

# Pulaski County District Leadership Assessment Report



**01/29/2012 - 02/03/2012**



# District Leadership Assessment Executive Summary

## Pulaski County School District

1/29/2012 - 2/3/2012

Steve Butcher, Superintendent

### Introduction

The Kentucky Department of Education conducted a district leadership assessment of Pulaski County School District during the period of 1/29/2012 - 2/3/2012. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	The superintendent and district leadership have not held persistently low achieving school leadership accountable for improved student achievement.
Next Steps	The superintendent and district leadership should ensure the principal and council at the persistently low-achieving school demonstrate a sense of urgency for improved student achievement. The superintendent and district leadership must ensure school leadership holds high performance expectations for all staff and ensure teachers accept professional responsibility and ownership for the success and failure of all students. The superintendent must hold the principal accountable for ensuring high-quality instruction is occurring in each classroom with student achievement as the primary focus. The superintendent must ensure the principal monitors instructional practice and utilizes the evaluation process to hold teachers accountable for improved student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	District and school leadership have not used the evaluation process to effectively improve administrative and instructional practices and increase student achievement.

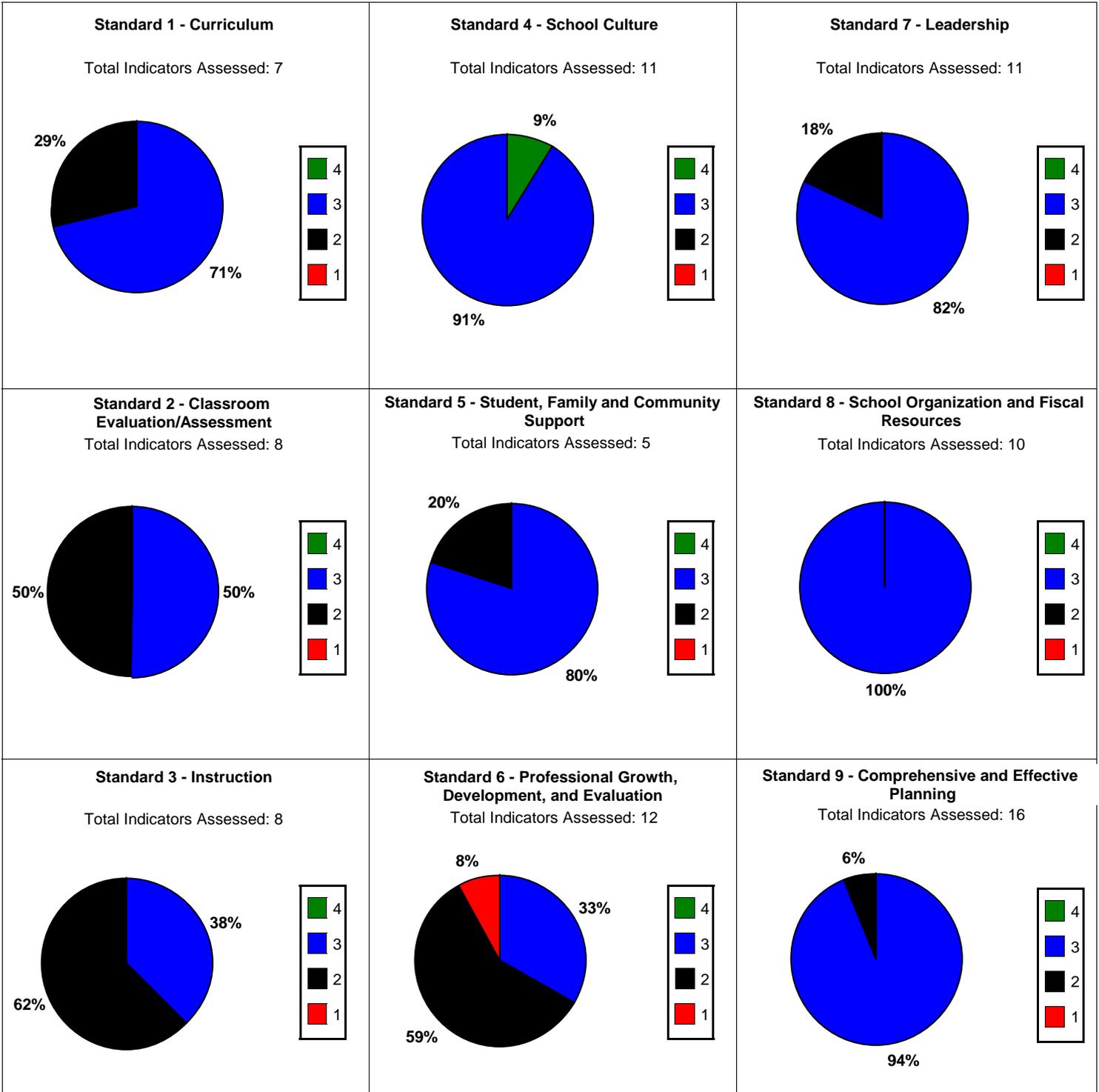
Next Steps	The superintendent should ensure district and school leadership clearly communicate the role and expectations for all staff. Leadership should utilize the evaluation and professional growth plan processes to develop the knowledge and skills to fulfill the roles and meet the identified expectations. District and school leadership should clearly define the correlation between the staff evaluation process and professional development choices. Leadership must hold all staff accountable for their job expectations. Leadership must monitor staff to provide the needed support and direction for improving teaching practices. Leadership must use corrective action plans when warranted to effect needed changes. The evaluation process must result in improved behaviors designed to increase student growth and achievement especially within the persistently low achieving school.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	District leadership has not consistently monitored all initiatives and systems that impact student achievement.
Next Steps	District leadership should ensure all professional development activities are monitored for impact on classroom practices. Monitoring should include meaningful feedback to impact student achievement. District leadership should ensure all schools establish professional learning communities with fidelity. District leadership should identify a coordinator to organize all school counselors into a district professional learning community. District leadership should monitor to ensure the work of all professional learning communities is focused on goals, objectives and strategies in the district and school improvement plans. District leadership should assign liaisons to school councils. Liaisons should monitor to ensure councils' work is focused on student achievement and to provide guidance on best practice council policies.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The superintendent has not ensured that rigorous instructional and assessment practices are used in all classrooms to have a positive impact on student achievement.

Next Steps	<p>The superintendent should ensure research-based, rigorous and effective instructional and assessment strategies are implemented in all classrooms to impact student achievement. District leadership should ensure classroom instruction and assessments are relevant, engaging and motivating to meet the diverse needs of all students. Leadership should ensure teachers use the results of assessment data and student work to modify instruction. District leadership should collaborate with school leadership to monitor the use of varied instructional and assessment strategies to challenge students to elicit high levels of critical thinking. District leadership should initiate and facilitate discussions between elementary and middle schools to eliminate curricular overlaps and gaps.</p>
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

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

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

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



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

<p><b>Standard - 1 - Academic Performance</b></p> <p><b>Curriculum</b></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p><b>Standard - 4 - Learning Environment</b></p> <p><b>School Culture</b></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><b>Standard - 7 - Efficiency</b></p> <p><b>Leadership</b></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><b>Standard - 2 - Academic Performance</b></p> <p><b>Classroom Evaluation/Assessment</b></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><b>Standard - 5 - Learning Environment - Student, Family and Community Support</b></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><b>Organization of the School</b></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><b>Resource Allocation and Integration</b></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><b>Standard - 3 - Academic Performance</b></p> <p><b>Instruction</b></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><b>Professional Development</b></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities...alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><b>Professional Growth and Evaluation</b></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b></p> <p><b>Defining the School Vision, Mission, Beliefs</b></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><b>Development of the Profile</b></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><b>Defining Desired Results for Student Learning</b></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><b>Development of the Improvement Plan</b></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><b>Implementation and Documentation</b></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>
<div style="border: 1px solid black; padding: 10px;"> <p align="center"><b>Legend</b></p> <p>Grey - No Assessment Made</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>		

## **Focus on Student Academic Performance**

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

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

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

Identify the implications of this report for stakeholders.

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

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

### Introduction

The Kentucky Department of Education conducted district leadership assessment of Pulaski County School District during the period of 1/29/2012 - 2/3/2012.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with teachers (90), students (149), parents (19), central office certified staff members (21), central office support staff members (37), and the superintendent.

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

The chairperson of the team was Bill R. Morgan - Higher Education Representative. The other team members were: Margaret K. Dotson - District Administrator; Carol McKee - District Administrator; Sheree W. Thompson - Teacher; Nancy Jones Satterfield - District Administrator; Margaret Cleveland - Parent; Carolyn Major Sholar - Building Administrator; Carolyn S. Falin - Building Administrator; Jack B. Musgrave - Building Administrator; Larry Stinson - KDE Representative; Royce Mayo - Educational Recovery Leader

### Academic Performance

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

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

### Learning Environment

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

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

## Efficiency

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

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

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

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

# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

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

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

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

### **Performance Rating    3**

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

District leadership ensures curriculum documents are fully aligned to state standards (e.g., Kentucky Core Academic Standards, Kentucky Occupational Skills Standards, End of Course Standards, Core Content 4.1). District leadership schedules time in the summer for content area teachers from all schools to work together on the development of curriculum maps and “I can” statements. A district curriculum committee meets monthly to discuss curricular issues. Instructional supervisors meet with grade level curriculum specialists on a monthly basis to share current information from content leadership networks. Curriculum maps are posted on the district web page.

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

District leadership facilitates on-going opportunities for the discussion of planning and sequencing of curriculum standards by school staff members across all grade levels. Time is provided during the summer for content area teachers across all grade levels to collaboratively align standards and develop “I can” statements. Instructional supervisors from high schools, middle schools, and elementary schools facilitate meetings with school curriculum specialists to provide updated information about curriculum and assessment on a regular basis. The curriculum specialists bring the information back to the individual schools for dissemination among all staff members. District leadership conducts eWalks to ensure the standards are being taught, and assessment data is analyzed to provide the district with information about the effectiveness of instruction. High school and middle school teachers are meeting once a month to work on vertical alignment in connection with the AdvanceKentucky program.

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

District leadership ensures the curriculum of every school has intentional

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating**    **3**

connections (e.g., dual credit courses with Eastern Kentucky University and Somerset Community College, vocational and technical courses, character education, Community-based Work Transition Program) to familiarize all students with a variety of post-secondary education and career options. District leadership provides transportation for special needs students so they may experience real-life job skills. District leadership also ensures each student in grades 6-12 has an individual learning plan that is developed collaboratively by the student, parents and an advisor. District leadership has ensured a high completion rate for the individual learning plans.

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

Board policy 08.1 includes determination of curriculum, needs assessment and curriculum development. District leadership provides limited assistance to school councils in developing or implementing curricular policies. District leadership reviews council policies to ensure a curriculum policy has been adopted and procedures are in place to address issues that might arise. The district curriculum committee meets monthly to address curricular issues.

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

District leadership collaborates with school leadership to ensure all students have access to and are enrolled in classes aligned to Kentucky Core Academic Standards and core content. Curriculum specialists are assigned to each school to ensure the most current curricular information is disseminated to all staff members. The director of special education ensures all special education teachers receive the training conducted for the regular education teachers. The collaboration model for students with disabilities ensures all students have the opportunity to participate in a common core curriculum.

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

**Performance Rating**    **2**

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

District leadership has developed a process to address and resolve some unintentional overlaps and close gaps in all content areas of the curriculum. The curriculum director and instructional supervisors analyze assessment data to determine areas where gaps are occurring. The district conducts a data analysis day in early October for staff members to analyze the data within their schools and determine areas where gaps are occurring. Monthly curriculum committee meetings address the discovered gaps. District leadership has facilitated limited discussions between schools to discuss curricular gaps and overlaps. Teachers receive training with the English/language arts and math placemats to identify where changes occurred in standards placement on the grade level continuum and make adjustments in their curricula to address the changes.

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

District leadership has provided some vertical communication within and between schools (i.e., high school and middle school) through the AdvanceKentucky program. Elementary schools send their transition students to the middle schools for tours and information, but there are no intentional conversations between faculties to address key transition points.

**District Leadership Assessment Summary Report**

**Pulaski County**

**School District**

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

**Standard 1**            **Curriculum**

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary of recommendations in: **Academic Performance**

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

District leadership should develop and facilitate meetings between the middle school teachers and the elementary teachers to allow vertical alignment of curriculum and set transition points for students in grade five.

#### 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>

Core Content for Assessment 4.1. (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/Core+Content+for+Assessment/ Core+Content+for+Assessment+4.0/default.htm>

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

# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

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

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

### **Performance Rating    3**

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

District leadership provides ongoing opportunities (e.g., professional learning communities, common planning for some teachers, grade level and department meetings, vertical team meetings through the AdvanceKentucky program, district-led summer professional development, release time for teacher training) for teachers to collaborate in designing assessment tasks aligned with state standards. District leadership facilitates sessions with teachers at some schools to develop common unit assessments.

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

The superintendent, other district leadership, school leadership and teachers regularly review the results of multiple assessments (e.g., Interim Performance Report, Discovery Education, AIMSweb, No Child Left Behind, EXPLORE, PLAN and ACT) to identify curriculum gaps. District leadership coordinates and facilitates a mandatory Test Analysis Day at each building annually in the fall to disaggregate Interim Performance Report data by content areas and grade levels. Teachers analyze the data, identify curricular gaps and determine strategies to inform instructional practices that will improve student achievement. District leadership facilitates sessions (e.g., professional learning communities, common planning time, department and grade level meetings) to assist teachers in analyzing the results of other assessments (e.g., Discovery Education, AIMSweb, End-of-Course exams) to track student progress, look for trends, determine weaknesses and areas of growth. Modifications are made to the curriculum as needed.

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

District leadership has developed an assessment plan for administering multiple assessments to students to provide meaningful feedback to all staff on student learning. The plan requires administering the following assessments to students: Discovery Education, given three times a year; AIMSweb Benchmarks, given three times a year; and AIMSweb Progress Monitoring, given at regular intervals. The AIMSweb assessment is used as a

# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

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

**Performance Rating**    **3**

universal screener and identifies struggling students. The Discovery Education assessment is used as a diagnostic tool and assists teachers in determining instructional strategies to meet student needs. The district assessment plan includes the development of probes by district leadership and teachers and makes provisions for Response to Interventions. District leadership communicates the expectation that teachers regularly analyze assessment data and determine methods of re-teaching students who did not master content. District and school leadership do not always monitor classroom instruction to ensure the results of assessments inform instructional practices.

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

The district assessment coordinator uses the “train the trainer” model in preparing all building assessment coordinators to conduct training of staff in their respective buildings regarding the administration of and ethical procedures for state testing practices. District and school leadership ensure all persons involved in the testing process receive proper training. The district assessment coordinator sends weekly emails to building assessment coordinators with testing information pertinent to the grade levels in their buildings to keep them abreast of updates in the state assessment process. The board adopted Assessment Policy 08.222 October 14, 2003, addressing guidelines for administering the state assessment. District and school leadership develop and implement operational procedures for conducting the assessment. District and school leadership ensure accommodations for the state assessment follow state mandates for all students in special populations. The district assessment coordinator monitors Administrative Code sign-in sheets.

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

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

District leadership provides support (e.g., director of curriculum and instruction; elementary, middle, and high school supervisors; curriculum specialists in all schools) to develop and implement classroom assessments that are aligned with Kentucky Core Academic Standards and Kentucky's core content. Board Assessment Policy 08.222, adopted October 14, 2003, requires teachers to develop classroom assessments that are rigorous, frequent and aligned with state standards. District leadership has not ensured that all school councils have developed and adopted a classroom policy to implement this procedure. The district eWalk instrument, primarily based on the Characteristics of Highly Effective Teaching and Learning model, is used during classroom observations. District leadership uses the eWalk instrument to monitor formative and summative teacher assessment practices and appropriate levels of rigor. Some district leaders observe teacher-questioning techniques using the "slice" model (a method to determine the cognitive levels and types of questions asked during a segment or "slice" of time). Teachers usually receive some descriptive feedback regarding assessment activities after observations. District leadership has provided teacher training for using formative assessments to measure student learning. District leadership seldom reviews classroom assessments and does not require teachers to keep samples of classroom assessments or student responses to monitor rigor and quality. Many assessments used in classrooms are based on programs (e.g., Discovery Education, AIMSweb).

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

District and school leadership provide some monitoring of schools to determine if students know the expectations of proficient work during eWalks, formal and informal observations. Students are occasionally asked questions during observations regarding the criteria for quality work or the requirements necessary for proficiency. The district eWalk instrument includes a component that addresses posting student work with rubrics in classrooms and hallways. Most classroom teachers do not display proficient student work or rubrics for student reference.

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

# District Leadership Assessment Summary Report

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Summary Findings in: **Academic Performance**

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

**Performance Rating    2**

District leadership occasionally monitors schools during eWalks to determine if students understand the expectations of performance standards. District leadership does not have a formal process in place to ensure that Student Level Performance Descriptions are clearly evident in student work or that rubrics noting expectations are provided for students prior to assessment tasks. Few teachers display rubrics, models of proficient work or performance descriptions in classrooms or commons areas of school buildings.

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

District leadership communicates the expectation that teachers use data based on the results of program assessments (e.g., Discovery Education, AIMSweb Benchmarks, AIMSweb Progress Monitoring, Success Maker Math) to analyze student work and make necessary modifications in instruction to meet student needs. District leadership provides opportunities (e.g., professional learning communities, common planning for some teachers, grade level and department meetings, vertical team meetings) to analyze student work. District leadership does not have a district-wide protocol for analyzing student work. Some schools occasionally use various protocols (e.g., Tuning, Pulaski Synthesized Model, Action Plan for Continuous Improvement) to review student work. District leadership monitors some changes in instructional practices through eWalks and the analysis of assessment results.

**District Leadership Assessment Summary Report**

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Summary Findings in: **Academic Performance**

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

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary of recommendations in: **Academic Performance**

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

District leadership should ensure all school councils address classroom assessment in appropriate policy to ensure assessments are standards-based, rigorous and authentic. The policy should require students to use inquiry, problem-solving and critical thinking skills at a proficient level. The policy should ensure classroom assessments are an integral part of the assessment process. District leadership should develop a systematic process to ensure all board and school council policies and procedures are implemented and monitored.

District leadership should provide training for all teachers in developing clearly articulated rubrics that enable students to know the expectations for proficiency. District leadership should monitor schools to ensure samples of proficient work accompanied by rubrics are displayed in classrooms and throughout school buildings to serve as models of proficiency.

District leadership should collaborate with school leadership and teachers to select a formal protocol to guide teachers in analyzing student work consistently. District leadership should provide training to teachers in mastering skills necessary to effectively engage in this process. District and school leadership should monitor teacher practices to ensure the results of the analysis inform teaching and learning.

#### Resources:

Cawelti, G. (2004). Handbook of Research on Improving Student Achievement (3rd ed.). Alexandria, VA: Educational Research Service.  
<http://www.ers.org/CATALOG/items.phtml?CA=Student%20Achievement%20and%20Learning>

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>

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

Marzano, R. J. (2000). Transforming Classroom Grading. 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.

# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

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

### **Performance Rating 3**

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

District leadership ensures that schools have resources, time and support to help school leadership and teachers with aligning research-based instructional strategies and activities with school, district and state learning goals. District leadership presents a variety of professional development activities to increase teacher instructional capacity. District and school leadership communicate expectations that lessons contain activities congruent to core content and core academic standards in order to provide rigorous activities to meet learning goals. Sometimes these activities lack rigor and do not always address the diverse learning needs of students. Many activities are teacher directed and do not require critical thinking. District leadership collects data from assessments (e.g., Triumph College Admissions, Discovery Education, AIMSweb, SuccessMaker Math and Reading, ACT practice test) and conducts analysis to inform instructional practices and to determine response to intervention strategies to close achievement gaps. District leadership provides curriculum maps communicating the importance of curriculum alignment and instructional strategies with student learning goals.

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

The board has adopted Access to Electronic Media policy 08.2323 and implemented procedures to guide the use of technological resources within the schools. District leadership has also developed a Technology Plan to provide detailed information regarding the district's technology vision and plan of action to achieve its technology goals. The district technology leadership team is comprised of the school technology coordinators, library media specialists, assistive technology specialist, technology integration specialist, and the curriculum specialists. The Leadership Team has received ongoing training to continually develop, implement, and refine technology knowledge and skills. District leadership ensures all schools use the District Technology Plan as their guide. District technology staff handles technology allocations and ensures technological resources are equitably distributed and accessible

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating**    **3**

to all students. District technology staff provides professional development in the use of technological resources (e.g., Promethean board, iPads, Infinite Campus, software programs) and sometimes models lessons using these resources. Students at the schools sometimes use technology for word processing, PowerPoint production and the completion of projects. Some students participate in the Student Technology Leadership Program (STLP). Technology sometimes expands the classroom into the community (e.g., Web page, electronic mail to parents, Golden Age Program, E-news Relators, E-news Community Ed Advisory Council). Integration of technology into lesson design depends largely on teacher interest. District leadership observes and monitors the use of technology by students and teachers during eWalk observations.

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

The board has adopted an Instructional Resources policy 08.232 which states that “within budgetary limits” schools or school councils establish an equitable method of allocating funds to purchase instructional resources. District leadership ensures all schools have adequate supplemental instructional resources (e.g., materials, technology, textbooks) to deliver the curriculum to all students. District and school leadership sometimes collaborate in the acquisition of resources. District leadership distributes resources when requested to schools based on needs and availability.

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

**Standard 3**                    **Instruction**

**Performance Rating    2**

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

District leadership has developed an electronic walkthrough observation tool to collect data and monitor effective instructional strategies used in classrooms. The eWalk identifies key areas (e.g., learning climate, teacher and student engagement, learning targets, student work, teacher activities, use of technology, rigor, differentiation, formative and summative assessments, “I Can” statements) to be monitored. The eWalk process is conducted according to a provisional schedule for twelve schools (i.e., eight elementary, two middle and two high) in the district. The feedback provided is not always specific to assist teachers in delivering rigorous and high quality instruction. The board has several policies on instruction, Instructional Organization, 08.12, Instructional Resource, 08.232, Instructional Resource Procedures, 08.232 AP.1, Review of Instructional Materials, 08.2322, but the policies are guided by state regulations and do not precisely address the need to vary instructional practices in classrooms. District leadership provides opportunities for teachers to receive training in a variety of effective research-based instructional strategies (e.g., Singapore Math, Reading Mastery Fast ForWord, Discovery Education). District leadership has not ensured teachers consistently use effective and varied instructional strategies and activities in all classrooms. Some teachers use traditional instructional practices (e.g., lecture, textbooks, teacher-directed note taking, worksheets, completion of chapter questions) that often do not actively engage students or address their diverse learning styles. Some teachers use learning activities and lessons that lack rigor and are delivered at the knowledge and comprehension levels.

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

District leadership works with school leadership in monitoring classroom instructional practices through eWalks. District leadership expresses the expectation teachers display “I Can ...” statements and identify the targeted curriculum standards in their lesson plans and have plans available for review during eWalk observations by district and school leadership. Some school staffs use data boards to determine necessary interventions to meet identified student needs. District leadership uses multiple sources of assessment data for identifying intervention strategies for struggling learners, but teachers do not use these strategies to modify classroom instruction to address individual

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating 2**

learner needs. Teachers often use formative assessments (e.g., bell ringers, exit slips, quizzes) to measure student learning, but few use these assessments to guide instructional practices. Teachers sometimes use the feedback from eWalks to modify instructional strategies and address learning styles of students. Teachers are provided opportunities for sharing successful practices to build school instructional capacity in Professional Learning Communities.

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

District leadership recruits certified personnel by posting jobs on the state Web site (i.e., Kentucky Educator Placement Service), district Web site and job fairs at state universities (e.g., Eastern Kentucky University, University of Kentucky). All teachers in the district are properly certified by the Kentucky Professional Standards Board, and six teachers are also certified by the National Board for Professional Teaching Standards. District leadership provides professional development opportunities (e.g., Discovery Education, AIMSweb, developing quality learning targets, developing formative assessments connected to learning goals) to update content knowledge and current professional practices (e.g., common planning time for some teachers, department and grade level meetings, teleconferencing between the middle schools) for teachers. District leadership assists school leadership in planning or delivering professional activities focused on current professional practices to challenge and motivate student learning. District leadership has not developed a systematic process for monitoring classroom instruction to determine if professional development has impacted instructional practices and student learning.

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

District and school leaders have not always provided teachers appropriate training for analyzing student work to inform instructional practices. District and school leadership provide opportunities (e.g., common planning, professional learning communities) for teachers to analyze student work but not all school leadership requires teachers to routinely engage in the analysis of student work. District and school leaders have not ensured all schools have established a specific protocol for examining student work to guide instruction. District leadership does not ensure that analysis of student work

# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating 2**

is tied to modifications of instruction and changes to teaching practices.

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

The board adopted a homework policy (08.211) that states each school should establish standards for out-of-school assignments that encompass the amounts and types of homework assignments to be given by grade level. The superintendent recommends school councils establish homework policies that are equitable, developmentally appropriate and extend learning beyond the classroom.

**District Leadership Assessment Summary Report**

**Pulaski County**

**School District**

1/29/2012 - 2/3/2012

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary of recommendations in: **Academic Performance**

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

District and school leadership should collaboratively develop a systematic process for monitoring instructional strategies to ensure all classroom instruction is rigorous and student-centered.

District and school leadership should provide training for teachers to effectively analyze student work. District and school leaders should identify a specific protocol for examining student work to inform instructional practices.

#### Resources:

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

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>

Developing Quality Open Response and Multiple Choice Items for the Classroom Office of Teaching & Learning (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://education.ky.gov/users/jwyatt/PlanningGuide/Developing%20KCCT-like%20Questions.pdf>

Fullan, M.G., Hill, P. & Crevola, C. (2006). *Breakthrough*. Thousand Oaks, CA: Corwin Press.

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

Literacy resources - <http://education.ky.gov/KDE/Instructional+Resources/Literacy/Literacy++Valuable+Resources/Literacy++Professional+Resources.htm>

# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

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

### **Performance Rating**    **4**

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

District leadership uses multiple forms of communication (e.g., newsletters, local media, web pages, Facebook, advisory councils) to disseminate information to all stakeholders on a regular basis. District leadership generates a variety of brochures (e.g., gifted services, preschool, welcome to the community) to share information with the community. The superintendent and district leaders serve on community boards (e.g., Chamber of Commerce, Industrial Foundation, Pulaski County Education Consortium, Multidisciplinary Team, Rotary,) as an avenue of sharing information throughout the community. District leadership regularly updates displays of student work and achievement in the local the community.

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

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

The board adopted Safety Policy 05.4. District leadership, in collaboration with first responders, revised the comprehensive Safety Plan through funding from a Readiness and Emergency Management for Schools grant. A second Readiness and Emergency Management for Schools grant is being used to transfer the plan onto the Web pages with district and school specific information. District leadership, in partnership with the local law enforcement, employs Safety Resource Officers. District leadership completed safety assessments at both middle schools conducted by the Kentucky Center for School Safety in Fall 2011. The assessments identified areas to be addressed (e.g., staff identity badges, signage, a buzz-in system). District leadership conducts random drug testing on high school students involved in competitive sports, drivers and volunteers. Students that test positive are monitored and offered counseling services. District leadership has installed centralized digital security monitoring systems at both high schools. The board has adopted Citizen Complaint and Suggestions 10.2, Grievances (Certified) 03.16 and Grievances (Classified) 03.26 policies. Grievances procedures are published in the district Code of Acceptable Behavior and Attendance Policy document. That document is distributed to all students and includes a sign-off sheet for parents. District leadership sometimes assists school leadership in developing school specific behavior management policies and procedures. District leadership compiles, analyzes and implements strategies using information collected from multiple surveys (e.g., school quality, Kentucky Incentives for Prevention, bus behavior, bullying) and data (e.g., student attendance, discipline, walkthrough) to improve student achievement and learning environment. District leadership implements intervention strategies and programs (e.g., home visits, Check and Connect, Ripple Effects, Pulaski Central Alternative School) designed to engage students at risk of dropping out.

- 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 superintendent and district leadership demonstrate a focus of high expectations for all students. The message is regularly communicated through a variety of strategies (e.g., superintendent's weekly newsletter to staff, e-Walks, advisory group meetings, district personnel on community

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

boards). District leadership provides opportunities (e.g., district curriculum specialist meetings, district Response to Intervention coordinator meetings, teacher leadership institute) for staff members to discuss and share strategies to reach struggling students. The superintendent's weekly newsletter to staff sets the tone for recognition and support of personnel and students. The board regularly acknowledges and celebrates student and staff achievements. Multiple outlets (e.g., local media, Web page, Facebook) are used to recognize and celebrate successes.

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

District leadership reviews school council policies to ensure all required policies are in place. The district Code of Acceptable Behavior and Attendance Policy is the foundation for each school's behavior management plan. District leadership has coordinated the implementation of Kentucky Center for Instructional Discipline Positive Behavioral Interventions and Support in some schools. District leadership regularly monitors discipline and academic data (e.g., Infinite Campus discipline reports, AIMSweb, Discovery Education) to determine fidelity in implementation of policies and procedures. District leadership recognizes and rewards student and staff for academic and behavioral accomplishments (e.g., Community Council of Character's student and staff members of the month, attendance awards).

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

The superintendent and district leadership provide multiple opportunities for teaching and non-teaching staff input (e.g., surveys, committees) into district and school decisions. Support staff members (e.g., instructional assistants, Family Resource and Youth Services Center staff) participate in decisions relating to student learning and achievement. Non-teaching staff (e.g., bus drivers, maintenance staff) provide input in decisions involving student learning environment (e.g., student transportation, facilities).

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

District leadership uses multiple forms of communication (e.g., district mission statement, newsletters, committee meetings) to inform staff regarding the

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

impact of each individual's role and responsibility for the learning environment and achievement of students. District leadership has supported the implementation of professional learning communities. Teachers are provided opportunities through the professional learning communities to share and discuss challenges and strategies in teaching and learning. The district provides a variety of professional development opportunities to expand staff instructional skills and tools.

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

District leadership reviews school council policies to ensure required policies are in place. The board adopted and district leadership implements a staffing formula that meets state requirement for teacher-student ratio. District leadership meets with school leadership to address additional staff when requested for meeting identified student needs. District leadership initiated the employment of a curriculum specialist at each school to enhance teacher competence.

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

The board adopted Promotion and Retention Policy 08.22 which requires parents be informed when their student is performing below expectations. District leadership requires school leadership to regularly report student progress to parents. Parents are able to access student grades electronically through the district maintained Infinite Campus parent portal. District leadership monitors student progress on the development of individual learning plans. District leadership delegates responsibility to school leadership to ensure parents are informed and participate in their student's individual learning plan.

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

The superintendent's parent and student advisory committees are instrumental in monitoring perceptions throughout the school community. District leaders serve on community boards to share and collect information pertinent to the district. District leadership analyzes school quality surveys to gauge parent perceptions of the district and individual schools. District

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

leadership initiates conversations with school leadership to identify, implement and support initiatives (e.g., Kentucky Center for Instructional Discipline, Community Council of Character) designed to build relationships and respect.

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

District leadership regularly celebrates student academic successes, both formally (e.g., board meetings, local media) and informally (e.g., weekly newsletter, positive feedback). Multiple communication strategies are used to share and celebrate successes. District leadership ensures yearly orientation meetings are held for employees (e.g., Family Resource and Youth Service Center staff, school secretaries) responsible for sharing information with public media. Orientation includes distribution of Telling Our Story, A Guidebook for Communicating Effectively About Your School. The district developed document includes how and what to report and submit for publication. District leadership shares district pride and student successes within the community in a variety of ways (e.g., student work and the Outstanding Student Achievement displays at the local mall, "Proudly Invested in Pulaski County Schools our Community's Future" license plates).

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

District leadership explores, initiates and implements a variety of programs (e.g., Extended School Services, drug and alcohol counseling, character coaches, Kentucky Center for Instructional Discipline) to address barriers to student learning. Family Resource and Youth Services Centers implement programs to address the unique student needs at individual schools. District leadership uses data to monitor dropout rates and has implemented research-based programs (e.g., Ripple Effects, Novel Star) designed to decrease the number of student dropouts. District leadership provides teachers with a variety of tools (e.g., long distance video classroom links, assistive technology for exceptional child, GEAR UP) to address unique instructional challenges within the student population.

**District Leadership Assessment Summary Report**

**Pulaski County**

**School District**

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary of recommendations in: **Learning Environment**

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

The superintendent and district leadership should ensure facility entrances are locked and consider installing buzzer systems to ensure the safety of students and staff.

District leadership should ensure the Kentucky Center for Instructional Discipline Positive Behavioral Interventions and Support program is implemented as a district initiative. District leadership should ensure all schools fully implement the program to ensure consistency of behavioral expectations throughout the district.

#### 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.

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

Kentucky Center for Instructional Discipline, Mike Wafford (502)-564-9671 - <http://www.kycid.org/>

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

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

Review of attendance records, classroom displays, comprehensive district improvement plan, curriculum maps, district technology plan, eWalk data, Extended School Services program overview and data, Family Resource Youth Services Center grant proposal, Individual Learning Plans, Kentucky Performance Report disaggregated data, master school schedule, parent and community member workshop schedule, policies and procedures on access to student records, professional development records, school visitors register, Software Technology, Incorporated reports, student discipline reports and Title 1 program plan

Interviews with central office staff, classified staff, community members, counselor, curriculum resource specialist, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, school nurse, students and teachers

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

#### **Performance Rating    3**

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

The superintendent has implemented a parent advisory council and district leadership staff serve on community boards (e.g., Chamber of Commerce, Industrial Foundation, Multi-disciplinary) to solicit input and share information about the district. The superintendent regularly communicates with families through local media, Facebook and One-Call. District parent involvement coordinator collaborates with school coordinators to implement a parent involvement program at all schools. District leadership meets monthly with Family Resource and Youth Services Center directors to discuss and plan for implementing programs to reduce barriers to learning. District leadership and Family Resource and Youth Services Center directors have formed partnerships with many community agencies (e.g., Lake Cumberland District Health Department, Commission for Children with Special Health Care Needs, Chamber of Commerce, Project 58:10) to help meet needs of families. The Family Resource and Youth Services Center directors have implemented programs (e.g., Grandparents Support Group, Back to School Extravaganza, backpack meals, Parents as Teachers) to support interventions. The board has adopted Attendance Requirement Policy 09.122 and Absences and Excuses Policy 09.123. District attendance procedures are published in the Pulaski County School System Code of Acceptable Behavior

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

handbook. This document is distributed to all students with a sign-off sheet for parents. District and school personnel (e.g., Comprehensive Family Services Team, high school education support case manager, Family Resource and Youth Services Center directors) collaborate to provide interventions to divert truancy and drop outs. The district offers programs (e.g., Pulaski Central Alternative School, credit recovery, check and connect, Parents as Teachers) to reduce dropout rate.

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

District leadership meets monthly with Family Resource and Youth Services directors to get an up-date on what individual schools are doing to meet needs of students, introduce new community partners and to plan for programs and services for reducing barriers to learning. District leadership monitors Title 1 and Extended School Services programs (e.g., Infinite Campus reports, AIMSweb, Discovery Education, annual reviews) to ensure they are meeting the needs of students. Guidance counselors provide services for students in all schools except the persistently low achieving school. District leadership provides sufficient technology (e.g., Promethean boards, audio technology, long distance video classroom links, assistive technology, ceiling mounted projectors) in district schools. The board has adopted Curriculum Policy 08.1 to ensure all students have access to common academic core. District leadership has developed procedures for monitoring curriculum delivery (e.g., review of assessment data, curriculum maps, eWalks) to make sure a standards-based curriculum is taught to all students. District leadership monitors the appropriate use of funds from state and federal programs and grants by requiring purchase requisition approval by district grant and program managers. District leadership monitors state and federal programs (e.g., Infinite Campus reports, assessment data, program reviews) to ensure they effectively support student learning.

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

District leadership provides instructional resources that support active learning (e.g., literacy centers, science labs, math manipulatives, gifted education programs, real-life job experiences). District leadership partners with Lake Cumberland District Health Department to provide a school nurse

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

for all schools. Family Resource and Youth Services Center directors and school nurses make referrals to address student health and social needs. District leadership partners with many agencies (e.g., Adanta Group, Somerset Mental Health, God's Food Pantry, Lake Cumberland District Health Department, Chamber of Commerce, Habitat for Humanity) to meet student needs. District and school leadership uses data (e.g., AIMSweb, Discovery Education, ACT) to identify academic and behavioral needs of students. District and school leadership have implemented Response to Interventions classes in reading and math and Positive Behavioral Interventions and Supports. Response to Intervention teams meet each month to monitor progress, make necessary student changes, evaluate interventions and report results to district leadership. A special education liaison has been assigned to each school to conduct strategic planning meetings for referring students for special education services. All district schools have curriculum specialists and an AmeriCorp worker and some schools have a math intervention teacher. District leadership has provided some training (e.g., "Hear Our Cry"-Ruby Payne training, differentiated instruction) to help staff understand the impact of cultural differences on learning. District leadership and school leadership have discussions regarding student needs (e.g. student enrollment in advanced placement courses, monitoring master schedules to ensure correct sequence of courses, required minutes of instruction). Student class assignments are made by school leadership.

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

The board adopted Student Records Policy 09.14 that addresses the maintenance, security and quality of student records. Infinite Campus is used to maintain student attendance, academic, medical and discipline records. Student cumulative folders are kept in secure areas in the schools' front offices. District leadership regularly monitors the completion of individual learning plans through reports from each school.

# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

District and school leadership collaborate to ensure each school provides services (e.g., Extended School Services, Response to Interventions, Novel Stars credit recovery, Success Maker math, teacher volunteer tutoring) for students who need additional time and assistance beyond the regular classroom. District leadership monitors these services (e.g., Infinite Campus reports, AIMSweb data, Discovery Education data, Response to Intervention team meetings, monthly evaluation of intervention reports), but changes to services and the addition of new services does not always occur. District leadership does not regularly facilitate collaboration among support programs and services to eliminate gaps and overlaps.

**District Leadership Assessment Summary Report**

**Pulaski County**

**School District**

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary of recommendations in: **Learning Environment**

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

District leadership should identify a director to coordinate guidance services with consistency across the district.

Resources:

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

Decker, L.E. & Decker, V.A. (2001). *Engaging Families & Communities: Pathways to Educational Success*. Fairfax, VA: National Community Education Association.

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

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

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

# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

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

### **Performance Rating    3**

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

District leadership ensures most professional activities are job-embedded (e.g., district staff, curriculum specialists, teacher trainers, book studies, peer-modeling, professional learning communities) provided during time in each school's schedule, the school day and within the district school calendar. Most district improvement plan initiatives are structured to be multi-year programs providing staff professional development activities that include follow-up and support.

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

District leadership reviewed multiple forms of data (e.g., Kentucky Interim Performance Report, No Child Left Behind, Educational Planning and Assessment System, AIMSweb, Discovery Education, attendance, graduation rate) to establish needs and develop student learning goals and priorities for the district improvement plan and to review connections to the learning needs of students documented by analysis of this assessment data. This process includes the identification of sub-populations and achievement gaps. District leadership returns improvement plans and professional development plans to the school leadership when the plans do not have a direct connection to the current student achievement data. District leadership provides assistance to school leadership to revise the plan in order to strengthen the connections when a review of the school improvement plan detects a weakness. District leadership reviewed and returned the plans of the persistently low achieving school for revisions on multiple occasions during the current school year.

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

The board adopted Evaluation 02.14 (Superintendent) and Evaluation 03.18 (Certified) policies and related Administrative Procedures to guide evaluation of staff. The district Evaluation Committee developed a Certified Personnel Evaluation Plan Handbook 2010-2012 which was approved by the board on November 9, 2010 and contains guidelines, timelines and procedures necessary to fulfill requirements of state law and board policy. The Kentucky Department of Education granted approval of the plan on November 30,

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **3**

2010, certifying the plan was in compliance with all state requirements. District and school leadership comply with the procedural requirements of the certified evaluation plan.

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

The board adopted Evaluation 02.14 (Superintendent) and Evaluation 03.18 (Certified) policies and related Administrative Procedures to guide evaluation of staff. The district Evaluation Committee developed a Certified Personnel Evaluation Plan Handbook 2010-2012 which was approved by the board on November 9, 2010 and contains guidelines, timelines and procedures necessary to fulfill requirements of state law and board policy. The Kentucky Department of Education granted approval of the plan on November 30, 2010, certifying the plan was in compliance with all state requirements. All primary evaluators attend certified evaluator trainings as required to implement the evaluation process, and the plan requires multiple observations with opportunities for feedback. District leadership responds to requests from school leadership for additional support in executing the evaluation process.

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating    2**

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

District leadership communicates the belief that professional development is an important process for bringing about change in the practices that leads to increased student performance, especially for struggling students. District leadership has included essential professional development to support improvement activities found in each of the district improvement plan components. The district professional development plan has been collaboratively developed and follows the guidelines and standards of Senate Bill 1 (2009). The leadership provides extensive professional development opportunities to promote instructional and leadership growth. Many professional opportunities are provided within the district by administrator and teacher trainers. Some critical professional development opportunities are outside of the district (e.g., Southeast-Southcentral Educational Cooperative, Kentucky Educational Development Corporation, Kentucky Association of School Administrators). School-based professional development offerings are not clearly identified to support the goals of the school improvement plan of the persistently low-achieving high school. District and school leadership do not effectively monitor to ensure strategies learned in these professional development offerings are effectively implemented by each staff member to significantly impact student achievement

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

The District Leadership Network (i.e., a leadership team with teacher, principal and district administrator membership) collaboratively developed the district professional development plan using formal and open communication. The plan is designed to meet identified needs of the district and schools and to comply with the objectives and standards of Senate Bill 1 (2009). Some professional development activities are completed on an annual basis. Most professional development activities are multi-year, job-embedded, have continuity from year to year and scaffold on previous training experiences. District and school leadership do not always monitor strategies learned in these professional development offerings to determine their impact on student achievement.

- 6.1c Staff development priorities are set in alignment with goals for student

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

### **Performance Rating    2**

performance and the individual professional growth plans of staff.

District leadership ensures professional development priorities for district and school administrators are intentionally aligned with the goals for student performance and for individual professional growth plans. District and school leadership make intentional connections to design a professional development plan to support individual professional growth needs of the staff. District leadership articulates the expectations that school leadership ensures professional development activities for certified staff align to individual professional growth and school improvement goals for student performance. District leadership has formal procedures to monitor the implementation of this process, but they are not always followed consistently.

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

District leadership review multiple forms of data (e.g., Kentucky Interim Performance Report, No Child Left Behind, Educational Planning and Assessment System, AIMSweb, Discovery Education, attendance, graduation rate) to establish needs and develop student learning goals and priorities for the district improvement plan. The district improvement plan makes clear connections to school improvement through staff professional development priorities and activities that focus on student learning goals. District leadership does not always collaborate with school leadership to ensure alignment always occurs between professional development activities and each school's improvement plan.

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

District leadership follows state guidelines when allocating regularly available professional development funds to schools. District leadership responds, as resources permit, to requests from school leadership for approval of professional development activities to address specific initiatives. District leadership pursues grants and encourages school leadership to seek assistance from external sources when additional resources are needed to support these initiatives. District leadership has not established a formal process to effectively monitor and evaluate the impact of professional development activities, resources and expenditures on the professional growth and learning of teachers to determine whether they are sufficient to

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating 2**

meet identified needs of all students.

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

District leadership requires all certified personnel to develop an individual professional growth plan as outlined in the Certified Personnel Evaluation Plan Handbook 2010-2012. School and district level administrators generally develop draft individual professional growth plans for discussion with the primary evaluator. The administrator and primary evaluator reach agreement on final plans after making any necessary modifications during goal setting conferences. However, the formal district plan does not require collaborative development of individual professional development goals. The principal of the persistently low achieving high school unilaterally assigned the same growth plan goals to all teachers for the 2011-2012 school year and did not encourage adoption of individual growth plans specific to individual teacher needs. District leadership does not monitor to determine if school leadership reviews and revises individual professional growth plans as necessary throughout the year. The primary evaluator reviews individual professional growth plans annually. District leadership has not developed a formal process to ensure all plans are fully implemented or produce intended results.

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

The district improvement plan includes some strategies that require specific tasks and activities for school and district administrators; however, no intentional effort to identify and develop strategies specifically to address instructional leadership needs or leadership skill development was included in the district improvement plan. All administrators receive the necessary hours of training required by the Effective Instructional Leadership Act for activities that usually support district initiatives or individual needs.

# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

**Performance Rating**    **1**

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

District leadership seldom monitors to determine whether the persistently low achieving high school administrators are effectively using formative teacher evaluations or to determine the timeliness and effectiveness of feedback and support provided to teachers. School personnel submit copies of completed summative evaluations to the district office, but district leadership does not conduct a review to determine the quality of those evaluations or to identify trends in the professional growth needs of staff. District leadership provides support and guidance upon request or when specific personnel performance issues are identified but has not established a formal monitoring process to ensure school leadership provides certified staff members with the support necessary to improve their professional practices and produce the desired changes articulated in their individual professional growth plans. District and school leadership comply with the procedural requirements of the certified evaluation plan, but district leadership has not established procedures to determine the extent to which the evaluation process helps improve teaching practice or produces significant and timely improvement in student growth and achievement.

**District Leadership Assessment Summary Report**

**Pulaski County**

**School District**

1/29/2012 - 2/3/2012

Summary Findings in: **Learning Environment**

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

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary of recommendations in: **Learning Environment**

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

District leadership should systematically monitor the effectiveness of professional development resources allocated and provided to the persistently low achieving high school. District leadership should focus the principal, priority managers, and other district administrators around clear goals and expectations and provide the principal with support and clear accountability for producing improved results.

District leadership should provide a clear strategy for developing the collective capacity of all administrators and teachers to function as members of a professional learning community. District leadership should work with principals to identify nonnegotiable professional learning community practices in each school. District leadership should assist in clarifying the priorities and be vigilant in monitoring the degree to which the priorities are understood and implemented throughout the district.

District leadership should develop and implement a process to monitor and evaluate the impact of the professional growth and evaluation plan on teacher and administrator practices and student performance. This process should include collaborative development of individual growth plan goals and incremental review of progress toward meeting those goals accompanied by ongoing, timely feedback. District and school leadership should ensure a direct connection between and among goals in the district and school comprehensive improvement plans, personnel evaluations and individual professional growth plans.

The superintendent should maximize use of the professional growth and evaluation process to hold the principal at the persistently low achieving school accountable to hold all school personnel (e. g., administrators, counselors, teachers) accountable to ensure an intentional focus on meeting the growth and achievement needs of all students.

#### Resources:

Certified Personnel Evaluation Update Training with Focus on Utilizing Professional Growth Plans: A Tool for Improving School-Wide Achievement and Reducing Gaps. (Available from Kentucky Association of School Administrators. Frankfort, KY 40601). <http://KASA.org>

Developing Individual Professional Growth Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). SISI Toolkit, Standard 6. [http://www.education.ky.gov/SISI\\_Toolkit/Standard%206/Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc](http://www.education.ky.gov/SISI_Toolkit/Standard%206/Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc)

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

# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

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

### **Performance Rating    3**

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

District and school leadership present academic data (e.g., state assessments, Discovery Education) to the board. The superintendent uses data to make recommendations to the board. Board members participate in an annual “archive walk” which provides an opportunity for school leadership to showcase their schools and engage in conversations with board members regarding student achievement data and improvement planning goals. District leadership utilizes multiple sources of data (e.g., ACT, Interim Performance Report, No Child Left Behind) in the development of goals and objectives for district improvement planning. District leadership incorporates schools’ improvement goals in the district plan and gains input from school leadership before making curricular and instructional decisions that impact student achievement.

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

The superintendent collaborates with all administrators to develop individual growth plans focused on effective leadership skills connected to individual, district and school improvement goals. The superintendent reviews administrative growth plans each spring during annual evaluation conferences and provides feedback to administrators on progress made toward meeting identified goals. The superintendent assists administrators with revisions of growth plans as needed if targeted individual and school or district goals are not being met.

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

District leadership facilitates an annual district data day in the fall for all schools’ staff members to review and disaggregate assessment data (e.g., EXPLORE, PLAN and ACT, No Child Left Behind) for the purpose of identifying achievement gaps among subgroup populations (i.e., disability and

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

**Performance Rating**    **3**

free and reduced lunch). District and school leadership utilize disaggregated data to identify goals and objectives for district and school improvement planning. District leadership (e.g., curriculum specialists, instructional supervisors) regularly collaborates with school leadership to engage in data (e.g., AIMSweb, Discovery Education) disaggregation and analysis to identify achievement gaps in subgroup populations and assist in setting school and district improvement plan goals. District leadership has implemented district initiatives (e.g., AdvanceKentucky training, GEAR-UP grant, Response to Intervention focus and training, curriculum specialists in all schools, math coach at one high school and middle school) to positively impact student learning and to meet the learning needs of all students.

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

District leadership provides district and school staff access to current curriculum documents (e.g., curriculum maps, math and language arts network training information, Kentucky Core Academic Standards) and multiple data (e.g., Discovery Education, AIMSweb, Triumph College Admissions) resources. District leadership ensures staff members receive training necessary to use curricular, data and technology resources. District leadership has recently provided multiple training opportunities (e.g., Quality Core, AdvanceKentucky, Promethean boards, Discovery Education, End-of-Course exams, Kentucky Core Academic Standards) for staff. Instructional supervisors routinely meet with school leadership and curriculum specialists to provide updated information regarding curriculum and assessment learning goals.

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

District leadership communicates the expectation that instructional time should be utilized to meet the learning needs of all students. The superintendent and district leadership have encouraged school leadership to implement fully-functioning professional learning communities to focus on ways to improve instructional practice and student learning. District leadership conducts eWalks in all schools to monitor instructional practice and learning environment and to provide feedback to teachers and school leadership. District eWalk standards (e.g., teacher engagement, student engagement, “I

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **3**

Can" statements, student work) provide expectations for protection of instructional time by promoting meaningful and engaging instruction and student work aligned with assessment and content standards. District leadership regularly collaborates with school leadership to review eWalk data and discuss goals for instructional improvement. The board adopted a district code of acceptable behavior and district leadership encouraged schools to implement the Kentucky Center for Instructional Discipline Positive Behavioral Interventions and Supports to lessen behaviors disruptive to the learning environment. District leadership ensures councils have all required policies and encourages the development and implementation of recommended best practice policies.

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

The superintendent provides instructional staffing allocations to schools' leadership that meet or exceed state guidelines. District leadership requires school leadership to submit annual prioritized cognitive and non-cognitive needs assessments. District leadership ensures the equitable distribution of resources and materials are connected to district and school improvement goals and gives consideration to unique student learning needs of each school (e.g., math coach at persistently low achieving high school and math coach at one feeder middle school, two additional math teachers over the allocation at persistently low achieving high school). All schools have curriculum specialists to provide additional instructional support. District leadership collaborates with school leadership to provide personnel (e.g., math coach, AmeriCorps Response to Intervention teachers, character coaches, drug and alcohol counselors) and resources (e.g., Ripple Effects, Novel Star, long distance video links) to remove barriers and assist in meeting the needs of all students. District leadership collects multiple sources of data (e.g., eWalk, needs assessments, perception surveys, budget analysis, high schools' master schedule analysis) to monitor the use of allocated resources to ensure they are having the intended impact on 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 board adopted Safety Policy 05.4. The board has approved a district

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating**    **3**

emergency management plan and a code of acceptable behavior and attendance policy. District leadership ensures councils have school safety plans and collaborates with school leadership to ensure implementation of these plans. District leadership provides emergency procedures flipcharts to all classrooms and ensures the organization of district and schools' emergency management teams. District leadership provides procedures and resources (e.g., security cameras, school resource officers, safety audits) to maintain a safe learning environment for students and staff. The district safe schools coordinator annually provides required safety drill information (e.g., earthquake, fire, tornado, lockdown) to school leadership and maintains completed drill schedules at the district office. Custodial staff and school resource officers conduct safety walkthroughs and school resource officers assist with the monitoring of safety drills. The district safe schools coordinator collaborates with Kentucky Center for School Safety to conduct safety audits and coordinates with the Somerset Public Safety Officer to assist with the monitoring of safety drills. The Kentucky Center for School Safety conducted safety audits at the middle schools in fall, 2011, but all assessment recommendations (e.g., entrance buzzer systems, signage) have not been implemented.

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

The district school council coordinator annually reviews council by laws and policies and has ensured councils have adopted all required policies. The school council coordinator collaborates with school leadership to ensure the implementation of council policies. The school council coordinator arranges required council member trainings and provides council members with current information primarily from the Kentucky Department of Education and Kentucky Association of School Councils. The council coordinator attends school council meetings and activities on a rotating basis to provide support and ensure councils are carrying out required responsibilities. The district school council coordinator facilitated a "Share Best Practices" council of councils meeting on December 6, 2011.

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

The superintendent articulates the expectation that principals are accountable for student achievement goals and routinely communicates this expectation in

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

### **Performance Rating    3**

multiple formats (e.g., monthly principal meetings, growth plan and evaluation conferences, eWalk instructional expectations). The superintendent utilizes the district's certified personnel evaluation process to collaborate with principals in developing and monitoring professional growth and school improvement goals. The superintendent has ensured all principals have growth plans that address leadership skills and school improvement goals connected to school and district improvement plans. The superintendent utilizes the corrective action plan process to address deficient leadership skills or failure by leadership to accomplish targeted improvement goals. The superintendent defined specific expectations for school improvement to the principal of the persistently low-achieving school that should be implemented during the 2011-2012 school year to support struggling learners and improve the instructional environment. The superintendent met with school leadership and staff members of the identified persistently low achieving high school in the fall, 2011 to explain next steps in the accountability process and communicated his expectations for improvement. The superintendent regularly communicates high expectations for school leadership, students and staff in a variety of ways (e.g., weekly newsletter to staff, monthly principal meetings, quarterly advisory council meetings, curriculum committee meetings). The superintendent communicates support for the AdvanceKentucky district initiative that promotes advanced placement opportunities and high expectations for all students. The superintendent and district leadership encourage leadership development skills by conducting book studies with principals and encouraging participation in professional leadership organizations (e.g., Kentucky Leadership Academy, Kentucky Association of School Administrators). The superintendent has an open-door policy and maintains personal contact with principals to provide support for instructional leadership growth. The superintendent and district leadership routinely provide principals with professional growth opportunities (e.g., instructional eWalks, principal meetings, data disaggregation assistance).

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### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

**Standard 7**                    **Leadership**

**Performance Rating    2**

7.1a Leadership has developed and sustained a shared vision.

District leadership, with input from stakeholders, developed a district mission statement in 2008. The superintendent and district administrators revised the mission statement in March, 2010. The board approved the revised mission statement, "The Pulaski County School System will ensure a quality, comprehensive education for each student" in April, 2010. Stakeholder input was solicited for the revised mission statement in June, 2010 during review of the district improvement plan. The mission statement is displayed in various locations (e.g., board office, Web site, board meeting minutes). The superintendent and district leadership have not developed district goals, vision or belief statements. The superintendent articulates his vision for student academic improvement as one that includes the establishment of exemplary advisory programs that focus on individual student learning plans and the implementation of fully-functioning professional learning communities in all district schools.

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

The district school council coordinator ensures school councils have all required council policies and monitors council agenda and minutes to ensure a focus on academic performance. The district council coordinator sometimes attends council meetings on a rotating basis to offer support and guidance on council operations. District leadership (instructional supervisors) occasionally attends council meetings to present or assist with the explanation of instructional or curricular programs. Some school councils include a standing item on council agendas for reporting student achievement to ensure consistent focus on academic achievement. District leadership has not ensured the school council at the persistently low-achieving school has an intentional or consistent focus on student achievement.

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Summary Findings in: **Efficiency**

**Standard 7**            **Leadership**

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary of recommendations in: **Efficiency**

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

The board and district leadership should initiate a process involving all stakeholders (e.g., district and school leadership, staff members, students, parents, community members) to develop vision, goals and belief statements for the district that provides a blueprint for continuous district improvement.

The board should include a standing item on board agendas for academic progress reports.

District leadership should develop a plan to routinely attend school council meetings to provide input and assistance and to ensure a consistent focus on student academic performance. The plan should encourage the inclusion of academic progress reports as standing items on council agendas and should guide school councils in adopting best practice council policies.

The superintendent and district leadership should ensure the principal and council at the persistently low-achieving school demonstrate a sense of urgency for improved student achievement. The superintendent must hold the principal accountable for ensuring that high-quality instruction is occurring in each classroom at the persistently low-achieving school.

#### Resources:

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

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

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

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.

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

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

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

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

### **Performance Rating    3**

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

District leadership collaborates with school leadership annually to analyze multiple sources of data (e.g., master schedule core content offerings, staff assignments, time devoted to instruction, student achievement, eWalk, program reviews) to measure the effective use of all resources for improving student achievement. District leadership meets monthly with school principals, curriculum team and district leadership team to analyze progress monitoring data (e.g., Discovery Education, AIMSweb, End-of-Course exams) to monitor improvements in student achievement over time and to analyze the current impact of all resources on student achievement and classroom practices.

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

The superintendent, instructional supervisors and program directors evaluate the persistently low-achieving high school's master schedule to ensure the trimester plan is implemented with fidelity and does not impede the instructional needs of the students. District leadership monitors the master schedule to ensure appropriate sequence of core content classes is being followed. District leadership provides scheduling assistance to school councils in all schools when requested. District leadership ensures that all students have access to core content offerings and intervention services. District leadership monitors all master schedules to ensure that the minimum instructional time is being protected. The district staffing policy meets or exceeds the requirements of state guidelines for teacher-student ratio.

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

District leadership collaborates with school principals to analyze staffing allocations and master schedule plans to determine resources and staffing needs beyond the board policy. District leadership evaluates the effectiveness of the schools organizational structures by analyzing multiple sources of data (e.g., No Child Left Behind, Interim Performance Report, eWalk, Exceptional

# District Leadership Assessment Summary Report

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### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

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

**Performance Rating**    **3**

Child program reviews, End-of-Course exams). District leadership connects student achievement data and school climate issues to formative evaluations through implementation and impact checks, eWalk observations and End-of-Course exams.

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

District leadership has implemented opportunities for all schools to participate in student management programs (e.g., Kentucky Center for Instructional Discipline Positive Behavioral Interventions and Support, District Code of Acceptable Behavior and Attendance) designed to lessen disruptions to classroom instruction and to improve the overall climate of the schools. More than 80 percent of all teachers responding to a survey (i.e., Teaching, Empowering, Leading and Learning responses) agree that teachers are allowed to focus on educating students with minimal interruptions and that teachers have sufficient instructional time to meet the needs of all students. Respondents also agreed that teachers are protected from duties that interfere with their essential role of educating students. Additional staff is provided for intervention services for all students in math and language arts. District leadership provides online management tools (e.g., video teleconferencing, V-Brick on-line professional development tools for classified and certified staff, AESOP on-line staff attendance management tool, on-line work order requests, purchase requisitions) to improve the efficiency of district personnel and to centralize some resources. The superintendent monitors the efficient use of instructional time through formative and summative staff evaluations, eWalk data, and monthly reports from principals and district leadership. District leadership has not ensured all school councils have adopted a protection of time policy.

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

District leadership provides opportunities for vertical and horizontal team planning by encouraging school councils to provide curriculum specialists, math and reading coaches and intervention teachers to meet the individual learning needs of all students. Discretionary funds are awarded to schools to

# District Leadership Assessment Summary Report

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### School District

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Summary Findings in: **Efficiency**

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

**Performance Rating**    **3**

provide additional staff and intervention resources when needs assessments are connected to the school improvement plans. District leadership provides monthly opportunities for grade-level staff to meet for vertical and horizontal planning. District leadership provides technology (i.e., video conferencing resources) to expand opportunities for common planning activities among school staffs across grade levels and content areas.

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

District leadership provides equitable resources (e.g., time, human, fiscal, physical) to schools to ensure all students have access to a quality, comprehensive education. District leadership is a visible presence in the schools to support teachers in providing a quality 21st Century learning experience. The superintendent's focus is on student achievement and school climate.

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 board is in compliance with 702 KRS 3.246 School Council Allocation formula. The board allocates all state and federal resources based on a formula using average daily attendance, current enrollment figures or projected enrollment figures. The board has adopted a district budget process that is flexible and procedures are in place to provide additional resources on a school-by-school basis. The superintendent requires school councils to submit prioritized cognitive and non-cognitive needs assessments to ensure all funding requests are connected to school and district improvement plans. District leadership collects data (e.g., implementation and impact checks, eWalk data, monthly reports from school principals, district leadership and curriculum teams) and monitors the impact of allocated resources on student achievement and classroom practices.

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.

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## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

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

**Performance Rating**    **3**

The superintendent requires school councils to submit prioritized annual needs assessments for cognitive (e.g., staffing, instruction, technology, professional development) and non-cognitive needs (e.g., furniture, equipment, additional staff above the staffing policy) when requesting discretionary funds and resources. District leadership connects identified needs to school improvement plan goals and activities. The board awards discretionary funds based on the demonstrated needs of individual schools.

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

Board members accept assurances from the superintendent and district personnel that school funding is connected to school improvement plans and that needs are based on student achievement data. District leadership team members present monthly reports (e.g., implementation and impact checks, student achievement data, expenditures connected to school improvement plans) to the board. School councils bi-annually report to the board showcasing school progress toward student proficiency.

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

District leadership allocates categorical funds in accordance with board policy 02.4242 and 702 KAR 3:246. Most categorical funds are allocated to schools based on free and reduced lunch rates, projected enrollments or average daily attendance. District leadership integrates some categorical funds to meet district wide needs, but most are used independently. The superintendent and district leadership collect and analyze data (e.g., implementation and impact checks, district eWalk, Discovery Education, AIMSweb) to monitor the impact of categorical programs on student achievement and instructional practices. Program coordinators monitor categorical funds according to program guidelines.

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

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## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

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

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

### **Performance Rating    3**

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

The superintendent and district staff utilizes multiple data sources (e.g., ACT, Interim Performance Report, learning checks, AdvanceKentucky reports, behavior reports) in the development of goals and objectives within the district improvement plan. School plans which include school specific data are reviewed and school goals and targets are embedded and supported within the district plan.

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

The superintendent and district staff members utilize multiple data sources (e.g., state and federal assessment data, eWalk data, technology survey data, common assessments) for identifying the goals, objectives, priorities and activities in the district plan.

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

The district improvement plan committee uses input from school leaders, curriculum specialists and district supervisors when identifying educational programs for their impact on student learning and addressing curriculum gaps. The planning committee focuses on state and national benchmarks for achievement when identifying district goals and activities to address student academic growth.

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

The superintendent and district staff, in conjunction with school staff, disaggregate student achievement data by identified groups (i.e., special education and free and reduced lunch) when setting goals, allocating resources and developing activities for the improvement plan to bring lower achieving students to proficiency.

# District Leadership Assessment Summary Report

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### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

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

**Performance Rating 3**

9.3c The desired results for student learning are defined.

District staff has clearly identified specific data targets with benchmarks for improvement within district plan components. Implementation and Impact checks are used to determine the effectiveness of plan activities toward meeting established benchmarks and data targets.

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

The superintendent and district staff have utilized surveys (e.g., school; district; Teaching, Empowering, Leading and Learning) to solicit information regarding district and school instructional and organizational effectiveness. The district provides the survey instrument and compilation of survey data results. School leadership is responsible for administering a school quality survey to students, staff and parents within their building. Survey results data is included in district and school improvement plans.

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

The superintendent and district staff members have developed clear, measurable goals (e.g., AdvanceKentucky initiative, GEAR-UP grant, strengthen Response to Intervention services by adding curriculum specialists to the district leadership team) to impact student achievement and have focused on more intensive targeted interventions and progress monitoring to ensure student achievement. District staff provides guidance and assistance to schools for development of school improvement plans. Clear timelines for the plan's development, refinement and implementation and impact checks are communicated to school leadership.

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

District staff has included specific activities for improving graduation rates and closing achievement gaps among special education and free and reduced lunch students in the areas of math and reading. The district improvement planning team created priorities and goals within the district improvement plan to reflect the identified priority needs of district schools. Activities in the district improvement plan are research-based (e.g., Discovery Education, AIMSweb)

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

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

**Performance Rating**    **3**

and should support efforts to raise student achievement levels when implemented with fidelity.

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

District staff members have identified timelines for the 2011-2012 improvement planning process that are clear, realistic and include both short and long term goals. State and federal funds are identified within the plan with the finance officer responsible for allocation of state funds and federal program coordinators responsible for the identification of federal allocations to support the plan's activities. Some funding sources are integrated within the district plan. District staff is identified within the plan regarding their role as component managers or for implementation of activities. Identified staff members are responsible for completion of implementation and impact checks.

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

District staff have developed a process with procedures to evaluate the effectiveness of the improvement plans' activities through routine implementation and impact checks which occur in May and November each year. The board requires schools to make a public report regarding the efforts being made at their school to improve student achievement and meet their improvement plan goals. The schools are divided into two groups with each group scheduled to present every other year. The presentations are made by the principal in conjunction with the school council members. Projects, programs and achievements are showcased for board members as evidence of the school's work toward student proficiency.

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

The superintendent and district staff have identified the mission statement "The Pulaski County School System will ensure a quality, comprehensive education for each student" as the primary standard by which the district will evaluate the effectiveness in addressing the issues identified in the district improvement plan. The goals and activities within the district plan are

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

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

**Performance Rating**    **3**

research-based programs that have demonstrated an ability to enhance student achievement when implemented with fidelity (e.g., AdvanceKentucky, GEAR-UP, Project Lead the Way, Science Technology Engineering Math).

9.6a    The plan is implemented as developed.

District leadership provides training, support and directions for development and implementation of school and district improvement plans. District leadership serves on the district planning committee and understands their roles and responsibilities in working toward full implementation of the district plan.

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

District leadership monitors student achievement data from multiple sources (e.g., Interim Performance Report, No Child Left Behind report, classroom assessments, AIMSweb) to determine progress schools are making toward achieving their plan's goals and overall district progress toward achieving state and federal goals. District staff (e.g., director of curriculum, curriculum specialists, instructional supervisors) disaggregate data on a routine basis to determine if efforts toward closing achievement gaps are successful.

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

District leadership utilizes eWalks and disaggregated longitudinal data to monitor classroom practices, determine that school strategies are being implemented as designed and determine student progress toward school and state benchmarks. Principals make bi-annual presentations to district staff regarding specific intervention strategies in use at their schools to address identified learning needs.

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

The superintendent and district staff have a comprehensive process in place to ensure all schools follow the annual planning process. District staff has created timelines with due dates and an outline with defined requirements for completing school and district plans. Funding allocation procedures have

# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

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

**Performance Rating**    **3**

been created to ensure all schools have the resources necessary to implement their improvement plans. School and district plans are reviewed twice a year and modifications are made to plans when necessary.

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

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

**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 superintendent and district staff provided an opportunity in March, 2010 for input by district staff into the revision of the district's mission statement "The Pulaski County School System will ensure a quality, comprehensive education for each student." The board approved the mission statement on April 13, 2010. Public input into the approved district mission statement was solicited from June 1 through June 14, 2011 during the review of the district comprehensive improvement plan with the board approved version remaining as developed. The superintendent and district staff members have not developed district vision, belief statements and goal statements.

**District Leadership Assessment Summary Report**

**Pulaski County**

**School District**

1/29/2012 - 2/3/2012

Summary Findings in: **Efficiency**

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

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

Summary of recommendations in: **Efficiency**

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

The district should develop vision, belief and goal statements to define board and district goals in creating 21st Century classrooms to ensure students are college and career ready.

Resources:

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

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

Kentucky Association of School Administrators - [www.kasa.org](http://www.kasa.org)

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

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

The superintendent and district leadership should ensure the principal and council at the persistently low-achieving school demonstrate a sense of urgency for improved student achievement. The superintendent and district leadership must ensure school leadership holds high performance expectations for all staff and ensure teachers accept professional responsibility and ownership for the success and failure of all students. The superintendent must hold the principal accountable for ensuring high-quality instruction is occurring in each classroom with student achievement as the primary focus. The superintendent must ensure the principal monitors instructional practice and utilizes the evaluation process to hold teachers accountable for improved student achievement.

The superintendent should ensure district and school leadership clearly communicate the role and expectations for all staff. Leadership should utilize the evaluation and professional growth plan processes to develop the knowledge and skills to fulfill the roles and meet the identified expectations. District and school leadership should clearly define the correlation between the staff evaluation process and professional development choices. Leadership must hold all staff accountable for their job expectations. Leadership must monitor staff to provide the needed support and direction for improving teaching practices. Leadership must use corrective action plans when warranted to effect needed changes. The evaluation process must result in improved behaviors designed to increase student growth and achievement especially within the persistently low achieving school.

District leadership should ensure all professional development activities are monitored for impact on classroom practices. Monitoring should include meaningful feedback to impact student achievement. District leadership should ensure all schools establish professional learning communities with fidelity. District leadership should identify a coordinator to organize all school counselors into a district professional learning community. District leadership should monitor to ensure the work of all professional learning communities is focused on goals, objectives and strategies in the district and school improvement plans. District leadership should assign liaisons to school councils. Liaisons should monitor to ensure councils' work is focused on student achievement and to provide guidance on best practice council policies.

The superintendent should ensure research-based, rigorous and effective instructional and assessment strategies are implemented in all classrooms to impact student achievement. District leadership should ensure classroom instruction and assessments are relevant, engaging and motivating to meet the diverse needs of all students. Leadership should ensure teachers use the results of assessment data and student work to modify instruction. District leadership should collaborate with school leadership to monitor the use of varied instructional and assessment strategies to challenge students to elicit high levels of critical thinking. District leadership should initiate and facilitate discussions between elementary and middle schools to eliminate curricular overlaps and gaps.

# District Leadership Assessment Summary Report

## Pulaski County

### School District

1/29/2012 - 2/3/2012

#### **In Conclusion:**

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

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

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

District Authority:

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

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

Commissioner, Kentucky Department of Education:

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

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

Superintendent, Pulaski County Schools

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

# District Leadership Assessment Summary Report

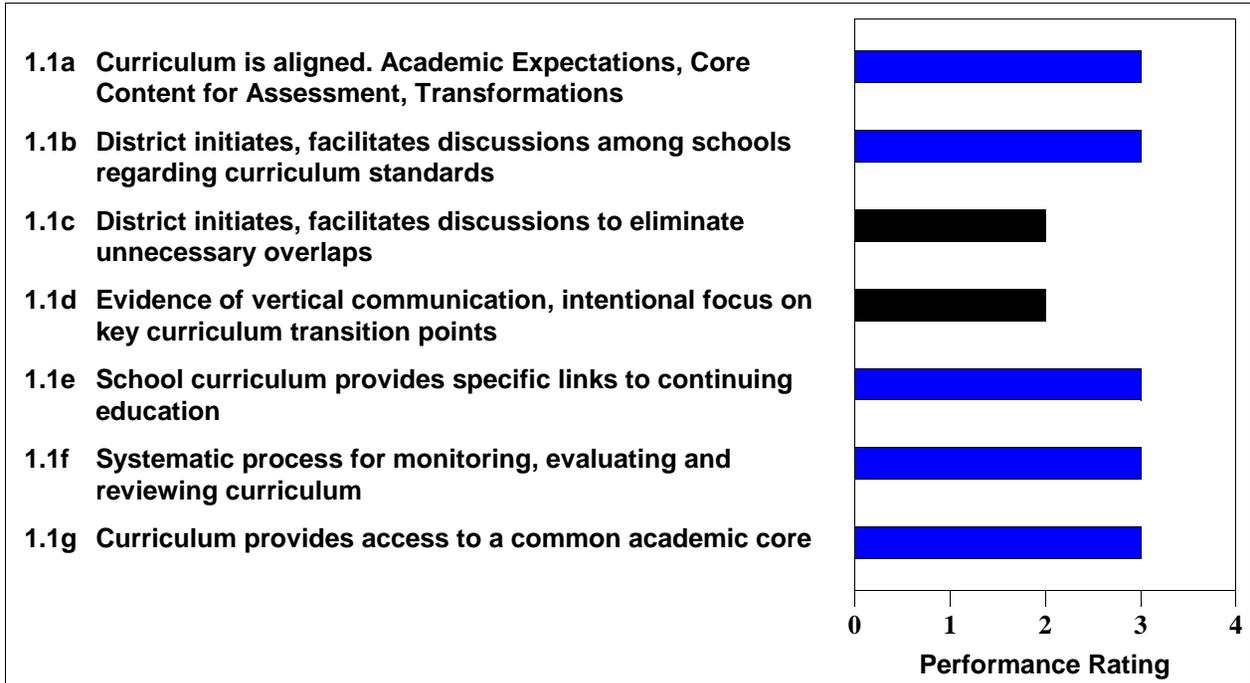
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 1.1 Curriculum

### Academic Performance



# District Leadership Assessment Summary Report

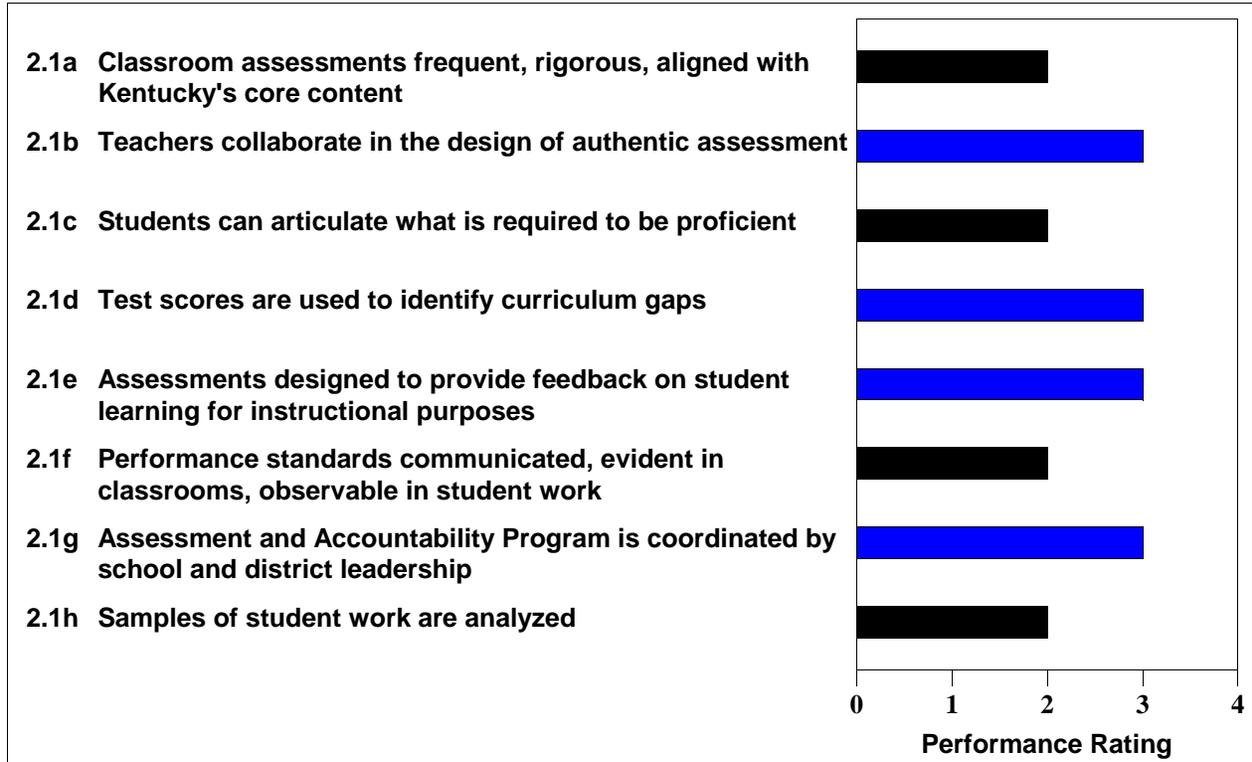
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 2.1 Classroom Evaluation/Assessment

### Academic Performance



# District Leadership Assessment Summary Report

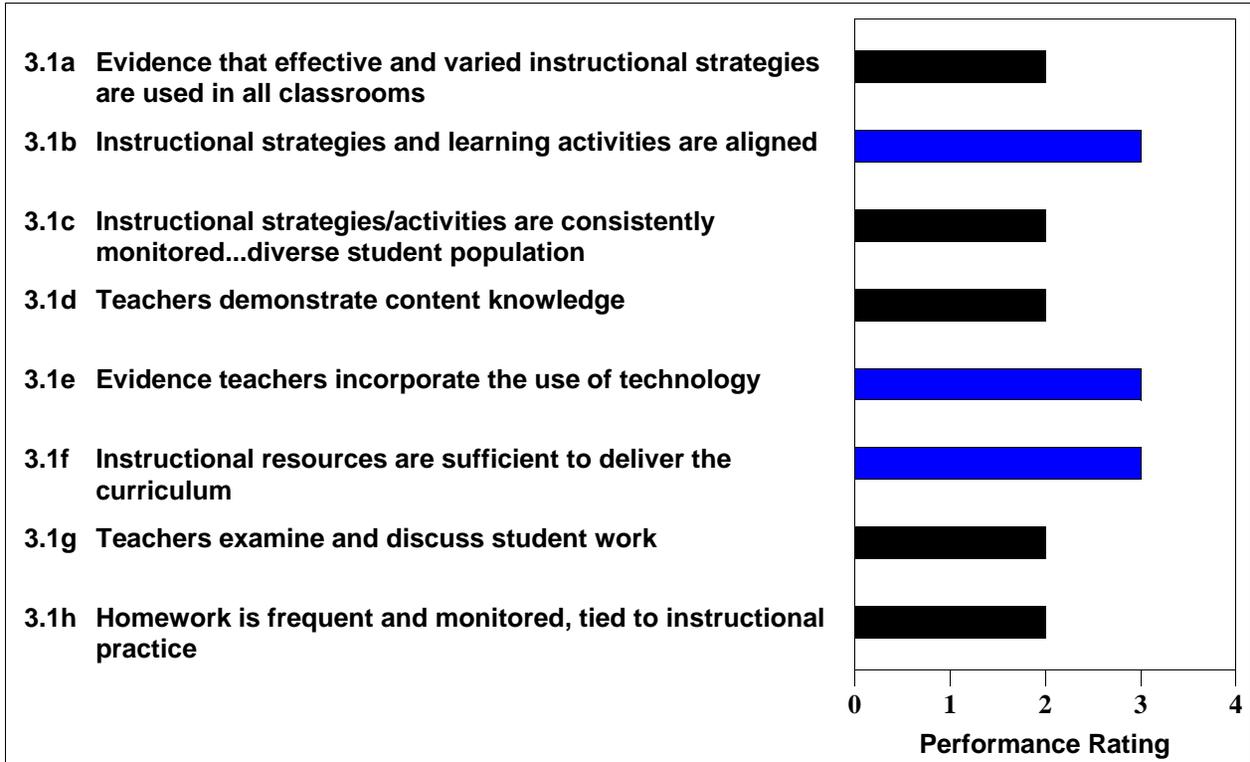
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 3.1 Instruction

### Academic Performance



# District Leadership Assessment Summary Report

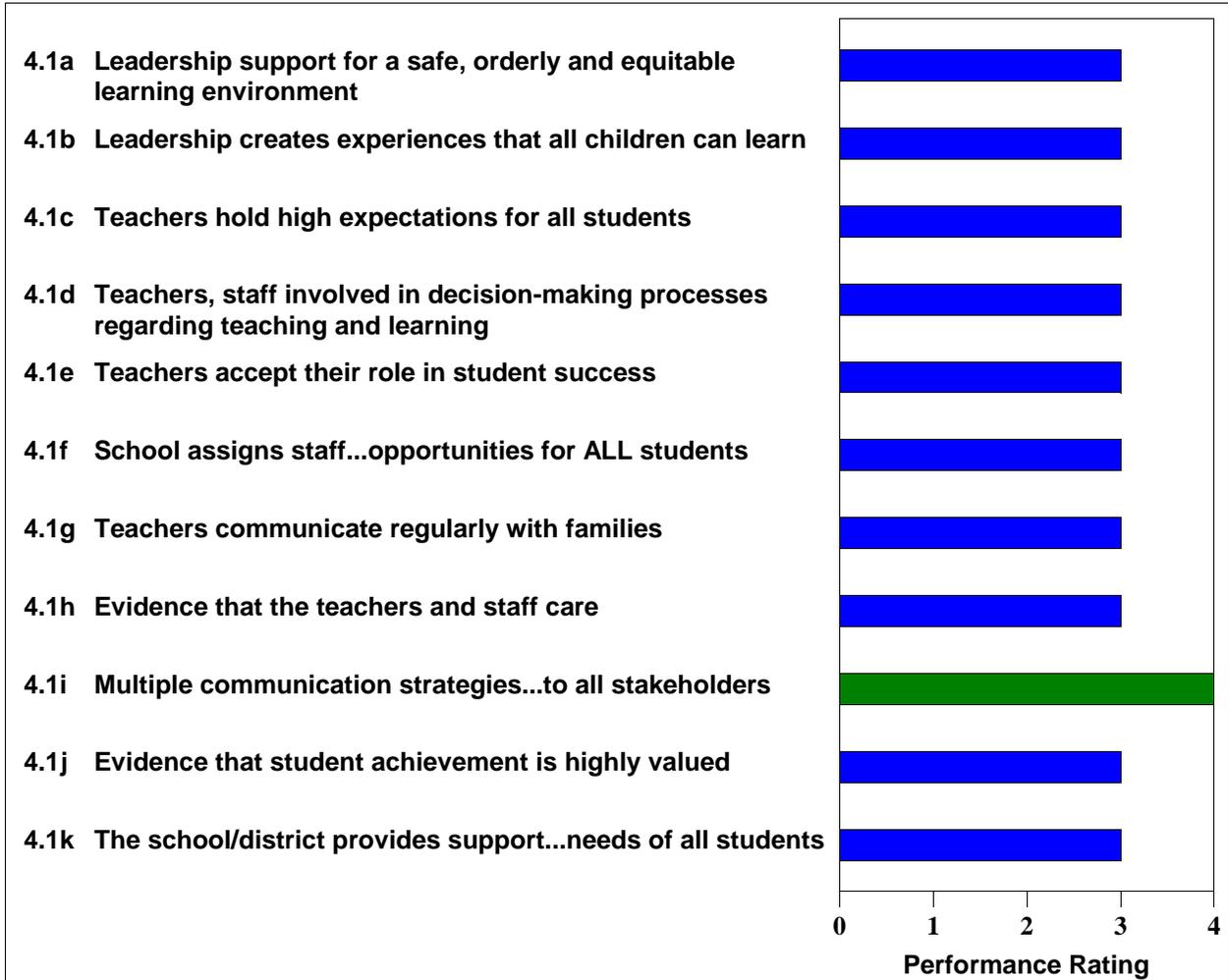
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 4.1 School Culture

### Learning Environment



# District Leadership Assessment Summary Report

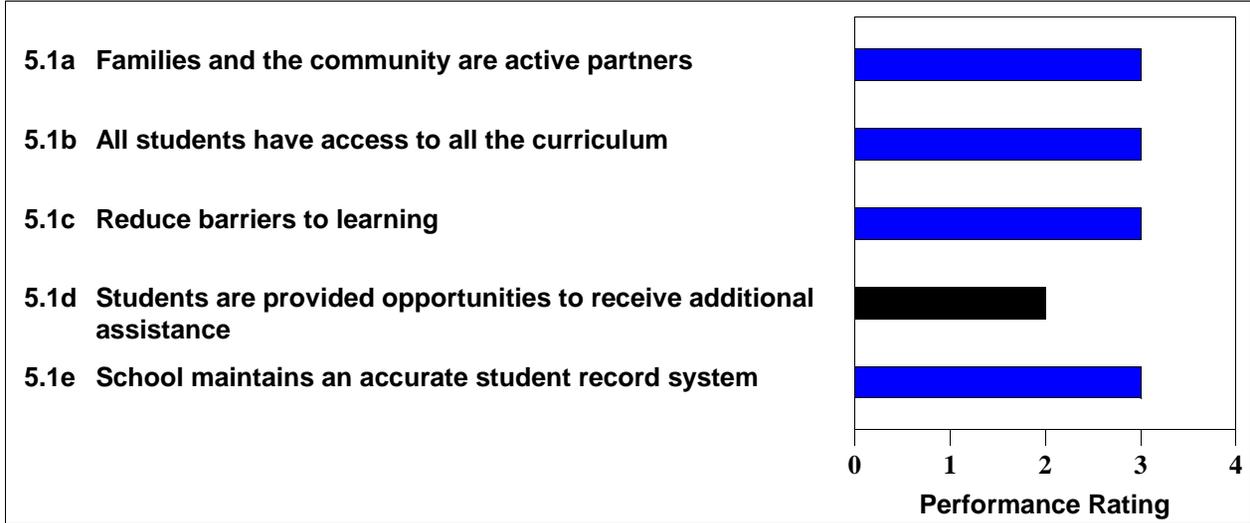
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 5.1 Student, Family and Community Support

### Learning Environment



# District Leadership Assessment Summary Report

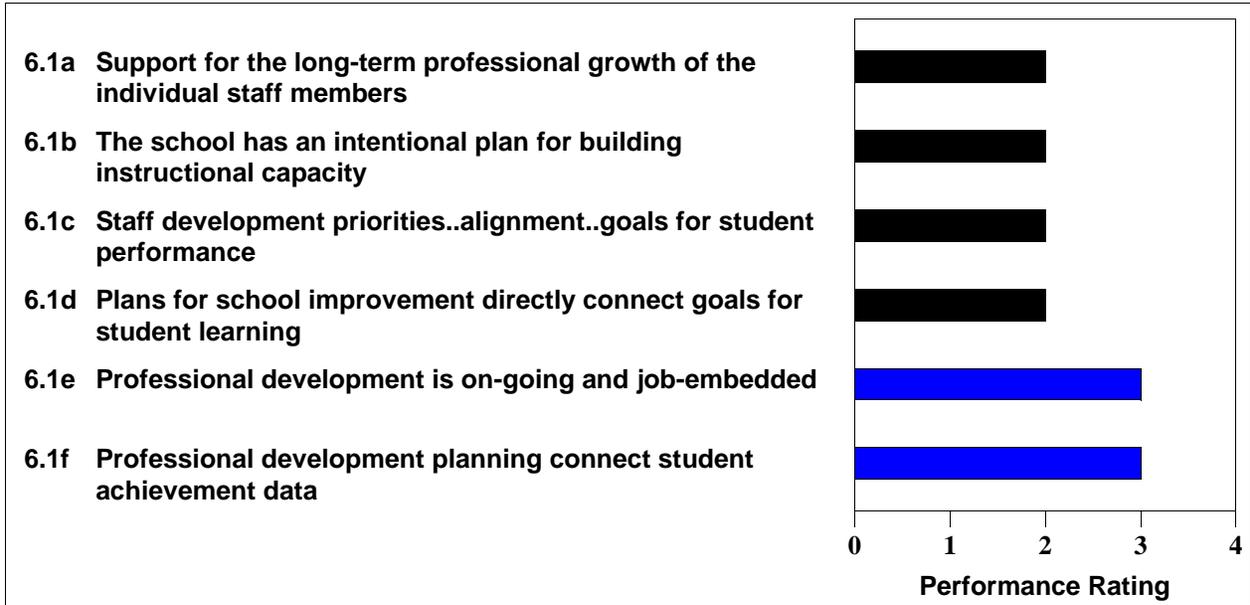
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 6.1 Professional Development

### Learning Environment



# District Leadership Assessment Summary Report

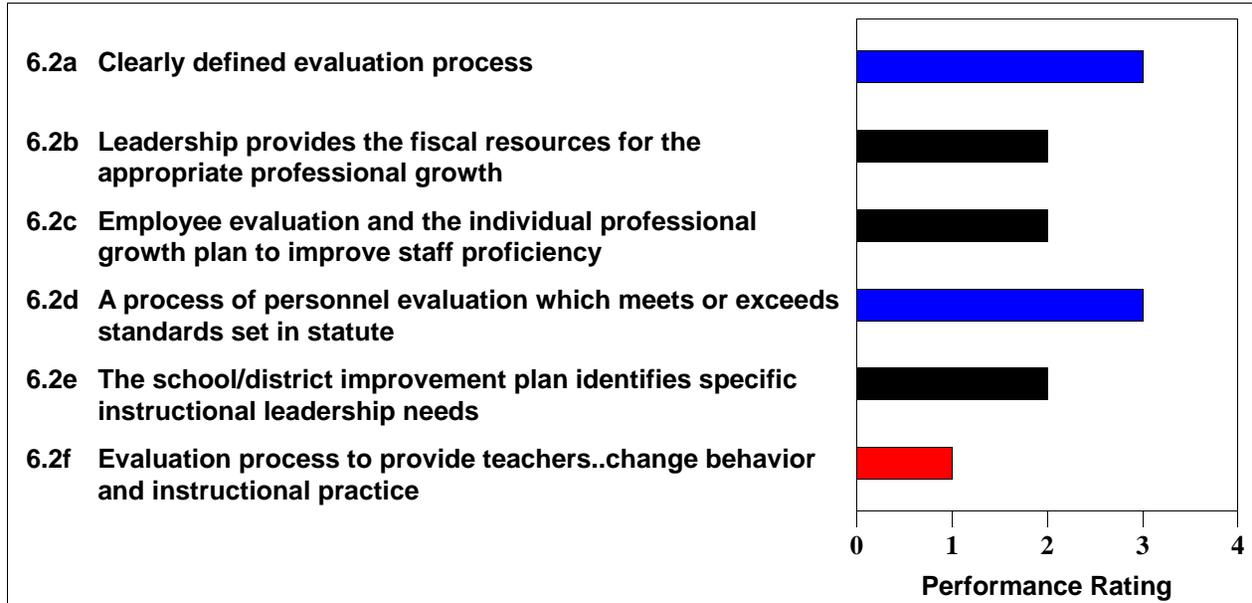
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 6.2 Professional Growth and Evaluation

### Learning Environment



# District Leadership Assessment Summary Report

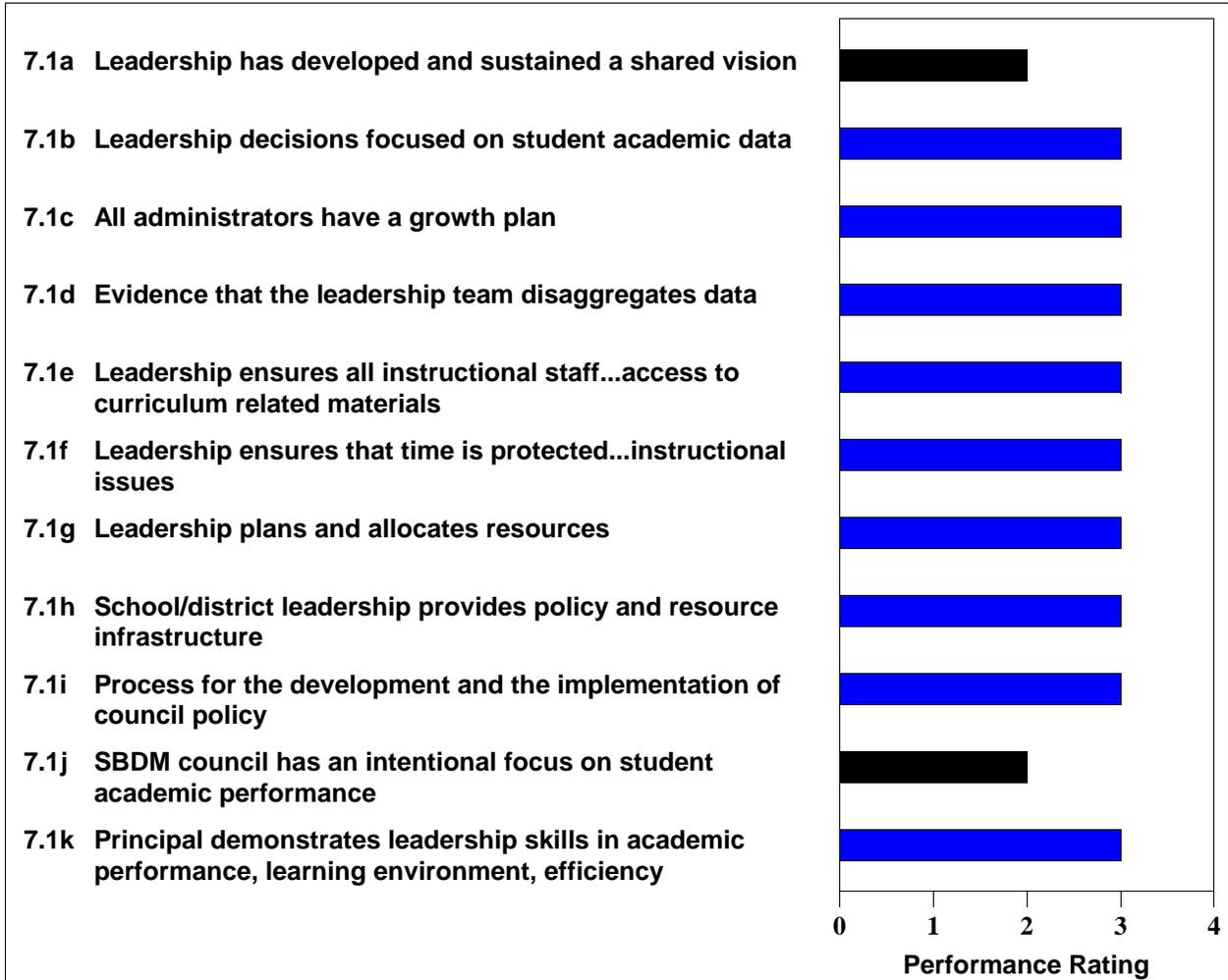
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 7.1 Leadership

Efficiency



# District Leadership Assessment Summary Report

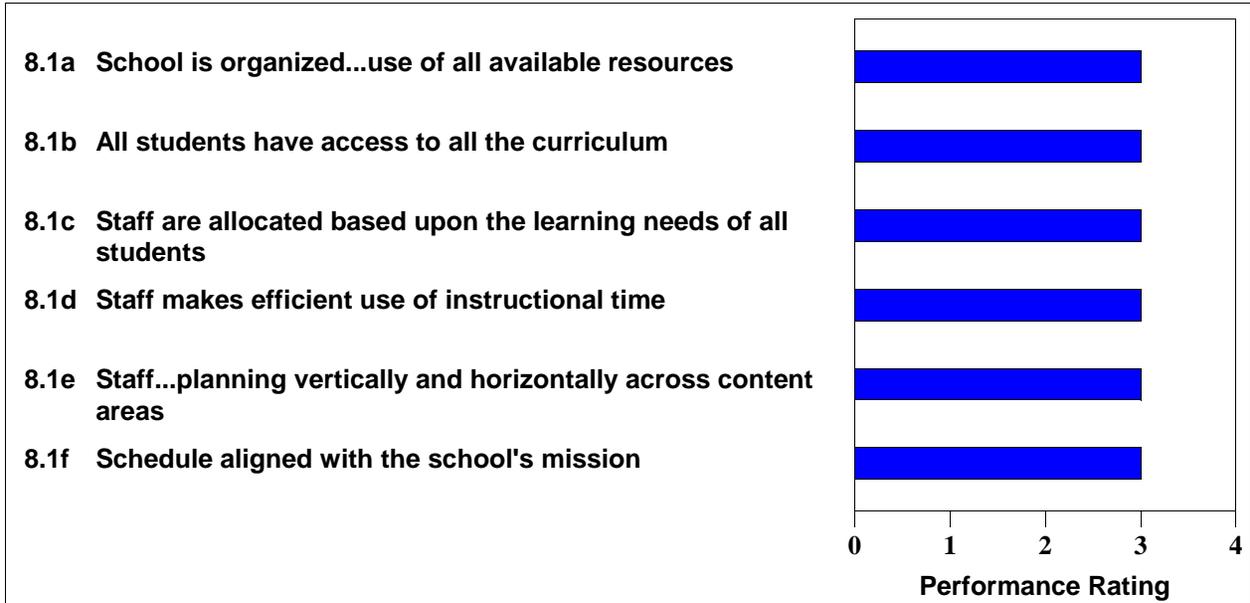
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 8.1 Organization of the School

Efficiency



# District Leadership Assessment Summary Report

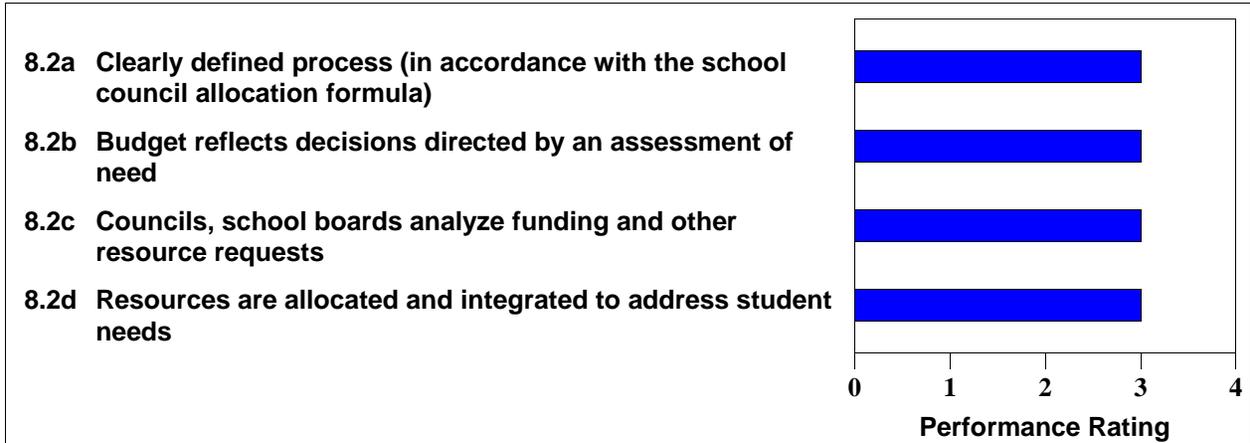
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 8.2 Resource Allocation and Integration

Efficiency



# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

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

Efficiency

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



# District Leadership Assessment Summary Report

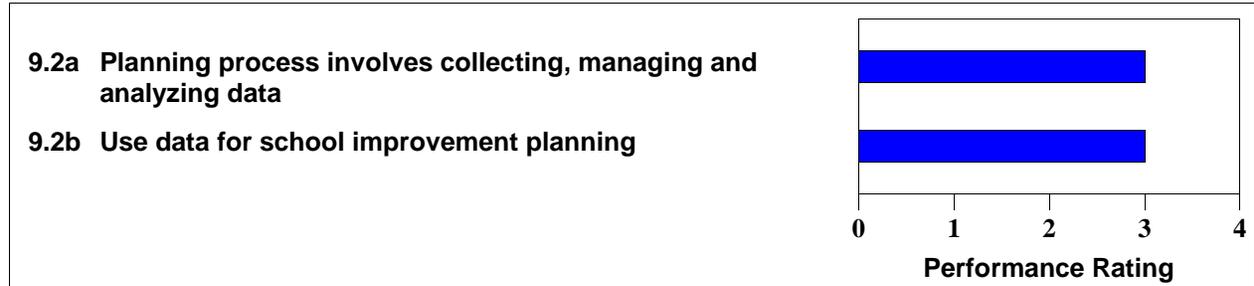
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 9.2 Development of the Profile

Efficiency



# District Leadership Assessment Summary Report

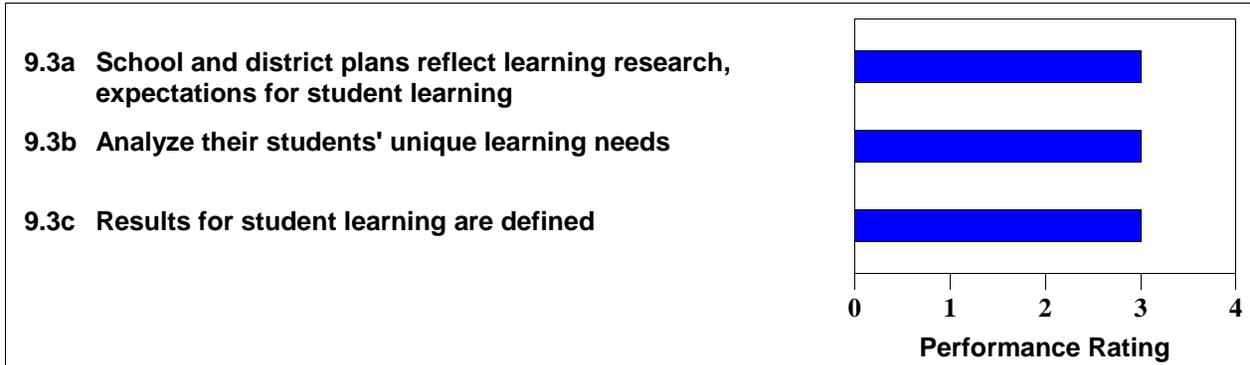
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 9.3 Defining Desired Results for Student Learning

Efficiency



# District Leadership Assessment Summary Report

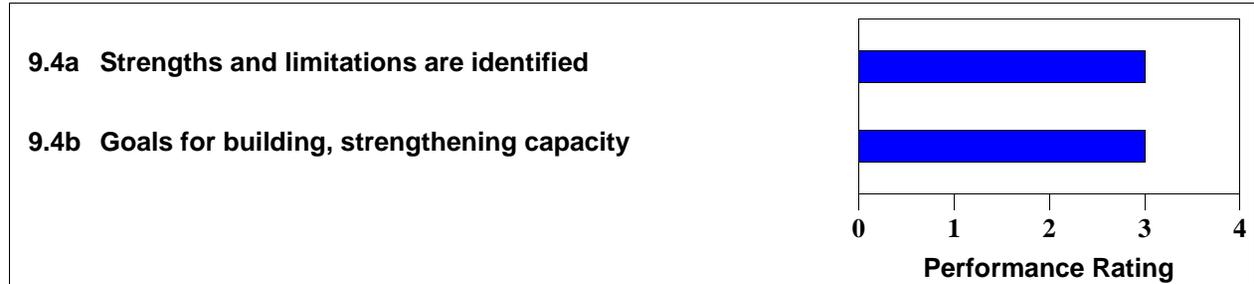
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



# District Leadership Assessment Summary Report

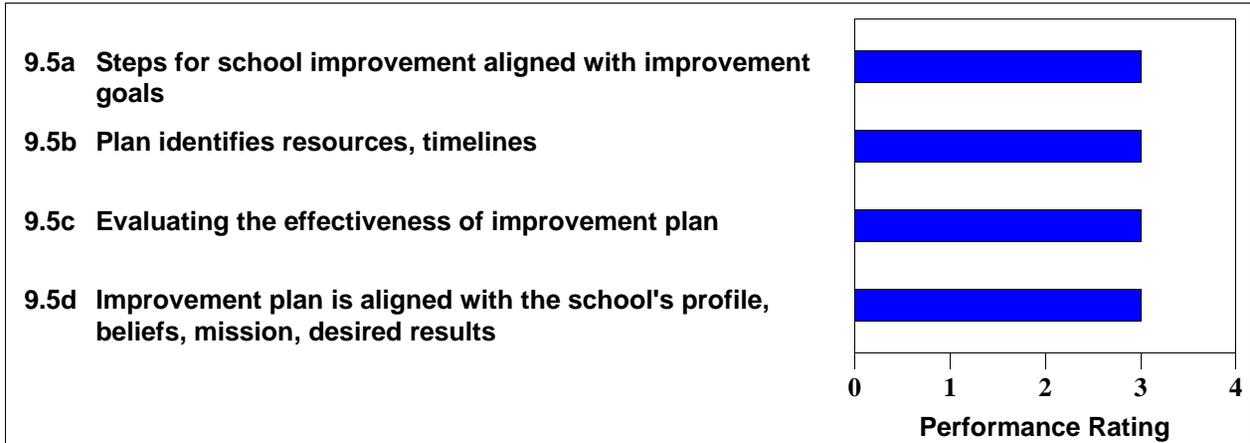
## Pulaski County

School District

1/29/2012 - 2/3/2012

### 9.5 Development of the Improvement Plan

Efficiency



# District Leadership Assessment Summary Report

## Pulaski County

School District

1/29/2012 - 2/3/2012

### 9.6 Implementation and Documentation

Efficiency

