Interactive communication between school staff and families should be a main focus of the school's effort in improving student achievement.

Resources:

Blankstein, A. M. (2004). *Failure is Not an Option*. Thousand Oaks, CA: Corwin Press.

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

O'Hallaron, R. & O'Hallaron, D. (1999). *The Mission Primer: Four Steps to an Effective Mission Statement*. Richmond, VA: Mission Incorporated.

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, categorical program financial reports, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, Extended School Services Schedule, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, professional development records, samples of classroom assessments, samples of student work products, school budget and allocations, school calendar with motivational and celebratory events, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school Web pages, staff development agenda, student homework with teacher feedback, student work, trophy cases, Teaching, Empowering and Leading and Learning Survey

Interviews with assistant principal, classified staff, community members, curriculum resource specialist, parents, principal, school council members, school resource officer, students and teachers

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

Performance Rating 2

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

The school council reviewed and updated existing school council policies on December 6, 2011. The school council delegates responsibility for the allocation of Section 6 funds to the budget committee as required by school council policy (Budget and Spending Policy). Individual teachers and organizations conduct fundraisers (e.g., magazine, pizza sales, T-shirt sales for class activities) and seek grants from private sources. District leadership distributes state and federal grant funds (e.g., Extended School Services, Carl Perkins, professional development) according to program guidelines. The principal and school council encourage the use of external resources and community partners (e.g., various businesses donate time and funding) to meet identified student needs. The school council has adopted policies (Enhancing Student Achievement Policy and Program Review Policy) that provide for an annual analysis of student performance data and the effectiveness of programs, but these policies have not been fully and consistently implemented to prioritize the use of resources. School leadership has not clearly defined communication procedures and roles and

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

responsibilities for staff, committees, professional learning communities and teacher leader. The principal establishes several organizational structures (e.g., committees, professional learning communities) but does not monitor to ensure these are fully and effectively implemented.

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

The school council has adopted policy (Instructional and Non-Instructional Staff Time Assignment Policy) addressing the assignment of staff members. This policy requires staff members be assigned with consideration given to their strengths, certifications, preferences, comprehensive school improvement plan goals, the school council Student Assignment Policy and student academic needs. The policy articulates the annual process and timeline by which the principal is to follow when implementing the policy. The principal does not ensure all students are assigned to teachers whose expertise and strengths best matches student learning needs.

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

The school council has not adopted a policy that clearly defines procedures to support the protection of instructional time. The principal has set some expectations to protect instructional time (e.g., announcements at designated times during the school day, 10-10 rule, use of e-mail for communication, bell-to-bell work). He does not ensure implementation of these expectations. Classroom instruction is sometimes disrupted (e.g., unscheduled intercom usage, phone calls to classrooms, students entering and leaving classrooms) during instructional time. The principal expects all teachers to design rigorous instructional tasks to actively engage students during the entire class period. Some teachers do not engage students in meaningful learning tasks from bell to bell. The principal and school council have also adopted an acceptable behavior and discipline policy (Discipline, Classroom Management and School Safety) that outlines student behavior expectations. While the principal has delegated two assistant principals the responsibility of addressing student behavior issues, he has not ensured procedures to manage behavioral issues that disrupt instructional time are implemented.

8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and

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

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

The principal implements a 55-minute class schedule with seven class periods organized by semester. The master schedule also includes a common planning time for most tenth, eleventh and twelfth grade content teachers and for enrichment area teachers. Ninth grade teachers share a common planning time. The principal provides teachers with some opportunities to engage in some horizontal curriculum planning. Teacher directed vertical planning rarely occurs. The principal does not ensure that teachers focus on school improvement goals during planning time.

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

The school council has adopted a Student Assignment Policy that addresses assignments of students to classes and programs that will take into account each student's developmental needs among other considerations. The principal has developed a master schedule that includes seven fifty-five minute periods. The schedule is designed to address unique learning needs of some students (e.g., reading labs, algebra 1.5, credit recovery, some advanced placement extensions). Students who are failing content courses are referred to credit recovery Extended School Services. Consistent intervention services are not provided on a timely basis.

- 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.

The school council reviews and approves a draft budget submitted by the principal. The principal strives to maintain at least the same level of student and staff support as in the previous year. The budget adheres to discretionary fund allocation requirements. The principal collaborated with district leadership to secure additional human and fiscal resources (e.g., school nurse, school resource officer, school social worker, para-educators, Plato extensions, extra duty supplements for teachers) beyond the required school council allocations.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

District leadership distributes most state and federal categorical grant funds (e.g., Extended School Services, Family Youth Resource Center, Carl Perkins, Individuals with Disabilities Education Act) in accordance with program requirements. The school council has not established a process to prioritize, monitor or evaluate the expenditure of categorical funds to ensure their impact on student achievement. Some programs are funded by external sources (e.g., Advance Kentucky program funded through the Kentucky Science and Technology Council) to accelerate college readiness. School leadership measures the outcomes of this program (i.e., the number of students taking and passing Advanced Placement courses). The principal integrates some funds from different sources, but he has not established procedures to measure their impact on student achievement.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

- 8.2a The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

The school council has a Budget and Spending Policy which requires the budget committee to annually prepare a draft budget based on identified school improvement needs. This policy has not been implemented. The budget is primarily based on the previous year's budget and complies with the district Section 6 allocation process. Funds for instructional materials and supplies are distributed equitably among the classrooms on a per pupil basis. The principal maintains control over a portion of Section 6 funds for equipment and office supplies, conference registrations and instructional field trips. Some departments and teachers have access to other sources of funds (e.g., Advance Kentucky funds for Advanced Placement math, science and English teachers).

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

The principal provides the school council with monthly finance reports. The school council has policy (Budget and Spending Policy) which requires a standing budget committee. The principal has not formed a budget committee as required by policy. The school council does not review resource requests to ensure that spending is aligned to the comprehensive school improvement plan or priority needs. The principal has not developed a process that requires resource requests be based on specific elements of the comprehensive school improvement plan. The principal makes some effort to provide funding for all demonstrated classroom and program needs, including tapping various activity fund accounts supported by fundraising and donations. The school council does not routinely monitor activity accounts to ensure purposeful spending.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

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

12/11/2011 - 12/16/2011

Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The principal should ensure the effective and efficient distribution of all resources. The principal should implement a functioning budget committee as required in school council policy. The school council should prioritize expenditures to align with the identified needs of students. The principal and school council should monitor procedures for approving expenditures to regularly and systematically evaluate the use of all resources to sustain continuous school improvement.

The principal should develop a comprehensive monitoring system to ensure all policies (e.g., instructional, student and staff assignments) are effectively and fully implemented and have a positive impact on instructional practices, student achievement and school culture.

Resources:

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

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

Marzano, R. J., Pickering, D.J. & Pollock, J. E. (2001). *Classroom Instruction that works: research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, eWalk data, media materials and inventory, needs assessment data, samples of student work products, school communications plan, school council policies and bylaws, school newsletter and trophy cases

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

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

Performance Rating 2

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

The principal did not facilitate a process that involved all stakeholders in the creation of the mission statement. The mission statement was developed with input from certified staff members on a Black Gold Friday in 2007. Although the principal can express his personal vision for the school, he has not developed written vision and belief statements. An undated and un-numbered 2011-12 District Communications Plan contains a mission statement, a vision statement and a statement of (11) beliefs.

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

School leadership provides content area departments with multiple sources of data to use in establishing comprehensive school improvement plan goals, strategies, activities and benchmarks and to determine the impact on student achievement. Each content area department is responsible for writing a component using these data. Content department components are combined to create the comprehensive school improvement plan. School leadership seldom collaborates with content area departments or promotes collaboration among departments during these analyses or disaggregation of student assessment data or other data.

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

Each department compares test data for the current school year and projects

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

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

quantifiable improvement in test scores as priority needs and goals for the coming year, but the principal does not encourage departments to compare test score results to determine the strengths, weaknesses and needed changes to the instructional program. Most strategies and activities of the 2011-12 plan are identical to those of the previous year and are largely descriptions of on-going instructional programs and curricular requirements. The principal has delegated the development of the comprehensive school improvement plan to individual core content departments and seldom provides direct input or involves other stakeholders beyond the school.

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

School leadership does not have a formal procedure for implementation and impact checks on the comprehensive improvement plan. Although implementation of strategies and activities is monitored, impact on classroom practices and student achievement is not measured. There are no quantifiable interim benchmarks. Data (e.g., impact of professional trainings, budget allocations, instructional changes) are not collected, analyzed and shared to monitor instructional practices. Periodically, departmental staffs hold discussions related to the current status of strategies and activities and test scores. The dates for accomplishment are all listed as the last day of the school year which limits current data and implementation to ensure continual progress.

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

School leadership does not have a formal procedure for implementation and impact checks on the comprehensive improvement plan. Although implementation of strategies and activities is monitored, impact on classroom practices and student achievement is not measured. There are no quantifiable interim benchmarks. Data (e.g., impact of professional trainings, budget allocations, instructional changes) are not collected, analyzed and shared to monitor instructional practices. Periodically, departmental staffs hold discussions related to the current status of strategies and activities and test scores. The dates for accomplishment are all listed as the last day of the school year which limits current data and implementation to ensure continual progress.

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

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

improvement.

The principal states that more rigor is required in classroom instruction, and each departmental component of the comprehensive school improvement plan requires teachers to implement rigorous instructional practices. The walkthrough instrument used by school leadership to assess classroom instruction is detailed but does not directly address requirements for rigor. While rigor has become an expectation, what it looks like and how to achieve it in instruction has not been defined.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

9.6a The plan is implemented as developed.

Most comprehensive school improvement plan goals, strategies and activities and impacts are not stated in measurable terms. Almost all plan components begin with the first day of the school year (i.e., three months prior to the plan's adoption) and end on the last day of the school year. There are no time-specific, interim benchmarks. The staff generally perceives most of the strategies and activities identified in the plan as a function of their instructional responsibility rather than in response to the requirements established in the comprehensive school improvement plan. Staff members possess or know how to access a copy of the plan but do not consult it for guidance. District and school leadership conduct walkthroughs using a detailed, formal observation instrument but not for the specific purpose of directly monitoring implementation of plan strategies, activities or impacts.

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

The comprehensive school improvement plan contains no measurable objectives or interim benchmarks. Although some test goals are stated in measurable terms, a formal analysis of test data is not demonstrated in the plan beyond comparisons of test results over time (almost exclusively annually). Comprehensive school improvement plan strategies and activities require staff members to engage in data analysis during common planning time to analyze assessment data and plan collaborative efforts. The principal has not ensured these efforts are directly related to school leadership's responsibility to evaluate the extent to which plan goals and impacts are achieved.

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 and school leadership conduct classroom walkthroughs using a detailed walkthrough instrument. Teachers typically do not receive formal feedback from these walkthroughs that inform instruction. Findings from these walkthrough observations generally are used to assess the quality of classroom management rather than to determine the effective implementation of the comprehensive school improvement plan goals, strategies and activities. Test data are compared over time (mostly annually) but are not formally related to school improvement goals and benchmarks. The principal does not use data to intentionally measure the extent to which the expected

Kentucky Department of Education
School Leadership Assessment Summary Report

Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

impacts of school improvement strategies and activities on student achievement are attained.

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

12/11/2011 - 12/16/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

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

12/11/2011 - 12/16/2011

Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The school council should adhere to the bylaws and policies adopted December 6, 2011, relating to school improvement and planning. The principal should fully implement these approved policies and provide the training required to enable all stakeholders to work collaboratively toward the creation of a meaningful and guiding comprehensive school improvement plan.

Resources:

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

Holcomb, E. (2004). *Getting Excited About Data: How to Combine People, Passion and Proof to Maximize Student Achievement*. Thousand Oaks, CA: Corwin Press.

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

Kotter, J. P. (1996). *Leading Change*. Boston, MA: Harvard Business Press.

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

12/11/2011 - 12/16/2011

Summary of Next Steps:

The principal should launch an all-out effort in creating a sense of urgency for the high school to become a high-performing school. He should collaborate with all staff members to develop a schoolwide focused plan, including short- and long-term goals with roles and responsibilities delineated for all instructional and support personnel. He should develop a systematic process for effective implementation of the plan, monitor the plan as developed and collect, manage and analyze data to measure the impact of activities on instructional practices and student achievement. The principal should use the certified evaluation process to hold all staff accountable for their roles and responsibilities in improving student performance.

The principal should set expectations (e.g., weekly meetings, common agenda items, job-embedded professional development, analysis of student work, formative and summative assessment) for staff to effectively use available planning opportunities to improve classroom practices or student learning.

The principal should monitor curriculum, assessment and instructional practices so students are prepared to meet all state standards, demonstrating college and career readiness. The principal should develop a formal process for monitoring, evaluating and reviewing the curriculum to ensure all student needs are met. A data management system should be used to collect, analyze and disaggregate all reliable data in a timely manner. These analyses should drive all decision making for improving student performance and instructional practices. The principal should ensure all teachers and students understand the current state accountability model to create the level of rigor needed in the classroom. The principal should monitor classroom practices and provide descriptive feedback to ensure all teachers use a variety of research-based strategies that are rigorous and actively engage students in their own learning.

The school council should receive additional training regarding areas of responsibility and legal obligations. The school council should analyze student achievement and perception data and use findings to guide all decision making. The school council should require all committees to be active and fully functioning and report regularly to the council. Committees should be required to adhere to open meeting laws and aggressively pursue potential members from a broader stakeholder pool. The principal should establish procedures to implement all policies and monitor the impact of these policies on instructional practices and student learning. The principal should disseminate school council meeting agendas and minutes to all stakeholders.

The principal and school staff should collaboratively develop a system of interventions that provides guidelines for using universal screening assessment results to identify students not meeting grade-level expectations, including students with disabilities. All resources should be evaluated to develop a comprehensive plan for addressing underachieving students in a timely manner. The plan should include progress monitoring criteria for interventions. The principal and school council should regularly collect and analyze data to effectively evaluate the impact of interventions in moving students to grade level.

The principal and school council should develop and implement an ongoing plan to recruit parents and community members to serve on school committees. The principal should provide workshops for parents and community members to develop their capacity for meaningful participation in the school improvement activities at the school.

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

12/11/2011 - 12/16/2011

In Conclusion:

The members of the Perry County Central High School Leadership Assessment Team are grateful to the district and school 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:

Principal Authority:

The principal does not have the ability to lead the intervention and should not remain as principal of the school to continue his roles and responsibilities established in KRS 160.345.

Council Authority:

School council does not have the ability to lead the intervention and does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

A new council will be appointed by the Commissioner to serve in advisory capacity.

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 Perry County Central High School.

Principal, Perry County Central High School

_____ Date: _____

Superintendent, Perry County Schools

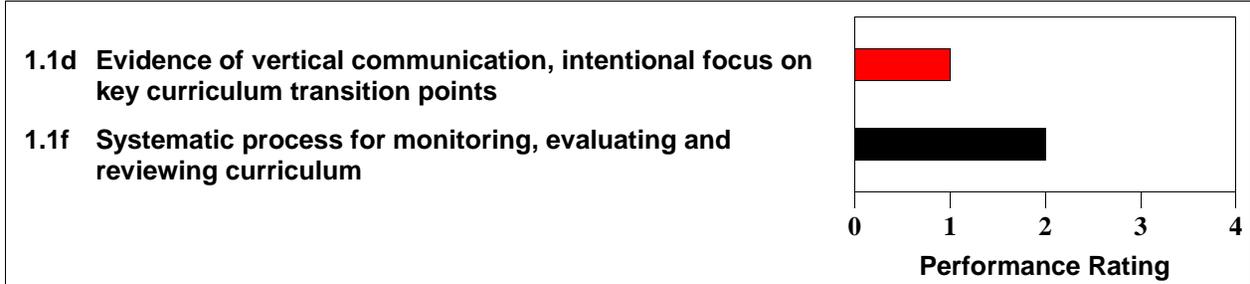
_____ Date: _____

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

12/11/2011 - 12/16/2011

1.1 Curriculum

Academic Performance

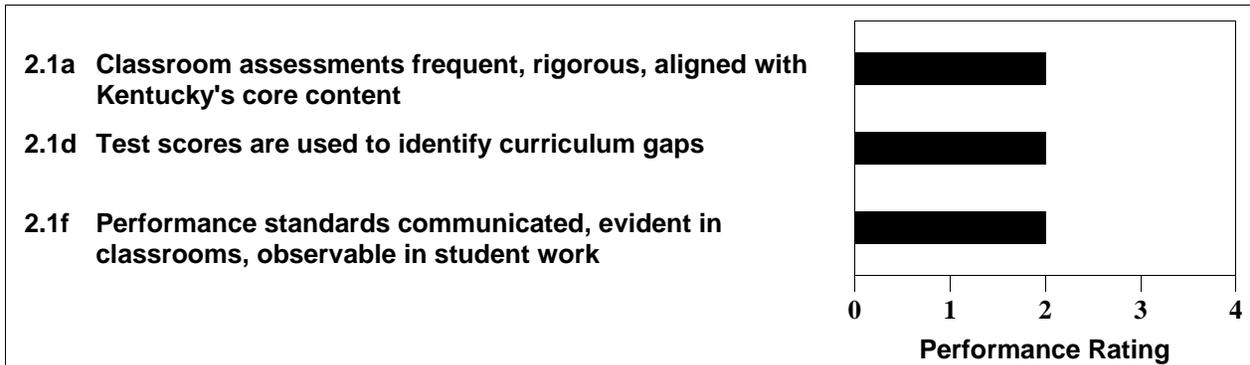


Kentucky Department of Education
School Leadership Assessment Summary Report
Perry County Central High School
Perry County School District

12/11/2011 - 12/16/2011

2.1 Classroom Evaluation/Assessment

Academic Performance

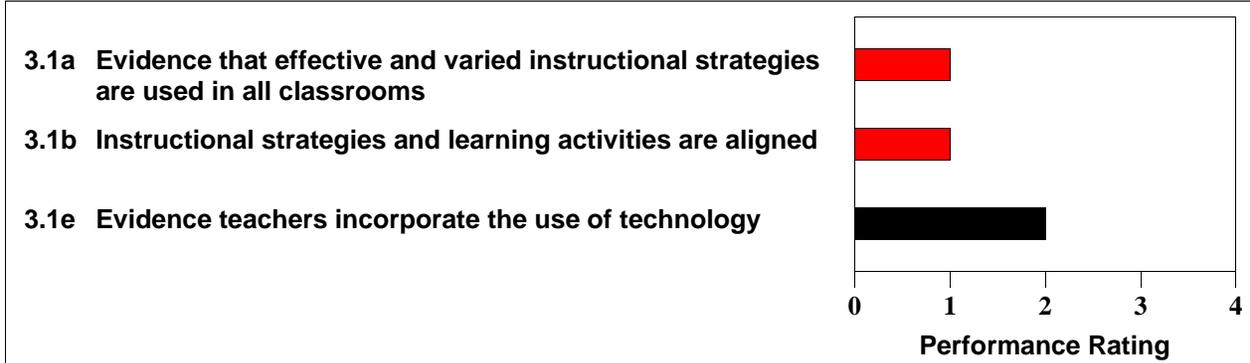


Kentucky Department of Education
School Leadership Assessment Summary Report
Perry County Central High School
Perry County School District

12/11/2011 - 12/16/2011

3.1 Instruction

Academic Performance

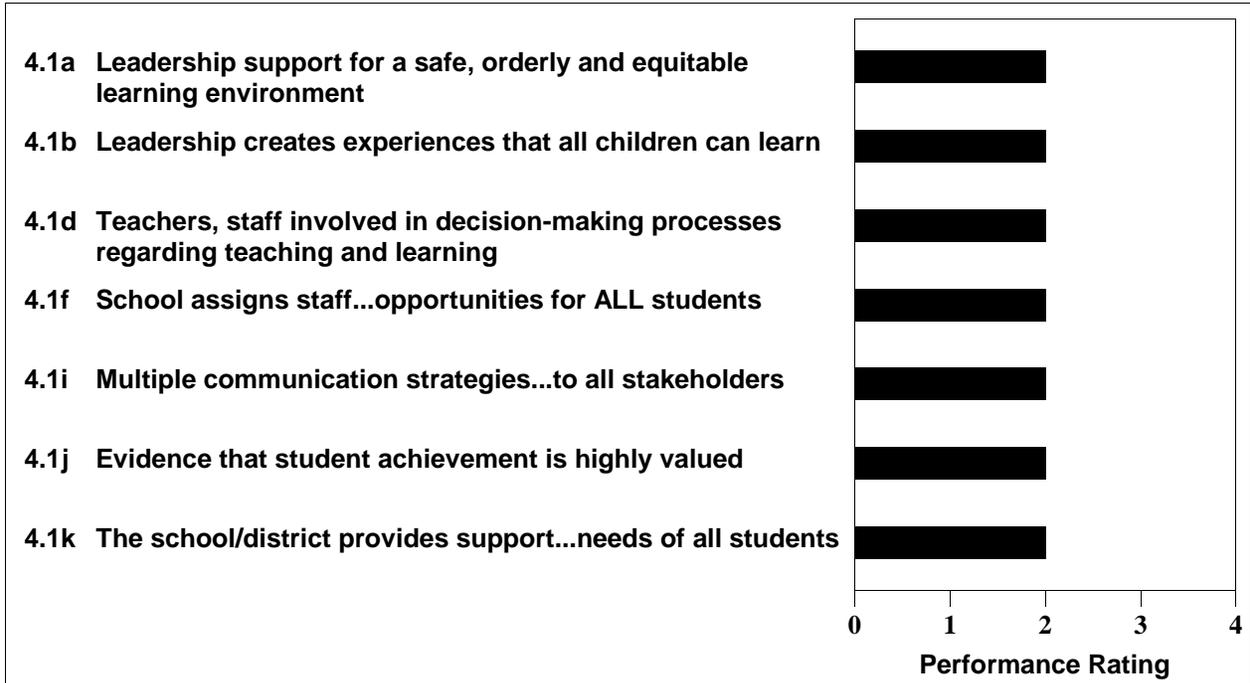


Kentucky Department of Education
School Leadership Assessment Summary Report
Perry County Central High School
Perry County School District

12/11/2011 - 12/16/2011

4.1 School Culture

Learning Environment



Kentucky Department of Education
School Leadership Assessment Summary Report

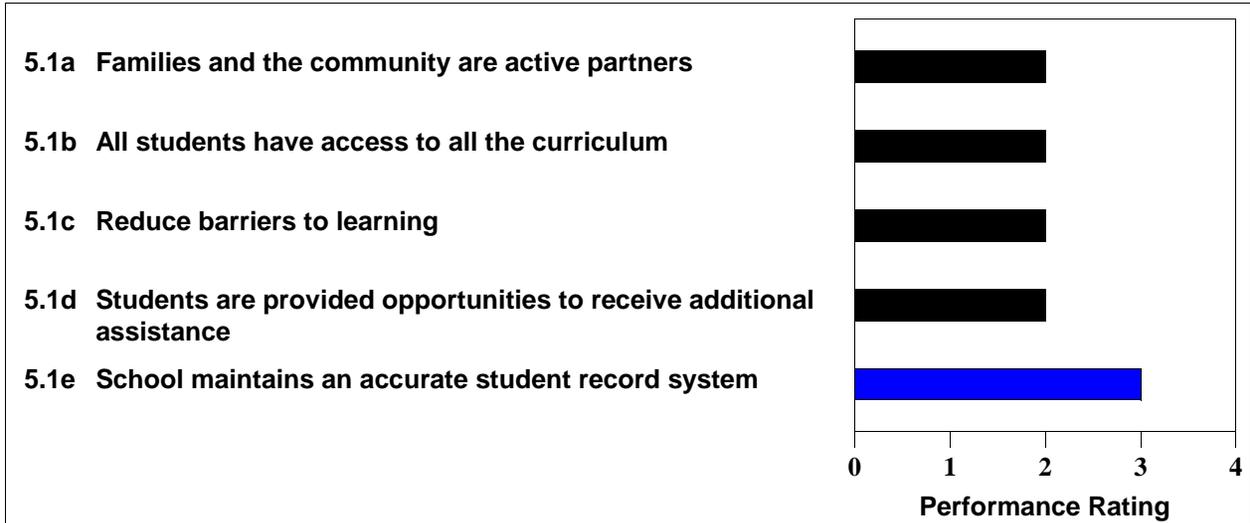
Perry County Central High School

Perry County School District

12/11/2011 - 12/16/2011

5.1 Student, Family and Community Support

Learning Environment

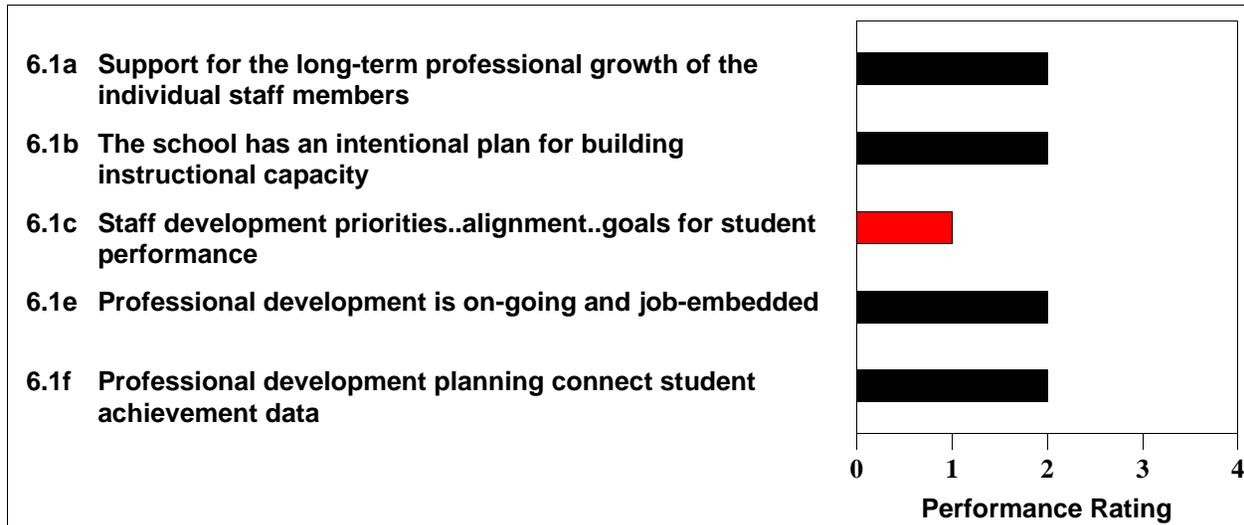


Kentucky Department of Education
School Leadership Assessment Summary Report
Perry County Central High School
Perry County School District

12/11/2011 - 12/16/2011

6.1 Professional Development

Learning Environment

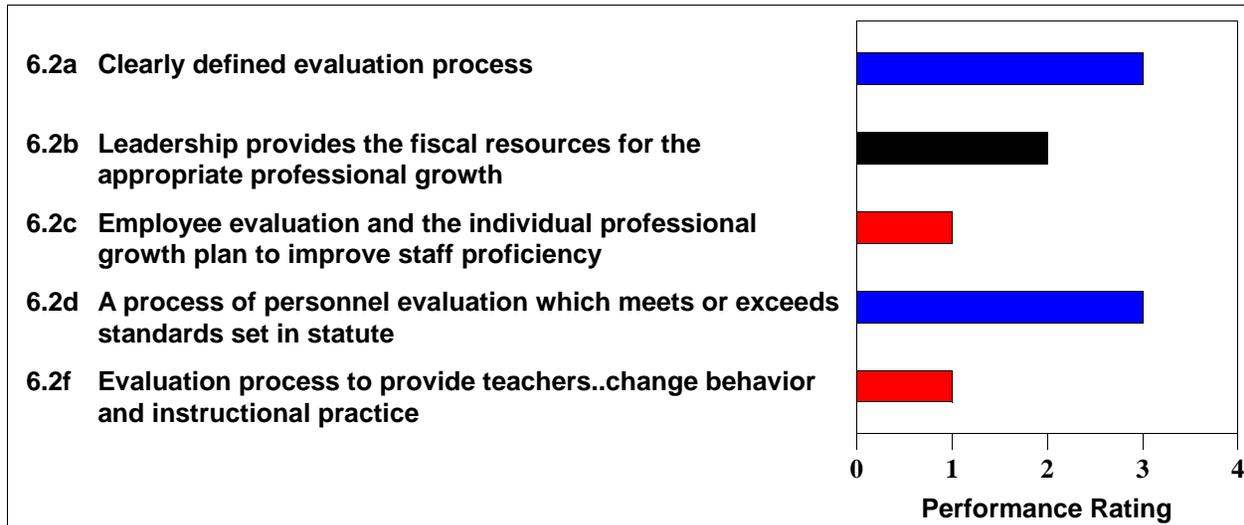


Kentucky Department of Education
School Leadership Assessment Summary Report
Perry County Central High School
Perry County School District

12/11/2011 - 12/16/2011

6.2 Professional Growth and Evaluation

Learning Environment

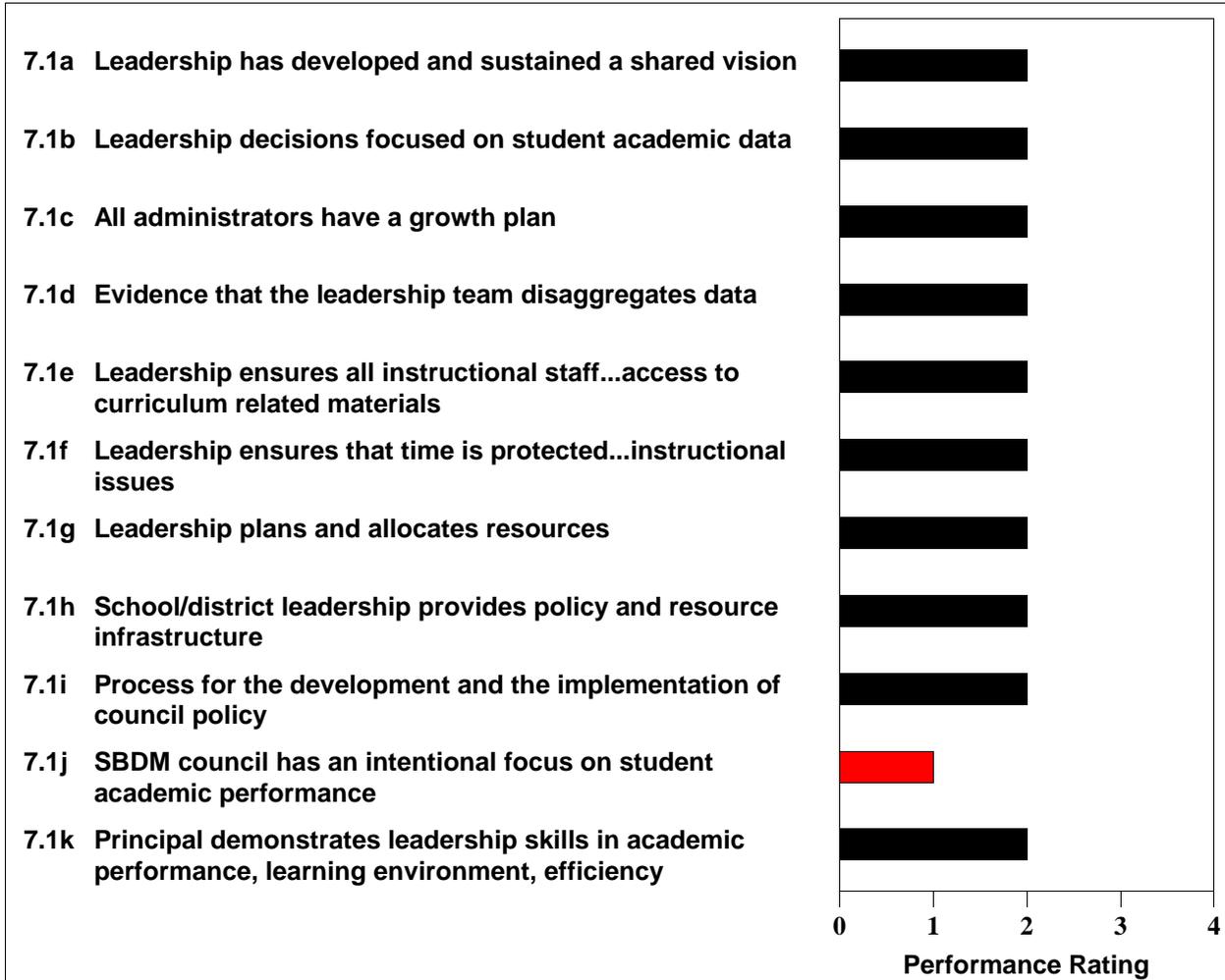


Kentucky Department of Education
School Leadership Assessment Summary Report
Perry County Central High School
Perry County School District

12/11/2011 - 12/16/2011

7.1 Leadership

Efficiency

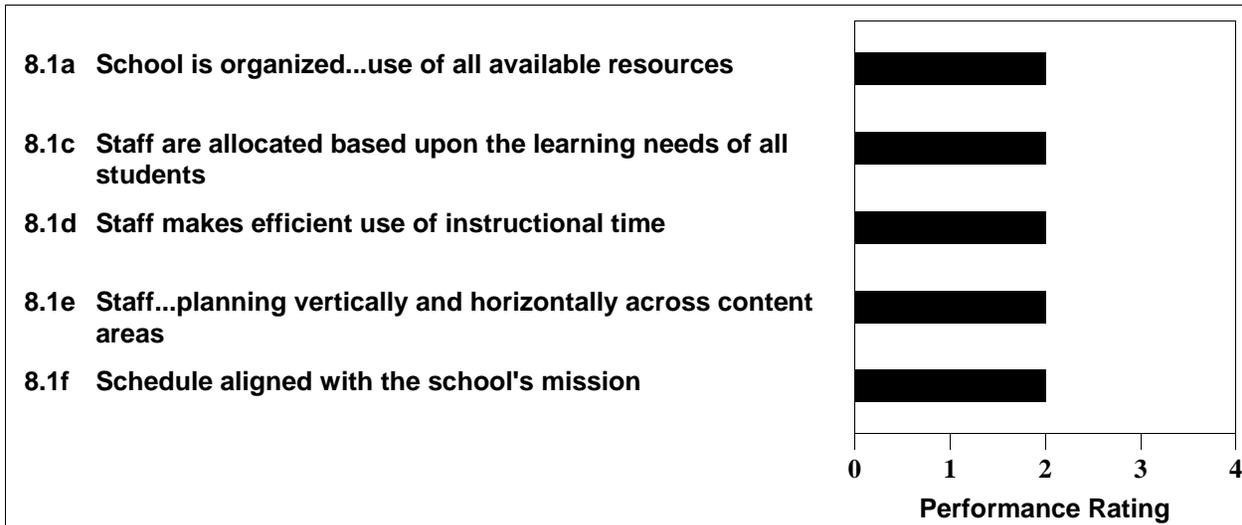


Kentucky Department of Education
School Leadership Assessment Summary Report
Perry County Central High School
Perry County School District

12/11/2011 - 12/16/2011

8.1 Organization of the School

Efficiency

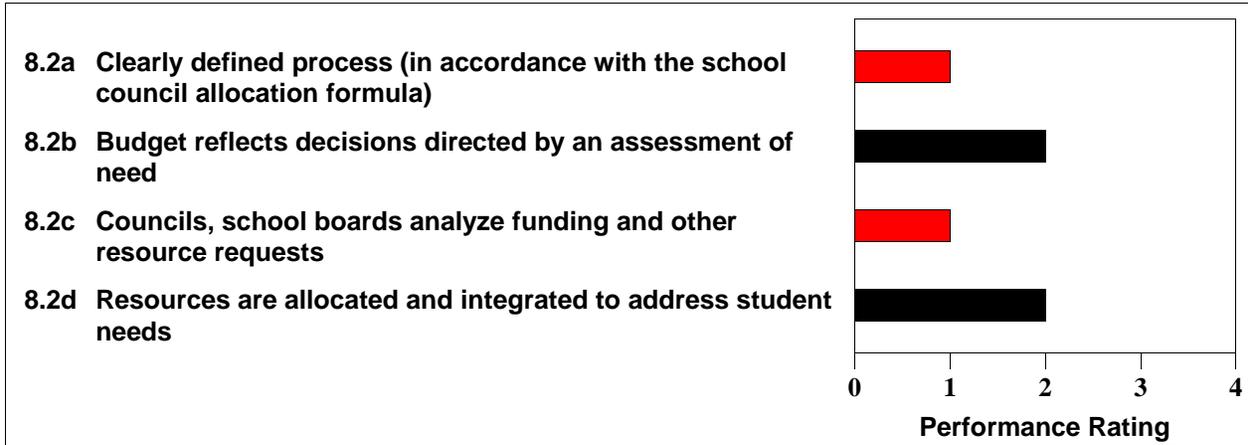


Kentucky Department of Education
School Leadership Assessment Summary Report
Perry County Central High School
Perry County School District

12/11/2011 - 12/16/2011

8.2 Resource Allocation and Integration

Efficiency



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

12/11/2011 - 12/16/2011

9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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

12/11/2011 - 12/16/2011

9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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

12/11/2011 - 12/16/2011

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified

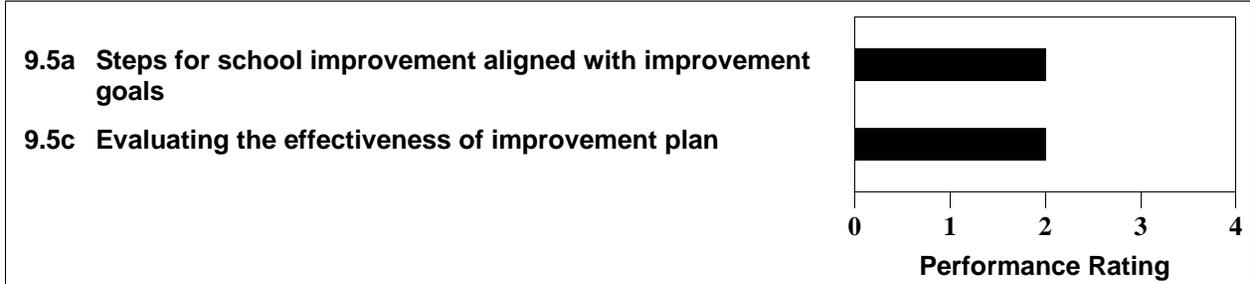


Kentucky Department of Education
School Leadership Assessment Summary Report
Perry County Central High School
Perry County School District

12/11/2011 - 12/16/2011

9.5 Development of the Improvement Plan

Efficiency



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

12/11/2011 - 12/16/2011

9.6 Implementation and Documentation

Efficiency

