

Trimble County District Leadership Assessment Report



01/08/2012 - 01/13/2012



District Leadership Assessment Executive Summary

Trimble County School District

1/8/2012 - 1/13/2012

Marcia Haney Dunaway, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Trimble County School District during the period of 1/8/2012 - 1/13/2012. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	District leadership and the Trimble County High School principal are not united as a cohesive team anchored by common goals.
Next Steps	The superintendent should facilitate meetings with district leadership and the Trimble County High School principal to establish mutual goals to advance student achievement. These goals should address students in targeted populations and those who are performing below grade level. The superintendent should require frequent communication among all administrators. She should hold all administrators accountable for establishing and maintaining professional working relationships that will allow them to appropriately address and resolve emerging issues.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	District leadership has not ensured high quality instruction occurs in every classroom, every day at Trimble County High School.

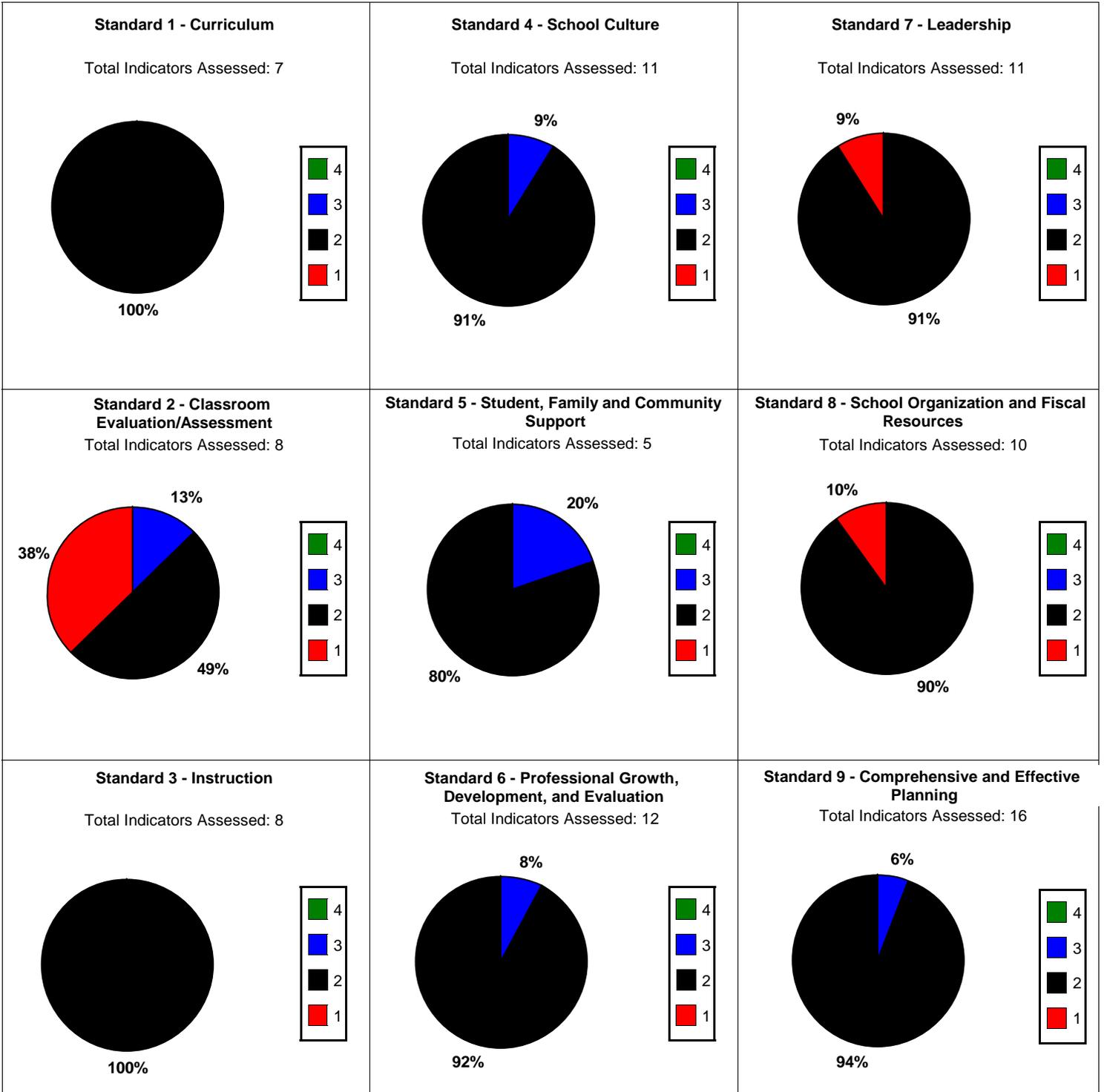
Next Steps	District leadership should train the Trimble County High School principal and teachers in the essential elements of instruction and assessment designs. District leadership should require the high school principal to establish non-negotiables, which include the use of a variety of research-based instruction and assessment strategies. District leadership should hold the principal accountable for ensuring the needs of all students are met. District leadership should require the principal to engage teachers in intensive, job-embedded, ongoing professional development regarding data analysis, examining student work, designing and implementing high quality instruction for every student. District leadership should require the principal to aggressively use a cycle of monitoring classroom practices that includes observations, specific, immediate and meaningful feedback, ongoing support and resources to ensure effective instruction occurs in every class, every day.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The superintendent lacks experience in dealing with difficult situations in a firm and decisive manner.
Next Steps	The superintendent should develop leadership skills in the area of directly confronting issues and making difficult decisions. She should immediately seek successful mentors to coach her during difficult decisions to build on her existing skills and to challenge her to step out of her comfort zone and be firm, prompt and bold while maintaining her compassion. The superintendent should hold district leaders and the principal accountable for improving the instructional capacity of all teachers and significantly accelerating student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	District leadership has not provided ongoing professional development anchored by current data and best practices.

Next Steps	District leadership should collaborate with Trimble County Central High School leadership to continuously analyze a variety of assessment data and teacher professional growth needs gathered from continuous observations, evaluations, individual professional growth goals and other relevant data to determine critical professional development needs to develop a multi-year, data-driven, job-embedded professional development plan. District leadership should collaborate with school leadership to research strategies used to increase student learning at schools with similar issues and demographics. The superintendent should require district and school leadership to continuously analyze emerging data to ascertain the effectiveness of professional development on instructional practices and the impact on student learning. The principal should develop a systemic monitoring process to determine the extent to which professional development is positively impacting professional practices and student learning. District and school professional development activities should strategically be designed to develop high levels of competence in district and school leaders and teachers in their respective roles.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The superintendent has not developed organizational structures to ensure the effectiveness and efficiency of all resources, including personnel and fiscal.
Next Steps	The superintendent should reassign responsibilities equitably among district administrators. The superintendent should examine other districts of similar size to examine their role assignments. The superintendent should identify the strengths of each district administration and use those to guide the reassignment of roles. The superintendent should develop a process to systematically and formally monitor district leadership and the Trimble County High School principal to ensure they maintain an unwavering focus on advancing student achievement at Trimble County High School.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Trimble 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 - Trimble County

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

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

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

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

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

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

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

Identify the implications of this report for stakeholders.

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

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Introduction

The Kentucky Department of Education conducted district leadership assessment of Trimble County School District during the period of 1/8/2012 - 1/13/2012.

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 (7), students (40), parents (19), high school principal, high school assistant principal, guidance counselor, Youth Services Center director, board members (5), central office certified staff members (6), central office support staff members (8), and the superintendent.

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

The chairperson of the team was Janet L. Hurt, Ph.D. - Team Lead. The other team members were: Carol Higdon - Building Administrator; Sharon Baker Knight - Building Administrator; Marilyn C. King - Teacher; Carol Edelen - Parent; Gayle H. Mills - Teacher; Larry G. Stinson, Ed.D. - District Administrator; Vangie B. Altman - Educational Recovery Specialist.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

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

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

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

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, faculty meeting agenda, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, perception survey results, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, Student Performance Level Descriptors and student work

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

Observations of classrooms, common areas and computer lab

Performance Rating 2

- 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 provides curriculum documents based on Kentucky standards (e.g., Academic Expectations, Kentucky Core Content for Assessment 4.1, the Program of Studies for Kentucky schools) to some teachers. District leadership secured staff from the Kentucky Department of Education Division of District 180 to facilitate a four-day professional development workshop on the new Kentucky Core Academic Standards and the ACT Quality Core standards in the summer of 2011. Teachers engaged in vertical and horizontal discussions, deconstructed standards and began development of pacing guides.

- 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 coordinated a four-day professional development workshop in the summer of 2011 that included time for vertical conversations between middle and high school teachers. District leadership provided follow-up in November 2011. Teachers discussed key transition points in the curriculum. Trimble County High School teachers meet monthly during response to intervention class periods, but district leadership seldom intentionally monitors

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

these meetings to determine if they are focused on curriculum.

- 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 not implemented a formal process to eliminate curricular overlaps and gaps. District leadership coordinated a four-day summer professional development workshop where teachers from all schools learned about the new Kentucky Core Academic Standards and began development of some pacing guides and units of study. District leadership hosted a voluntary follow-up day for teachers in November 2011. District leadership has not established an on-going process to continue curriculum work on eliminating all gaps and unnecessary repetitions in the Trimble County High School curriculum.

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

District leadership coordinated a four-day professional development workshop in the summer of 2011. During this professional development time was devoted for teachers to collaborate with contiguous grade level teachers to identify and discuss key transition points in the curriculum. District leadership has facilitated one voluntary follow-up session to continue vertical discussions among teachers. Some teachers in grades seven through twelve informally meet in content area groups to address curriculum and instructional issues, but district leadership has not established a systematic plan to sustain their work.

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

District leadership does not ensure school leadership monitors the curriculum at Trimble County High School to confirm intentional promotion of post-secondary education and career options. District leadership has not ensured that Trimble County High School leadership establishes dual credit courses. Advanced Placement classes (e.g., chemistry, United States history, calculus) are available. Several co-op and vocational classes are offered (e.g., agriculture, landscaping/turf management). The Community Based Work Transition Program provides opportunities for students with disabilities to gain

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

work experience at local businesses (e.g., hardware, convenience store, veterinarian clinic). Career opportunities (e.g., agriculture, health, carpentry) are available for a few students when space is available at the Carroll County Area Technology Center. Individual Learning Plans are completed at the high school level, and district leadership monitors their completion. District leadership does not ensure these plans are collaboratively developed by students, parents and advisors.

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

The Trimble County Board of Education adopted a policy called Curriculum (08.1), which requires the curriculum to be designed so student capacities established by KRS 158.645 and school goals established by KRS 158.6451 are achieved. District leadership secured Kentucky Association of School Councils staff members to review school council policies and by-laws and provide recommendations for improvement to school councils. District leadership has not monitored to ensure Trimble County High School council is considering the recommendations and making needed revisions. The Trimble County High School council adopted a policy called Determination of Curriculum and Implementation of Instructional Practices. District leadership has not established a process to ensure that school leadership monitors the implementation of the curriculum. District leadership engages principals, assistant principals and teachers in curriculum discussions during the district instructional leadership team meetings.

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

Although all Trimble County High School students have access to common academic core classes, district leadership does not monitor school leadership to ensure they develop a master schedule that provides all students equal access. Some collaboration occurs between regular education and special education teachers.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

District leadership should assist Trimble County High School leadership to initiate and facilitate on-going vertical alignment discussions among Trimble County middle and high school teachers. District leadership should ensure these discussions occur regularly and are intentionally focused on identifying key curricular transition points to eliminate unnecessary overlaps and gaps. District leadership should collaborate with school leadership and require teachers to engage in on-going discussions regarding vertical and horizontal alignment of the curriculum standards and resources.

District leadership in collaboration with high school leadership should explore options to address the needs of those students denied enrollment in Carroll County Area Technology Center.

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>

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

Standards-Based Curriculum Development Manual. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, course syllabi, curriculum documents, curriculum maps, district technology plan, Extended School Services assessment data, Individual Education Plan/504 Plan, Individual Learning Plans, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, perception survey results, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, School Report Card data, school Web pages, student homework with teacher feedback and Student Performance Level Descriptors

Interviews with parents, school leadership, students and teachers

Observations of classrooms and computer lab

Performance Rating 3

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

District leadership ensures the Trimble County High School principal provides the required training for all faculty, staff and administrators regarding the ethical procedures and appropriate administration for Kentucky student assessments. District leadership conducts fall and spring professional development to train teachers and instructional assistants on special education inclusion. District leadership facilitates alternate assessment training in collaboration with staff from the Ohio Valley Educational Cooperative. The Trimble County Board of Education adopted a policy called Assessment (08.222), which addresses the administration of Kentucky assessments and the accountability system.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

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 facilitated professional development for principals and teachers to study Classroom Assessment for Student Learning: Doing it Right, Using it Well written by Richard J. Stiggins, Judith A. Arter, Jan Chappuis and Stephen Chappuis. District leadership and principals read and discussed No Excuses by Samuel Casey Carter. District leadership, however, has not facilitated a follow-up meeting to determine the extent to which formative assessment has been effectively implemented in Trimble County High School classrooms. District leadership seldom monitors the implementation of assessments at Trimble County High School to determine their alignment to Kentucky curriculum standards. District leadership facilitated a review of all Trimble County High School council policies and by-laws and provided the school council with recommendations to improve their policies. District leadership, however, seldom monitors school council policies and by-laws to ensure classroom assessment data are examined as an integral part of data analysis. District and school leadership seldom provide direct assistance to Trimble County High School teachers to refine their skills for designing or using data to ensure assessments are rigorous and grounded in Kentucky curriculum standards. District leadership rarely visits high school classrooms to ensure assessments require students to think critically, solve problems and use inquiry at the proficient level.

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

District leadership provides few opportunities for teachers to engage in on-going collaboration with one another in the design of authentic assessments. District leadership conducted a four-day professional development in the summer of 2011 to provide time for teachers to align district curriculum to Kentucky curriculum standards. Teachers have an opportunity to collaborate with their peers at monthly professional learning community meetings, but the agendas do not consistently include formative assessment work. District leadership attends some professional learning community meetings, but they rarely monitor to ensure an intentional focus on designing assessments and examining student assessment results.

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

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

District leadership rarely visits classrooms at Trimble County High School to determine if students understand the characteristics of proficient work. District leadership does not intentionally engage school leadership in discourse regarding how classrooms are monitored to ensure students know what it takes to reach proficiency.

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

District leadership seldom conducts classroom walkthrough observations to identify how classroom assessments generate meaningful feedback for students. District leadership does not require school leadership to frequently monitor classroom assessment practices to improve teacher instructional practices and to ensure students are provided the feedback necessary to accelerate learning. District leadership has not clearly communicated to Trimble County High School leadership the expectation for teachers to analyze multiple forms of assessments to improve instructional practices.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

2.1d Test scores are used to identify curriculum gaps.

District leadership requires Trimble County High School leadership to analyze student assessment data (e.g., Kentucky Interim Performance Report, No Child Left Behind report) and present their findings to the school council, Trimble County Board of Education and the comprehensive district improvement planning committee. District leadership does not ensure the school leadership monitors assessment data (e.g., ePrep, Educational Planning and Assessment System scores, grades) to identify curriculum gaps. Rather, school leadership uses those data to place students in response to intervention and credit recovery classes.

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

District leadership seldom conducts formal classroom walkthrough observations or engages school leadership in discussions to determine whether student level performance descriptions are clearly communicated to students. Many high school students are unfamiliar with tools that promote self-assessment of their performance levels.

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

District leadership has not made sure that Trimble County High School leadership engages all teachers in an analysis of student work to inform instruction and curricular decisions. District leadership has not ensured that school leadership provides training for teachers to acquire the knowledge and skills required to analyze student work. District leadership has not ensured that school leadership establishes formal procedures to monitor the analysis of student work to improve teacher instructional practices, as well as to identify student academic needs.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District and school leadership should ensure teachers are trained to effectively collect, analyze and use student assessment data to identify strengths and weaknesses in the instructional program. District leadership should assist Trimble County High School leadership develop a process to ensure formative assessment data are effectively used to modify and improve instructional practices to meet the individual needs of students. District leadership should immediately require school leadership to establish a process to systematically and intentionally monitor formative assessment tasks to ensure they are frequent and aligned with student learning targets.

District leadership should hold the principal accountable for ensuring classroom assessment tasks are designed at the appropriate depth of knowledge levels and assess what the students should know as defined in curriculum standards (e.g., The Program of Studies for Kentucky Schools, Kentucky Core Content for Assessment 4.1, ACT Quality Core, Kentucky Core Academic Standards). District leadership should ensure the high school principal requires teachers to develop and clarify scoring guides to help students understand the characteristics of proficient work prior to administration of assessments.

District leadership should collaborate with school leadership to develop an ongoing diagnostic assessment schedule to regularly monitor student progress in intervention classes and to modify instruction when needed. District leadership should hold the principal accountable for ensuring the needs of all students are met.

Resources:

Assessment Blueprint. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Accountability+System/Blueprint+for+Kentucky+Core+Content+Test.htm?IMAGE=Search>

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>

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>

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.

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

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, curriculum documents, curriculum maps, district technology plan, faculty meeting agenda, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, media materials and inventory, perception survey results, professional development records, samples of classroom assessments, samples of student work products, school budget and allocations, school council policies and bylaws, student handbook and textbook/instructional resources purchasing plans

Interviews with district leadership, media specialist, parents, principal, students and teachers

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

Performance Rating 2

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

District leadership rarely conducts classroom walkthrough observations at Trimble County High School. The principal uses eCOVE observation software to collect data during classroom walkthrough observations. District leadership does not monitor to determine the extent to which school leadership focuses on the improvement and use of effective and varied instructional strategies.

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

District leadership provides some resources and opportunities (e.g., summer professional development, professional learning communities) for teachers to align instructional strategies with student learning goals and assessment expectations. District leadership does not consistently monitor the use of resources to determine their impact on student achievement.

- 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 expects the school principal to monitor classroom practices to ensure teachers plan and modify instruction to address the individual

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Academic Performance**

Standard 3 Instruction

Performance Rating 2

learning needs of all students. District leadership occasionally conducts informal classroom visits but not to specifically identify effective instructional strategies or provide explicit and meaningful feedback to teachers. District leadership expects the Trimble County High School principal to determine to what extent instruction meets the diverse learning needs of students by monitoring lesson plans and classroom practices.

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

District leadership attends recruitment fairs at the Ohio Valley Educational Cooperative and University of Louisville to recruit teachers for positions in Trimble County School District. All teachers in Trimble County High School are highly qualified as determined by the Kentucky Professional Standards Board, and one high school teacher is a National Board Certified Teacher. District leadership has not established procedures to determine the extent to which professional development activities have impacted teacher practices and student learning.

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

The Trimble County Board of Education adopted a policy called Access to Electronic Media, Acceptable Use Policy (08.2323) on September 21, 2011, which describes the expectations of those using computer equipment and accessing the district network and the Internet. The policy requires appropriate training by users. District and school leadership provide some technology (e.g., document cameras, SMART boards, computers, labs) for teacher and student use. District leadership relies on school leadership to monitor the use of instructional and student centered technology.

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

The Trimble County Board of Education adopted a policy called Instructional Resources (08.232) on July 11, 2003. This policy requires school councils to establish an equitable method of allocating funds to purchase instructional resources. District leadership allocates resources to Trimble County High School in compliance with state requirements; however, some resources (e.g., technology, software, television cables, textbooks) are inadequate or

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

outdated.

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

District leadership seldom collaborates with Trimble County High School teachers during their content area professional learning community meetings. Most time available for collaboration at Trimble County High School occurs monthly during the response to intervention class period. Professional learning communities occasionally meet informally after school. District leadership has not collaborated with school leadership to ensure teachers analyze student work during this time and use a protocol to guide the development of future instruction. District leadership has not ensured that school leadership provides all teachers with opportunities to engage in ongoing collaboration with their colleagues.

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

The Trimble County Board of Education adopted a policy called Homework (08.211) on April 21, 1994. The policy places the responsibility of establishing guidelines for the frequency and purpose of the assignment of homework at each school, mandating that it be assigned for the improvement of student learning. The Trimble County High School council has not established a policy and school leadership has not developed procedures to monitor the effectiveness of homework assignments.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

District leadership should collaborate with school leadership to develop formal procedures to routinely monitor instruction to ensure it is varied, research-based, rigorous and student-centered. District leadership should hold the principal accountable for routinely conducting classroom walkthrough observations and using resulting information to guide needed changes in teacher instructional practices.

District and school leadership should provide professional development for teachers in collaboratively analyzing student work and using the findings to drive instructional improvements and to identify specific needs of students. District leadership should monitor school leadership to ensure that teachers use appropriate protocols or procedures to examine student work and use those findings to inform and improve instructional practices.

District leadership should require the principal to develop a master schedule inclusive of daily high quality intervention classes that meet the individual learning needs of all students. The school master schedule should be designed to accommodate student movement in and out of intervention classes as identified by on-going diagnostic assessment data.

District leadership should train the principal in methods to address students not performing at grade level and require the principal to engage teachers in intensive, job-embedded, on-going professional development related to analyzing data, examining student work and designing and implementing high quality instruction for all students. District leadership should require the principal to aggressively use a cycle of monitoring classroom practices that includes observations, specific, immediate and meaningful feedback, on-going support and resources to ensure effective instruction in every class, every day.

Resources:

Gurian, M. & Hensley, P. (2002). *Boys and Girls Learn Differently!* San Francisco, CA: Jossey-Bass. ISBN: 0787964859

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.

Marzano, R. J., Pickering, D. J., Norford, J. S., Paynter, D. E. & Gaddy, B. B. (2001). *A Handbook for Classroom Instruction that Works.* Alexandria, VA: Association for Supervision and Curriculum Development.

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

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

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

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

Standard 4 School Culture

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, civic group programs/agenda, community involvement programs, comprehensive district improvement plan, employee handbooks, Family Resource Youth Services Center documentation, master school schedule, safe schools data reports, school mission, belief and vision statements, school newsletter, School Report Card data, school visitors register, school/district safety plan, student handbook and student/parent/staff handbooks

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

Observations of classrooms and common areas

Performance Rating 3

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

District and school leadership share information about the district and its schools with parents and community members in a variety of forums (e.g., The Trimble Banner, WORX and WIKI radio, district Web site, e-mails, telephone calls, civic organizations, home visits, United States Postal Service, The Trimble Educator, The Madison Courier). The superintendent sends letters to all students earning A's and B's at the end of every grading period.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

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

The Trimble County Board of Education adopted a policy called Safety (05.4), and district leadership has developed procedures (Trimble County Schools Emergency Preparedness Plan, Trimble County Schools—Safe Schools Emergency Management and Response Manual, Trimble County Emergency Procedures) to promote a safe, orderly and equitable learning environment. District leadership reviews emergency drill procedures (e.g., fire, tornado, lockdown) with administrators prior to the beginning of the school year. Trimble County High School is scheduled to participate in the Central United States ShakeOut on February 7, 2012. Staff from the Kentucky Center for School Safety conducted a safe schools assessment at Trimble County High School on October 11, 2011. Several deficiencies (e.g. lockdown procedures, cyber-bullying) were identified related to safety at the high school. District leadership has addressed some of these deficiencies. Surveillance cameras are located on the interior and exterior of the school and on all county school buses. The board of education adopted grievance policies and procedures (09.4281, 03.16, 03.26) for students and staff, which can be accessed by students, parents and staff on the district Web site. District leadership has not conducted culture and climate surveys and has not developed a systematic process to evaluate the learning environment.

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

District leadership expresses a commitment to high expectations for all students. District leadership uses a variety of communication methods (e.g., district Web site, Rotary Club, Trimble County Retired Teacher meetings) to share their commitment with all stakeholders. District leadership supports the use of professional learning communities at Trimble County High School as a venue for teachers to collaborate and share successful strategies to improve student learning. Trimble County High School leadership does not ensure that collaborative planning time is used efficiently and effectively. District leadership recognizes student and teacher successes in several forums (e.g., board of education meetings, district Web site, civic organizations, The Trimble Banner, The Trimble Educator, The Madison Courier).

- 4.1c Teachers hold high expectations for all students academically and

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

behaviorally and this is evidenced in their practice.

The Trimble County High School council adopted a policy called Discipline, Classroom Management, and School Safety. Students receive The Student Discipline Code and Handbook at the beginning of the school year that explains academic and behavioral expectations. District leadership seldom collaborates with school leadership to consistently review or monitor the implementation of classroom management strategies. District leadership facilitated a review of all policies, including academic and discipline and procedures at Trimble County High School. District leadership promotes some student successes in a variety of arenas (e.g., Awards Day, The Trimble Educator, Senior Awards Night, Teen Leadership Community Night).

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

District leadership sometimes solicits input regarding decisions related to teaching and learning from both certified and classified staff through district committees (e.g., safety, calendar, comprehensive district improvement planning, discipline).

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

District leadership communicates the expectation that all teachers should recognize and accept responsibility for student success and failure but does not consistently monitor interactions between staff and students. District leadership expects school leadership to use findings from data analysis (e.g., eCOVE walkthrough observations, assessment scores, TELL survey results) to engage teachers in self-reflection and discussions regarding their responsibility for student success and failure.

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

The Trimble County High School council adopted a policy called Assignment of Students to Classes and Programs Within the School, which establishes maximum class size at thirty one (31) students. District leadership rarely assists in the scheduling of certified instructional staff at Trimble County High School to ensure that teachers are specifically assigned to meet individual

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

student needs. Classroom teachers are assigned to their areas of certification and most student class assignments are generated from student requests through Portal Scheduling. District and school leadership seldom collaborate to ensure data and evaluations are used to identify student needs to be considered during the scheduling process.

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

The Trimble County Board of Education adopted a policy called Grading (08.221), requiring grade reports be sent to parents at midterm and at the end of each grading period. This policy does not require teachers to include personal comments about the students. Parents can monitor student academic progress and attendance online through the Infinite Campus software Parent Portal and can access Individual Learning Plans through the Career Cruising Web site. District Leadership provides an English Language Learner instructional assistant to serve as a communication liaison between the school and home.

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

District leadership seldom administers perception surveys to determine whether district and school staff members are perceived to care about students. District leadership works with school leadership and the Youth Services Center coordinator at the high school to identify ways they can assist students and their families. District and school leadership provide several resources and programs (e.g., Youth Services Center, school nurse, external counselor, Extended School Services, credit recovery, Community Education, Team Leadership mentoring programs) to reduce barriers to

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

District leadership has not established a systematic plan to celebrate the achievements of students. District leadership, however, announces student academic success using a variety of arenas (e.g., recognitions at monthly board meeting, The Trimble Banner, district Web site, The Trimble Educator, The Madison Courier). District leadership, in collaboration with school leadership, is celebrating the 2012 senior class as being the 100th graduating

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

class from Trimble County High School. District leadership does not ensure student work is regularly displayed in public venues.

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

District leadership collaborates with community and government agencies (e.g., Rotary Club, Seven Counties Services, Trimble CARES Coalition, Trimble County Service Providers, Trimble County Sheriff's Department, Ohio Valley Educational Cooperative) and establishes programs (e.g., school nurse, external counselor, substance abuse prevention, distracted driving prevention, Team Leadership) to reduce barriers to student achievement. Local churches sponsor a backpack program and provide food for needy students. Youth Services Center staff members refer students and their families to local organizations that provide assistance in eliminating barriers to student learning. District leadership participates in local community groups and activities (e.g., Bedford Bash, Apple Festival, Light Up Bedford, Swap Meet, Project Prom). District and school leadership occasionally provide professional development opportunities to increase awareness and appreciation of cultural differences.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

District leadership should establish a formal plan for recognizing teacher and student achievements. District leadership should ensure recognitions and celebrations routinely occur at school and in the community to acknowledge student and teacher successes.

District leadership should develop a systematic process using a variety of tools (e.g., culture and climate surveys, perception surveys) to generate data for evaluating the learning environment at Trimble County High School. The findings should anchor collaborative conversations and decision making regarding continuous improvement of the learning environment and school culture, which unites everyone through a common purpose by placing students first.

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., 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

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

The Missing Piece of the Proficiency Puzzle

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, civic group programs/agenda, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, documentation of referrals to health and social services, examples of school to home communications, Family Resource Youth Services Center documentation, Kentucky Performance Report disaggregated data, newspaper clippings/press releases, parent and community member workshop schedule, perception survey results, policies and procedures on access to student records, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school visitors register, school Web pages, trophy cases and Trimble County Resource Directory The Missing Piece of the Proficiency Puzzle

Interviews with classified staff, community members, district leadership, local board of education members, parents, school leadership, students and teachers

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

Performance Rating 3

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

The Trimble County Board of Education has adopted several policies: Guidance (08.14), Release of Students and Student Information to Parents (09.12311), Student Record (09.14), which protect and require appropriate maintenance of student records. District and school leadership enter student information (e.g., personal information, grades, behavior incidents, attendance) in the Infinite Campus software program. Parents can access information regarding their child's Individual Learning Plan via the Career Cruising Web site and Infinite Campus software Parent Portal. Student records are housed in locked filing cabinets in the guidance office, and special education records are located in the special education office in locked filing cabinets. Although the Individual Learning Plans are completed online, district leadership only monitors them for completion.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

District and school leadership include parents, community members, teachers and students on various committees (e.g., Facilities and Planning, technology, calendar, safety, discipline, Community Education) that promote programs and services for all students. Some activities (e.g., Project Prom, Parent-Teacher Association, College Application Week) are implemented to connect the school with families, business and community members. The Youth Services Center partners with a variety of community organizations (e.g., Trimble County Multi-Disciplinary Task Force, Milton Baptist Church, Bedford Rotary Club, Cooperative Extension Youth Council) to meet student and family needs to reduce barriers to learning. District leadership has not established procedures to monitor drop-out and transfer rates; however, the district director of pupil personnel works closely with the court system to improve student attendance and reduce dropouts. District leadership provides at-risk students an opportunity through credit recovery to obtain their diplomas. District leadership does not regularly involve parents and community members in decision-making regarding challenges that face the district.

- 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).

Some district administrators serve on the Youth Services Center Advisory Board, allowing them to monitor some programs and activities. District leadership monitors state and federal programs to ensure compliance with program guidelines but seldom evaluates the effectiveness of program resources and expenditures to determine whether all students have access to program services. District leadership expects Trimble County High School leadership to provide students with frequent opportunities to use a wide range of technology; however, they seldom monitor to ensure that technology is used effectively and appropriately for student learning. Some students have access to classes offered through the Carroll County Area Technology Center, but a few are denied enrollment in classes because of the lack of available student slots. School leadership has not ensured that all teachers effectively maximize technology for teaching and learning. The Trimble County Board of Education has adopted an Equal Educational Opportunities

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

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

Performance Rating 2

policy (09.13) to ensure equal access to the academic core for all students.

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

District leadership provides Trimble County High School some resources to promote active student learning (e.g., SMARTBoards, iPads for science classrooms, Read 180) and provides training for use of some resources. Despite the recent addition of equipment, technology resources are insufficient for designing and implementing many student-centered learning tasks. District leadership has not ensured all school staff participate in appropriate professional development activities regarding actively engaging students in learning. District leadership ensures procedures are implemented as required by the Individuals with Disabilities Education Act. District leadership recently provided resources to establish credit recovery classes to assist students who are not making adequate progress. District leadership expects school leadership to analyze student assessment and non-cognitive data to identify students experiencing learning problems. District leadership relies on the Youth Services Center to coordinate collaboration among community agencies. The Youth Services Center staff collaborated with other school and community agencies to develop the Trimble County Resource Directory, which contains information about partnerships and community services (e.g., Trimble County Sheriff's Office, Seven Counties Services, Bray Orchards) available to families in the district. The Youth Services Center also is responsible for managing student referrals for health and support services available through community agencies. Some teachers, the English Language Learner instructional assistant and Migrant Education staff participated in training addressing the needs of students in targeted populations, but district leadership does not ensure all teachers are aware of cultural issues or how these differences impact student learning. District leadership rarely collaborates with school leadership to develop the master schedule or to assign students to courses based on their identified needs.

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

District leadership seldom collaborates with Trimble County High School leadership to ensure the school offers a variety of services to help students who need additional time to master the core content. District leadership provides some resources (e.g., credit recovery, response to interventions,

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

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

Performance Rating 2

extended school services) for students in need of extra assistance. District leadership expects school leadership to review programs and identify additional needed services. District leadership has not developed a systematic procedure to facilitate collaboration or coordination among support programs and services (e.g., Extended School Services, Youth Services Center, credit recovery) to eliminate gaps and overlaps in delivery of services supporting student achievement and to meet the changing needs of students

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

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

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary of recommendations in: **Learning Environment**

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

District leadership should develop a systematic process to ensure coordination among all community and school services and programs to maximize benefits to parents, families and students. District leadership should develop a plan to monitor the effectiveness and coordination of programs and services.

Resources:

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L. (2002). *School, Family, and Community partnerships: Your Handbook for Action* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.

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

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

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

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

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

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

The Missing Piece of the Proficiency Puzzle

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, Implementation and Impact Checks, individual professional growth plans, perception survey results, professional development records and staff development agenda

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

Performance Rating 3

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

The Trimble County Board of Education adopted policies (03.18 and 03.28) called Evaluation (Certified) Evaluation (Classified), which address the evaluation of certified and classified staff. Evaluation procedures are articulated in the Certified Personnel Evaluation Plan approved by the board of education on June 1, 2011. District and high school leadership implement the plan in adherence to Kentucky law and district policies. District leadership obtained approval of the current plan from the Kentucky Department of Education on June 3, 2011, which certified the plan met the Kentucky requirements for the evaluation of personnel.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

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 encourages the use of professional development to improve instructional and leadership practices that will result in increased student achievement. Although district leadership hosted four days of district-wide professional development on June 3rd, 6th, 7th and 8th, 2011, district leadership has not developed a systematic process to provide high quality professional development to meet the instructional and leadership growth needs of every employee in the district. District leadership tracks the number of professional development hours earned by each certified staff member to check whether each has obtained the minimum number of required hours, but district leadership has not developed a systematic process for data collection to monitor and evaluate to what extent learning experiences enhance the ability of teachers and leaders to be successful in improving student achievement.

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

District and high school leadership engage in informal and some more formal discussions (e.g., bimonthly administrative meetings, district improvement planning committee meetings) concerning professional development needs specific to Trimble County High School. District leadership provided Advanced Placement training to increase instructional capacity at the high school. District leadership, however, has not collaborated with high school leadership to formally develop and implement a meaningful building-level professional development plan. School leadership provides time monthly during the regular school day for teachers to collaborate on their professional practices (e.g., book studies, student interventions). Most district and school professional development activities do not scaffold learning from year to year and are not job-embedded.

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

The superintendent expects district leaders and the high school principal to anchor their professional development and growth goals in the improvement of district and school instructional capacity, student achievement and

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

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

Performance Rating 2

professional practices. District leadership expects professional development to increase the effectiveness of teachers and administrators in their assigned job duties, as well as address their individual professional growth goals and district improvement goals. District leadership relies on the high school principal to provide professional development activities that align to student performance goals and teacher individual professional growth goals; however, district leadership does not monitor instruction specifically to determine the extent to which professional learning impacts practices.

- 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 seldom collaborates with Trimble County High School leadership to intentionally examine the alignment between professional development activities and district and school improvement goals. The district improvement planning committee reviews the high school improvement plan to ensure the proposed professional development activities support district and school student learning goals. District leadership does not monitor the extent to which these activities impact student learning.

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

District and school leadership have established professional learning communities, which meet monthly during the school day; however, most professional development activities are not job-embedded and do not scaffold professional learning from year to year. District leadership, in collaboration with staff from the Kentucky Department of Education Division of District 180, provided four days of district-wide professional development in June 2011. District leadership provided a voluntary follow-up session in November 2011. District and school leadership do not consistently monitor classroom practices and student assessment data for the explicit purpose of determining the extent to which professional development activities have improved instruction, assessment and student achievement.

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

District leadership reviews the high school improvement plan during the district improvement planning committee meetings to ensure the proposed professional development activities support district and school student

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

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

Performance Rating 2

learning goals, but the committee does not ensure professional development activities have a direct connection to the learning needs of all students and address the learning gaps in targeted populations (e.g., free/reduced lunch, gender). Although district and school leadership engage in informal discourse regarding professional development activities that specifically address closing achievement gaps for students in targeted populations, formal collaboration and coordination of such activities rarely occurs.

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

The Trimble County Board of Education adopted a policy (02.4242) called School Budget and Purchasing (SBDM), which specifies professional development allocations to schools shall be based on Kentucky Administrative Regulations. District leadership meets policy requirements by appropriating professional development allocations to the high school based on program guidelines. District leadership occasionally provides additional funds and resources to Trimble County High School to supplement per pupil funding in attempt to meet some school-specific needs (e.g., Advanced Placement training and materials, book study resources, maintaining existing staff, credit recovery). District leadership monitors professional development expenditures through the MUNIS reports but has not established formal procedures to evaluate expenditures to determine the extent of their impact on meeting the identified needs of students and the individual professional growth needs of staff members.

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 Trimble County Certified Personnel Evaluation Plan. The plans must align with specific goals and objectives in the district or school improvement plan, but professional growth goals are not always aligned to the needs identified during the formal evaluation process. District staff members develop growth goals independently and later meet with the superintendent to discuss, revise if necessary and finalize their individual professional growth plans. The superintendent conducts at least two additional follow-up meetings with evaluatees to review their plans and monitor implementation. Trimble County High School leadership adheres to the same timeline for developing,

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

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

Performance Rating 2

implementing and monitoring the individual professional growth plans of high school certified staff members. District leadership reviews individual professional growth plans of high school teachers and leaders to ensure high school leadership has completed the process, but district leadership has not developed a formal monitoring process to ensure that all plans are implemented effectively or have produced the intended results.

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

The Trimble County Board of Education has adopted a policy called Evaluation (03.18), and district and high school leadership adhere to the policy and state statutes and regulations when conducting certified staff evaluations. District and high school leadership attend mandated certified evaluator training as required by state law. The certified evaluation plan requires multiple observations and opportunities for feedback. The impact of the evaluation process, however, has not resulted in effective instruction in every classroom.

- 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.

Although district leadership supports the participation of district and high school administrators in a variety of out-of-district professional development opportunities (e.g., Adaptive Schools Workshop, Kentucky ACT Education Summit, Kentucky Instructional Support Leadership Networks), leadership skill development needs are not identified or addressed in the comprehensive district improvement plan. District and high school administrators attend professional development activities that fulfill the requirements of the Effective Instructional Leadership Act.

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

District leadership does not monitor the certified evaluation process at Trimble County High School to determine the timeliness and effectiveness of feedback to staff members from formative evaluations. District leadership collects summative evaluations to ensure all staff members are evaluated in

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

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

Performance Rating 2

accordance with district timelines. District leadership has not established a clearly defined process to ensure individual professional growth plans are designed specifically to promote the needed changes identified through the evaluation process.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Learning Environment**

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

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary of recommendations in: **Learning Environment**

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

District leadership, in collaboration with high school leadership and teachers, should develop and implement a data-driven, multi-year, job-embedded plan for professional growth. The plan should focus on activities that build on previous learning and result in a high level of competence in the instructional staff. The plan should include opportunities for all teachers to develop content knowledge and skills in leadership and research-based instructional practices. The plan should build capacity within the administration and staff, close identified achievement gaps and ensure academic success for all students.

District leadership should ensure high school leadership formally and systematically monitors classroom practices to ensure skills and knowledge acquired through professional development activities are implemented and evaluated for their impact on student achievement. This process should include on-going classroom observations with support and follow-up from district and school leadership to address the individual needs of staff members.

Resources:

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

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

Professional Development Resources. ((Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://education.ky.gov/KDE/Administrative+Resources/Professional+Development/>

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

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 7 Leadership

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district personnel evaluation system and documentation of implementation, employee handbooks, facility inspection reports, faculty meeting agenda, fire marshal reports, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, needs assessment data, organizational charts, perception survey results, records of teacher certification/experience, safe schools data reports, samples of written correspondence to staff/stakeholders, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, School Report Card data, school Web pages, school/district safety plan, student handbook and student/parent/staff handbooks

Interviews with classified staff, district leadership, principal and students

Observations of classrooms, common areas and outdoor areas

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

Previous district leadership developed the vision and mission statements prior to the tenure of the current district administration. District leadership recently revisited and revised the district vision and mission statements. The Trimble County Board of Education approved the vision and mission statements on August 23, 2010. One version of a mission statement is published on the district Web site and another version is displayed in the Trimble County Board of Education office. District leadership has not actively engaged representatives from multiple stakeholder groups in the development or revision of mission and vision statements. The Trimble County Board of Education has not approved belief statements written by district leadership; however, these are displayed in the district office board room and published on the district Web site.

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

District leadership requests that principals annually share student

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

achievement data with the Trimble County Board of Education and the comprehensive district improvement planning committee. District leadership uses findings from these analyses to make some decisions (e.g., credit recovery, district improvement strategies). The board does not require Trimble County High School leadership to share ongoing quantitative academic progress reports. District leadership shares student achievement data with the board on a regular basis. Although district and school leadership frequently engage in informal discussions, they do not consistently collaborate in formal decision-making. District leadership solicits input from school leadership during the district needs assessment process and uses the information to identify strategies for inclusion in the comprehensive district improvement plan.

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

All administrators have an individual professional growth plan. The Trimble County High School principal and many district administrator individual professional growth plan goals are focused on accomplishing tasks regarding curriculum and instructional issues rather than on personal and professional growth related to those issues. The superintendent met with each district administrator in Fall, 2011 to develop individual professional growth plans. In December the superintendent met individually with administrators to review progress toward reaching their goals and to modify improvement strategies as necessary.

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 established a comprehensive district improvement planning committee, which included the principals from all schools. At one of the meetings, principals shared the results of their data analysis, including the academic achievement of students in targeted populations. District leadership reviews school improvement plan strategies to identify district improvement priorities; however, they have not specifically designed strategies and activities sufficient to address student learning needs in some content areas.

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

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

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

In the summer of 2011 district leadership secured the services of Kentucky Department of Education Division of District 180 staff to facilitate a mandated four-day professional development on curriculum. District leadership provided teachers with a copy of the content standards during the training. Teachers were introduced to the new Kentucky Core Academic Standards and engaged in vertical and horizontal conversations to identify key transition points in the standards. Teachers practiced deconstructing standards. District leadership facilitated one voluntary follow-up day in November 2011, but has not coordinated on-going professional development to continue work on the district curriculum. Professional development related to the design and the use of curriculum materials (e.g., pacing guides, units of study) occurs occasionally at Trimble County High School. District leadership ensures that all teachers have access to the Kentucky Department of Education academic standards via the Kentucky Department of Education Web site.

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

District leadership provides the high school with additional personnel in excess of the number calculated using statutory class size caps (02.4331). Most of the excess staff members were derived by not eliminating staff when student enrollment dropped rather than being intentionally allocated to meet specific needs. The district provided an additional staff member to run the credit recovery program at Trimble County High School. Most resource allocation is based on average daily attendance. District leadership typically honors requests for additional resources from the Trimble County High School principal. District leadership seldom monitors the use of resources allocated to the high school to determine their impact on instructional capacity and student achievement. District and school leadership rarely collaborate on important school improvement issues or engage in decision making to remove barriers to learning at Trimble County High School. Job responsibilities of district leaders are not distributed equitably among all district administrators. District instructional support is insufficient to foster significant improvements in leadership, teaching and learning at Trimble County High School and is primarily the responsibility of one district administrator.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

- 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 Trimble County Board of Education has adopted a policy called Safety (05.4), which supports a safe and orderly learning environment. District leadership expects school leadership to ensure exterior doors are locked at all times, and the superintendent occasionally monitors the building to ensure they are secured. District leadership provides the Trimble County Emergency Procedure flipchart to school leadership and teachers to provide explicit instructions on handling emergency situations. School leadership has established a safety plan. District leadership provides interior and exterior cameras at the high school to ensure safety. The Trimble County Board of Education approved a Student Code of Conduct of Acceptable Behavior and Discipline, which is communicated to families and students via the Trimble County High School Student Handbook.

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

District leadership reviews Trimble County High School council meeting minutes and agendas but seldom provides constructive feedback or guidance to ensure the focus is on improving instructional capacity. District leadership secured the services of the Kentucky School Council Association to conduct a review on school council policies and by-laws. District leadership provided the resulting feedback and recommendations to improve school council policies and by-laws to school leadership and expects school leadership to ensure the school council revises their policies in adherence to the recommendations and feedback.

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

District leadership rarely attends Trimble County High School council meetings. The superintendent assigned a district liaison to assist the Trimble County High School council. The liaison responds to specific request from the school council, but rarely provides unrequested assistance to the school council regarding instructional matters. The school council submits meeting agendas and minutes to the superintendent and board of education.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

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

The superintendent is highly visible at community and school events. She performs tasks on her own time beyond the expectations of the superintendent's position (e.g., mowing lawns, driving buses, checking school doors). The superintendent's counseling experience is evident in how she deals with most issues and employees. She builds relationships and relies heavily on those skills when dealing with emerging issues involving employees and to resolve concerns. The superintendent expresses a belief that she has confidence in the Trimble County High School principal. The superintendent states that she is ultimately responsible for student achievement, but her actions demonstrate that she abdicates that responsibility to the high school principal. She embraces a more hands-off approach in her leadership style. The superintendent's lack of involvement in the improvement of instruction has lessened her awareness of areas in need of attention at Trimble County High School. She does not consistently monitor the principal to determine if he is aggressively addressing the lack of effective instruction occurring in many classrooms and for advancing the achievement of all students, especially those in targeted student populations. The superintendent does not hold district leaders and the Trimble County High School principal accountable for improving the achievement of all students. The superintendent generally monitors the job performance of district leadership and the Trimble County High School principal through informal observations and discussions. She evaluates the high school principal in accordance with district policy and state statutes and regulations; however, most evaluations lack the specificity needed to provide insight and direction to the principal for improving his leadership skills. She additionally does not maximize the evaluation process with district administrators. The superintendent has not made the best use of the skills and talents of district office staff and has not distributed job responsibilities so they are equitably assigned. The superintendent has not provided strategic and intensive training for the high school principal and followed-up to ensure the principal improves his leadership skills to increase instructional capacity and advance student achievement. The superintendent has not held the high school principal accountable for effectively evaluating and providing ongoing support and follow-up to teachers who do not use a variety of highly effective and varied instructional and assessment tasks at Trimble County High School. The superintendent has not established systems to ensure district leadership provides unsolicited and solicited assistance to the Trimble County High school principal regarding important aspects of organizational effectiveness,

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

instructional improvements and student achievement. The superintendent has not developed systems to continuously monitor the expenditure of resources allocated to Trimble County High School and to ensure immediate modifications when needs are identified through a continuous examination of multiple sources of emerging data. The superintendent has not recognized her responsibility to fully participate in school improvement efforts, including ensuring that all district leaders provide direction and assistance to the Trimble County High School principal and staff.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **1**

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

District leadership views classroom management and disruptions as the responsibility of school leadership and the school council. School leadership makes announcements during monthly club meetings, before school and at the end of the school day to minimize classroom interruptions. The board of education has instructional policies, but they are not specific to protecting instructional time.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

District leadership should ensure the findings from the Kentucky Association of School Councils formal review are being considered and continuously monitor the Trimble County High School council meeting agendas and minutes, as well as new or revised policies or by-laws and provide immediate feedback to the school council. District leadership should monitor the decisions of the school council to ensure they maintain an unwavering focus on student achievement. District leadership should provide feedback to the school council regarding policies, by-laws and decisions.

The superintendent should seek the immediate assistance of a highly successful mentor who has worked in districts with similar issues and demographics. This assistance should focus on developing the leadership skills necessary to directly confront issues and make difficult, sometimes unpopular, decisions in the best interest of students. The superintendent should make all decisions with an unwavering and laser-like focus on what is best for students. The superintendent should use a more hands-on and direct approach to deal with district and school administrators and to promote improvements in leadership skills and professional relationships.

The superintendent should explore and implement strategies and methods to unite all administrators as a team grounded through a common focus. She should hold all administrators accountable for establishing and maintaining professional working relationships that will allow them to appropriately address and resolve emerging issues. The superintendent, district administrators and the high school principal should engage in collaborative decision making and collectively hold themselves responsible for resulting consequences.

The superintendent should ensure the roles and responsibilities necessary to accomplish the mission of the district are equitably distributed among all district administrators. The superintendent should consult with superintendents in districts of similar size and demographics to learn about specific distribution of responsibilities that have been effective in their districts. The superintendent should give thoughtful considerations to the strengths of each district administrator. The superintendent should reassign responsibilities among district administrators to be more equitable and maximize their strengths.

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

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

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

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of attendance records, categorical program financial reports, certified personnel evaluation plan and process, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, district budget and allocations, district technology plan, enrollment data, equipment inventory, facility inspection reports, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, master school schedule, needs assessment data, organizational charts, perception survey results, roster of teaching assignments, safe schools data reports, school budget and allocations, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, staff extra-duty schedule and student/teacher ratio

Interviews with classified staff, district leadership, local board of education members and principal

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

Performance Rating 2

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

District leadership does not ensure resources allocated to Trimble County High School are effectively used to address student learning and the professional growth needs of staff. District leadership has not established a systematic process to evaluate or monitor the use of resources in schools; rather, the primary method for monitoring budgetary expenditures is the finance office staff review of MUNIS reports. District leadership informally gathers information regarding the use of resources, but findings are seldom examined specifically to analyze the impact of human, physical and fiscal resources on classroom practices and student achievement. District leadership has not established formal procedures to purposefully identify resource issues that may hinder the ability of Trimble County High School staff to address the learning needs of all students. District leadership depends on school leadership to initiate discussions related to these issues.

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

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

Trimble County High School leadership develops the master class schedule and seldom solicits input from district leadership. School leadership adjusts the master schedule based on student course requests. During the development of the schedule this school year, response to intervention and credit recovery classes were added after a review of student achievement data (e.g., ACT benchmarks, grades) indicated a need. District leadership also paid registration fees and travel expenses for teachers to attend professional development related to Advanced Placement classes. Students must obtain permission from teachers to enroll in most advanced courses. Students are often denied enrollment in career oriented courses due to a restriction on the number of student slots allocated to Trimble County High School at the Carroll County Area Technology Center. District leadership allocates staff to Trimble County High School in excess of state minimum requirements.

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

District leadership allocates staff to schools based on the state minimum requirements as calculated and recommended by an external consultant. Although district leadership has allocated existing certified staff in excess of the state minimum, they do not intentionally allocate certified staff to Trimble County High School based on identified school needs. The excess certified staff allocations occurred by default as district leadership has not reduced certified staff at the high school commensurate with reductions in student enrollment. District leadership does not ensure that school leadership maximizes the use of available staff to meet the needs of all students.

- 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).

In the Trimble County School District, leadership at individual schools have historically operated as separate entities with regard to curriculum development and resource allocation. District leadership has recently initiated efforts to unite schools through various venues (e.g., professional development, book studies, professional learning community meetings). District leadership provides some follow-up support to some school principals

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

and teachers to implement new learning, but district leadership has not ensured the same level of support for all Trimble County High School teachers. District leadership has not ensured school leadership provides daily common planning time for all teachers.

- 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 responds to specific needs (e.g., Advanced Placement training, credit recovery funding) to improve instruction at Trimble County High School. District leadership, however, is not directly involved in the design or consulted during the development of the high school master schedule.

- 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 Trimble County Board of Education adopted a policy called School Staffing (04.4331), which mirrors Kentucky law and guides the allocation of staff. The board also adopted a policy called Budget Planning and Adoption (04.1), establishing a timeline for budget development based on a needs assessment and revenue projections for the upcoming year. District leadership, in consultation with external consultants, allocated most funds to schools based on previous budgets and projected enrollment. District leadership responds to additional requests from Trimble County High School leadership. The board of education approved an administrative procedure called Budget Implementation (04.11 AP.1) and a School Budget and Purchasing (SBDM) (02.4242) policy which provide guidance on expenditures and how to monitor funds allocated to schools. District leadership reviews MUNIS reports to ensure expenditures are within approved budget guidelines but rarely analyzes the effectiveness of allocated resources on instructional practices and student achievement.

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

District leadership, generally, does not allocate discretionary funds to Trimble

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

County High School during the budget planning and adoption process. District leadership responds to requests from school leadership for additional resources during the fiscal year. District leadership has responded to some needs (e.g., Advanced Placement training, credit recovery classes) at Trimble County High School by allocating additional resources, but district leadership rarely develops budgets that include discretionary funding.

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

The Trimble County Board of Education relies on the comprehensive district planning committee to ensure district funds support school goals. District leadership determines most financial and resource allocations based on prior practices and student enrollment projections. District leadership ensures proposed expenditures are allowable and within program guidelines. District leadership seldom intentionally connects resource allocations to district or school improvement plan priorities. Trimble County High School leadership occasionally submits a request to district leadership for additional resources. District leadership requires school leadership to submit a written justification describing the need for additional resources, describing how the resources will support improved student achievement or increased professional knowledge and skills.

- 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 most categorical and federal funds based on student enrollment with consideration given to previous expenditures and planned initiatives. District leadership considers informal feedback from some stakeholders when modifying categorical fund allocations, but district leadership has not established a formal process to evaluate the effective use of resources provided through categorical and federal funding. District leadership intentionally integrates funds from some sources to improve district and school capacity and to accelerate student growth and learning.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

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

District leadership does not ensure that school leadership effectively protects instructional time at Trimble County High School. The Trimble County Board of Education has not adopted a policy addressing the efficient use of instructional time. District leadership conducts informal classroom visits at Trimble County High School, but does not require school leadership to specifically monitor the use of instructional time. District leadership generally lacks awareness of school council policies, procedures and issues relating to the protection of instructional time.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

District leadership should revise the budget development procedure to ensure it is responsive to student learning and staff development needs. District leadership should ensure resource allocations support priorities in the comprehensive improvement plans, the district technology plan and the district professional development plan. District leadership should ensure all plans are purposely developed in support of district and school vision and mission statements. District leadership should revise staff allocation procedures to be more responsive to student learning needs.

The superintendent should give consideration to managing the district budgets with lessening assistance from an external consultant and with more emphasis on identifying district and school improvement needs.

District leadership should immediately implement formal procedures to monitor the effectiveness of Trimble County High School council and leadership use of financial, human and material resources. These procedures should require incremental monitoring, reporting and analysis with clearly defined metrics, benchmarks and timelines.

Resources:

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

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

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

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of categorical program financial reports, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district budget and allocations, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, lesson plans/units of study, needs assessment data, perception survey results, professional development records, school budget and allocations, school council meeting agenda and minutes, school improvement planning team meeting minutes and agenda and School Report Card data

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

Performance Rating 3

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

Timelines accompanying the strategies in the comprehensive district improvement plan are staggered over multiple years and are realistic. Funding sources are frequently integrated to support the implementation of many activities. The instructional supervisor is identified as the person responsible for ensuring the effective implementation of all comprehensive district improvement plan action components. The responsibility for implementing each strategy in the comprehensive district improvement plan is identified by job title (e.g., principal, assistant principal, director of special education, assistant superintendent). The amount of funding necessary to implement each district improvement strategy is identified along with the funding source (e.g., professional development, Title I).

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

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 comprehensive process used to develop the previous district mission and vision statements occurred over nine years ago. Current district leaders were not involved in that process. The comprehensive district improvement planning committee (e.g., parents, a student, principals, teachers, district administrators) reviews the vision and mission statements annually and recommends needed revisions to the Trimble County Board of Education. Proposed changes are available for public review along with other comprehensive district improvement plan components. District administrators recently made unilateral changes to the mission and vision statements. District leadership has posted various versions of the unapproved vision and mission statements on the district Web site and in the Trimble County Board of Education meeting room. Belief statements, although displayed at various locations, have not been approved by the board of education.

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

At monthly board of education meetings, Trimble County High School leadership shares information regarding a variety of topics, including student assessment data, data analysis, student achievement and other relevant issues and presents a detailed test score analysis annually. The comprehensive district improvement planning committee reviews some student achievement data (e.g., Kentucky Interim Performance Report, Educational Planning and Assessment System scores) and non-cognitive data (e.g., attendance, dropouts, retention, transition) when preparing recommended priorities for consideration by the board of education. In addition to comprehensive district improvement plan goals, the board recently examined findings from data analyses and established district improvement goals, which will inform the evaluation of the superintendent. To develop these new goals, the board worked with district administrators to identify appropriate metrics, primarily based on student achievement, to measure success in meeting the goals.

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

The comprehensive district improvement planning committee reviewed some

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

indicators of student achievement (e.g., Educational Planning and Assessment System scores, Kentucky Interim Performance Report) to guide the development of some strategies in the district improvement 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.

Although the comprehensive district improvement planning committee included some instructional strategies (e.g., Response to Intervention, professional learning communities, instructional walkthroughs, formative assessments, Thinking Strategies) in the comprehensive district improvement plan, the committee did not intentionally select strategies identified as research based. The planning committee also gave consideration to the new Kentucky Core Academic Standards and ACT Quality Core standards when developing district improvement goals and objectives.

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

District leadership reviewed some student assessment data (e.g., No Child Left Behind, Kentucky Interim Performance Report) and addressed achievement in targeted student populations (free/reduced lunch, students with disabilities) in the comprehensive district improvement plan. Although goals are articulated in the district improvement plan, the district planning committee did not establish measureable goals and objectives for students in targeted populations.

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

The comprehensive district improvement planning committee established three goals for student achievement. Two of the three goals lack clarity and are not stated in measurable terms. The district improvement planning committee developed action components for two of the three goals. District leadership has not established benchmarks to measure incremental progress toward reaching these goals.

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

District leadership requires school leadership to present findings from data

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

analysis to the comprehensive district improvement planning committee. School leadership shares disaggregated data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, student, parent and staff surveys, non-cognitive data) to determine priorities for inclusion in the district improvement plan. District leadership presents a report to the Trimble County Board of Education following the release of assessment results. District leadership does not regularly analyze data to identify emerging needs or to determine the effectiveness of district support provided to Trimble County High School teachers and leadership.

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

The comprehensive district improvement planning committee established three district improvement goals, and one of these is clear, measurable and focused on increasing student learning. School leadership shared disaggregated data with the planning committee, and the committee identified and prioritized district improvement plan action components. District leadership is rarely involved in data analysis and the development of school improvement goals at Trimble County High School.

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

District leadership included some strategies designed to specifically address achievement gaps of students in targeted populations in the comprehensive district improvement plan action components. The district improvement planning committee did not intentionally select or design strategies found to have been effective in schools with similar demographics; however, many improvement strategies are research-based. A few strategies are not clearly articulated and fail to provide sufficient directions to ensure effective implementation and assess the resulting impact. Implementation and follow-up procedures, for example, are not articulated for strategy number five in the Academic Performance Curriculum, Instruction and Assessment action component. Strategy number five requires teacher professional development, but does not provide direction for teachers beyond the initial training. Most strategies identified in the action components have the potential to positively impact student learning, but a few lack the clarity and depth necessary to determine their effect on student learning. District leadership solicited input from the high school principal in the development of the action components in

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

the comprehensive district improvement plan. The district and high school improvement plans are congruent.

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

The district planning team coordinator is identified as the person responsible for monitoring the implementation of comprehensive district improvement plan strategies. Implementation and impact checks are completed by the district planning coordinator, but a timeline for this process is not included in the plan, and the process does not generate quantifiable data. The executive summary of the district improvement plan includes a requirement for reports on the progress of implementing the district improvement plan to be provided to the Trimble County Board of Education monthly. The principal, in lieu of the school council, shares findings from data analysis at monthly board of education meetings.

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.

Comprehensive district improvement plan action components align with the district mission statement. The district publishes belief statements, but these have not been adopted by the Trimble County Board of Education. Some improvement plan strategies lack the clarity necessary to implement them effectively or fail to reach beyond the professional development level to provide direction for effective implementation and follow-up. The comprehensive district improvement plan action components and many strategies (e.g., formative assessment, Thinking Strategies, learning targets) are similar to those successfully used in other districts.

9.6a The plan is implemented as developed.

District leadership provides some resources and direction (e.g., professional development, additional funding, school and district planning committee meetings) to support the implementation of district and school improvement plans. Most district staff members are generally aware of district improvement plan goals, especially those related directly to them. Some staff members are not actively involved in implementing district improvement strategies.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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

District leadership reviews some data (e.g., Interim Performance Report, No Child Left Behind report, Educational Planning and Assessment System scores) to evaluate the effectiveness of district improvement strategies when biannual implementation and impact checks are conducted. District leadership also collects information from Trimble County High School leadership to determine whether district improvement strategies have been implemented. District leadership expects school leadership to monitor the implementation and impact of school improvement strategies.

- 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 analyzes some data (e.g., Interim Performance Report, No Child Left Behind report) annually to evaluate the impact of district improvement plan strategies on student performance. District leadership, however, seldom monitors classroom instruction and assessment practices at Trimble County High School to determine the impact of district improvement strategies.

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

District leadership reviews the district improvement plan biannually to determine implementation progress rather than to measure progress toward reaching improvement goals or to determine the impact on classroom practices and student achievement. District leadership modifies the district improvement plan as needed to ensure adherence to program guidelines.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary of recommendations in: **Efficiency**

Standard 9 Comprehensive and Effective Planning

District leadership should establish an on-going process to monitor the impact from district improvement strategies on classroom practices, student achievement, organizational effectiveness and leadership growth. District leadership should establish incremental benchmarks to measure the extent to which strategies are impacting student achievement.

The superintendent should ensure that district and school leadership collectively hold themselves accountable for the successful implementation of and resulting outcomes from district improvement strategies.

District leadership should require different component managers to be responsible for implementing and monitoring each action component. The superintendent should ensure that district leaders have important roles and responsibilities for the success of district improvement strategies and for reaching district improvement goals.

Resources:

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

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

Lambert, L. (1998). Building Leadership Capacity in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, M. (2001). The Real Causes of Higher Achievement. Alexandria, VA: Association for Supervision & Curriculum Development.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

Summary of Next Steps:

The superintendent should facilitate meetings with district leadership and the Trimble County High School principal to establish mutual goals to advance student achievement. These goals should address students in targeted populations and those who are performing below grade level. The superintendent should require frequent communication among all administrators. She should hold all administrators accountable for establishing and maintaining professional working relationships that will allow them to appropriately address and resolve emerging issues.

District leadership should train the Trimble County High School principal and teachers in the essential elements of instruction and assessment designs. District leadership should require the high school principal to establish non-negotiables, which include the use of a variety of research-based instruction and assessment strategies. District leadership should hold the principal accountable for ensuring the needs of all students are met. District leadership should require the principal to engage teachers in intensive, job-embedded, ongoing professional development regarding data analysis, examining student work, designing and implementing high quality instruction for every student. District leadership should require the principal to aggressively use a cycle of monitoring classroom practices that includes observations, specific, immediate and meaningful feedback, ongoing support and resources to ensure effective instruction occurs in every class, every day.

The superintendent should develop leadership skills in the area of directly confronting issues and making difficult decisions. She should immediately seek successful mentors to coach her during difficult decisions to build on her existing skills and to challenge her to step out of her comfort zone and be firm, prompt and bold while maintaining her compassion. The superintendent should hold district leaders and the principal accountable for improving the instructional capacity of all teachers and significantly accelerating student achievement.

District leadership should collaborate with Trimble County Central High School leadership to continuously analyze a variety of assessment data and teacher professional growth needs gathered from continuous observations, evaluations, individual professional growth goals and other relevant data to determine critical professional development needs to develop a multi-year, data-driven, job-embedded professional development plan. District leadership should collaborate with school leadership to research strategies used to increase student learning at schools with similar issues and demographics. The superintendent should require district and school leadership to continuously analyze emerging data to ascertain the effectiveness of professional development on instructional practices and the impact on student learning. The principal should develop a systemic monitoring process to determine the extent to which professional development is positively impacting professional practices and student learning. District and school professional development activities should strategically be designed to develop high levels of competence in district and school leaders and teachers in their respective roles.

The superintendent should reassign responsibilities equitably among district administrators. The superintendent should examine other districts of similar size to examine their role assignments. The superintendent should identify the strengths of each district administration and use those to guide the reassignment of roles. The superintendent should develop a process to systematically and formally monitor district leadership and the Trimble County High School principal to ensure they maintain an unwavering focus on advancing student achievement at Trimble County High School.

District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

In Conclusion:

The members of the Trimble 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 Trimble 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 Trimble County School District and Trimble County High School.

Superintendent, Trimble County Schools

_____ Date: _____

District Leadership Assessment Summary Report

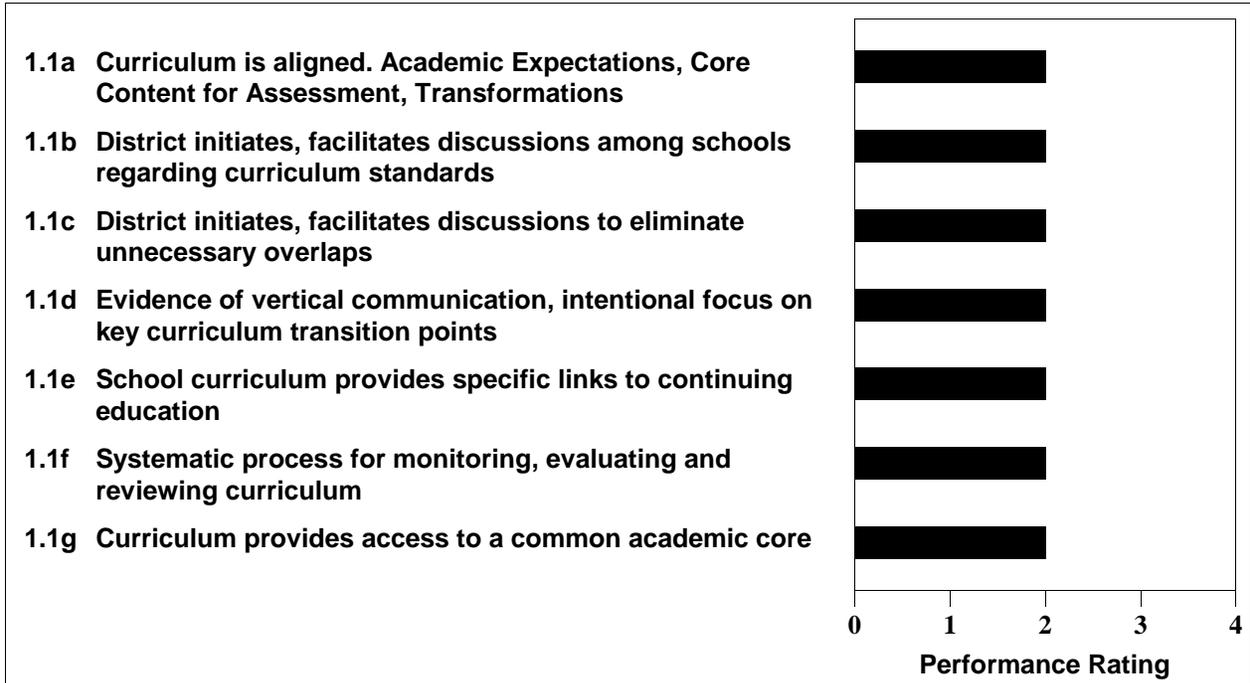
Trimble County

School District

1/8/2012 - 1/13/2012

1.1 Curriculum

Academic Performance



District Leadership Assessment Summary Report

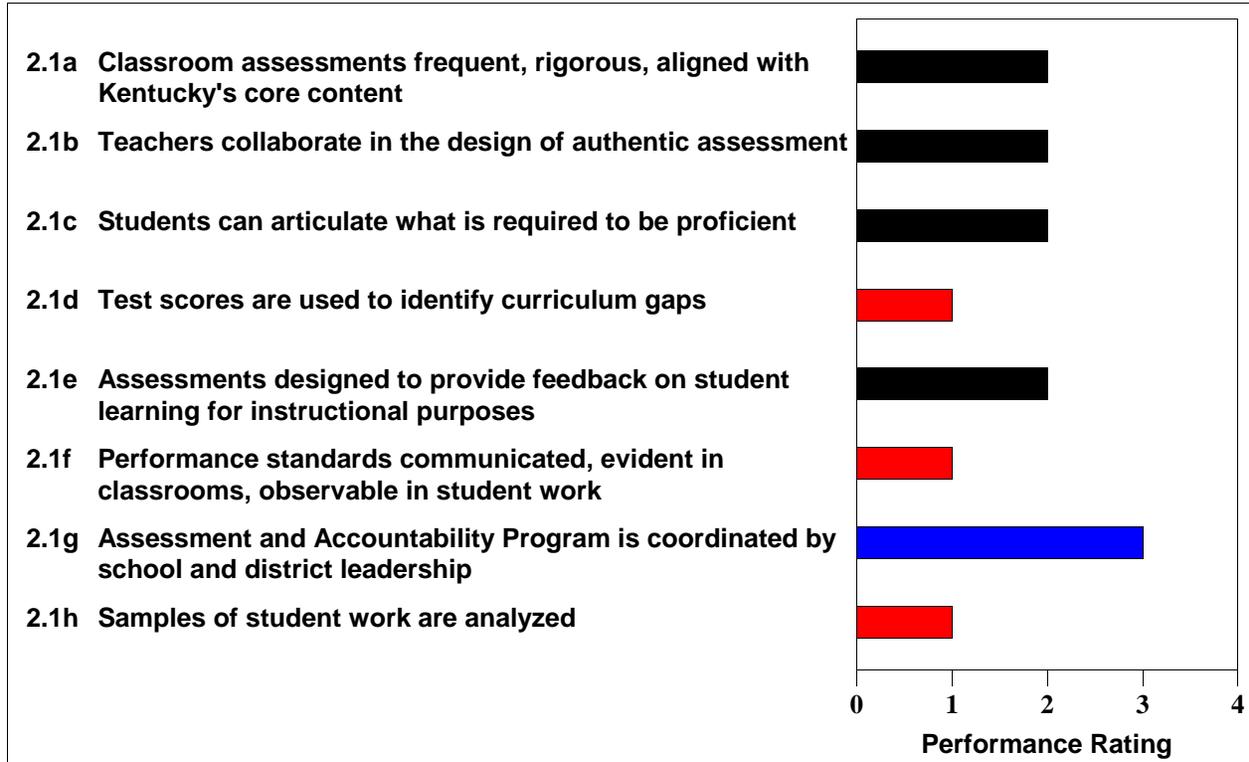
Trimble County

School District

1/8/2012 - 1/13/2012

2.1 Classroom Evaluation/Assessment

Academic Performance



District Leadership Assessment Summary Report

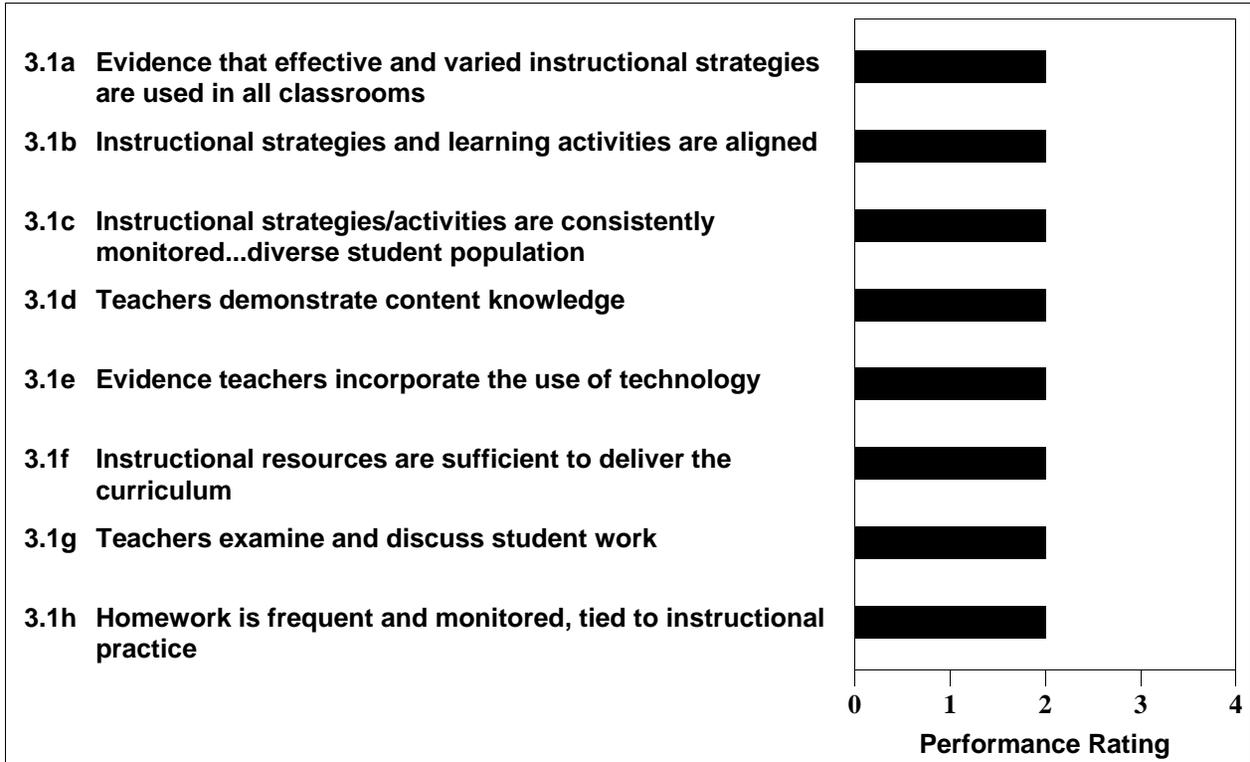
Trimble County

School District

1/8/2012 - 1/13/2012

3.1 Instruction

Academic Performance



District Leadership Assessment Summary Report

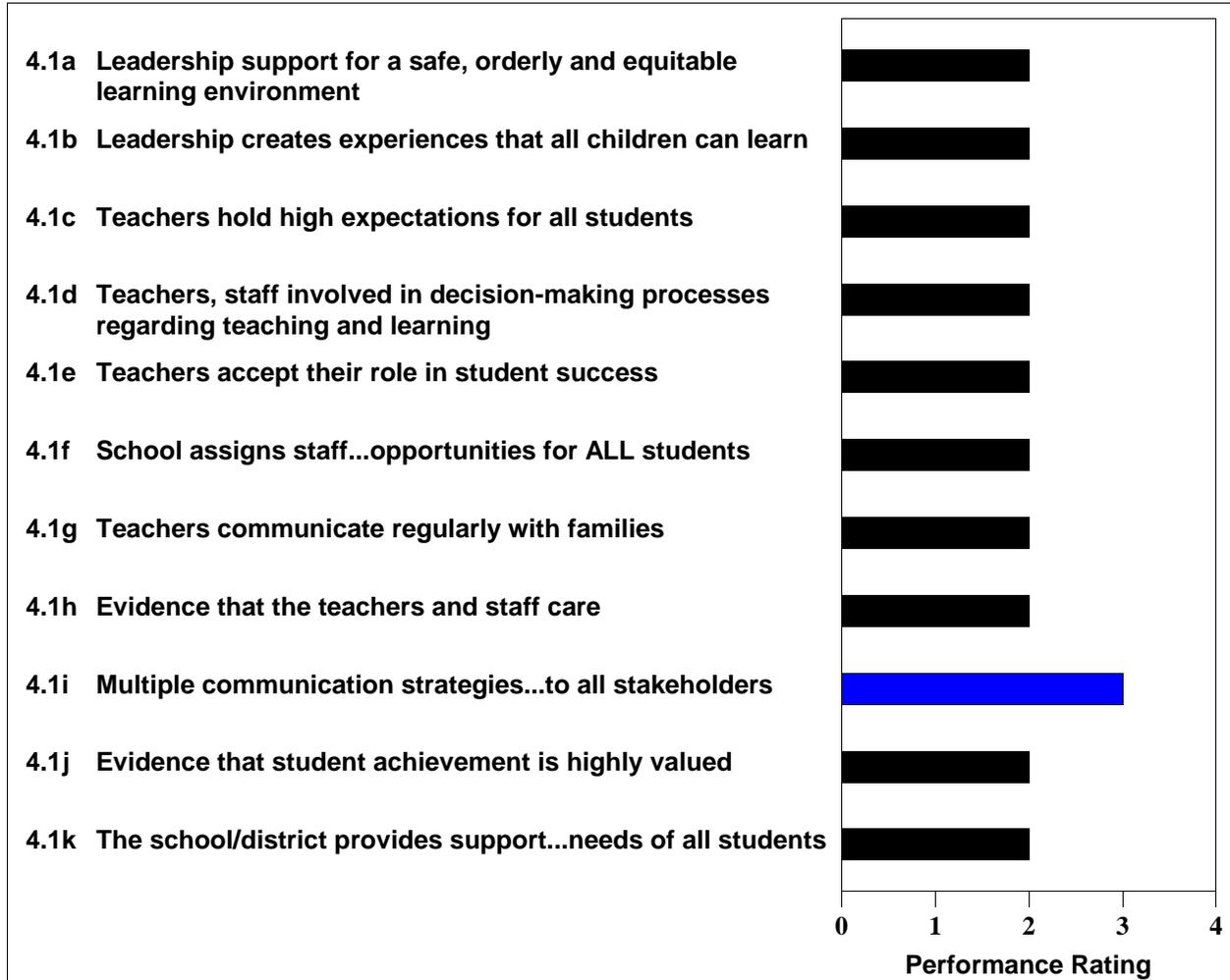
Trimble County

School District

1/8/2012 - 1/13/2012

4.1 School Culture

Learning Environment



District Leadership Assessment Summary Report

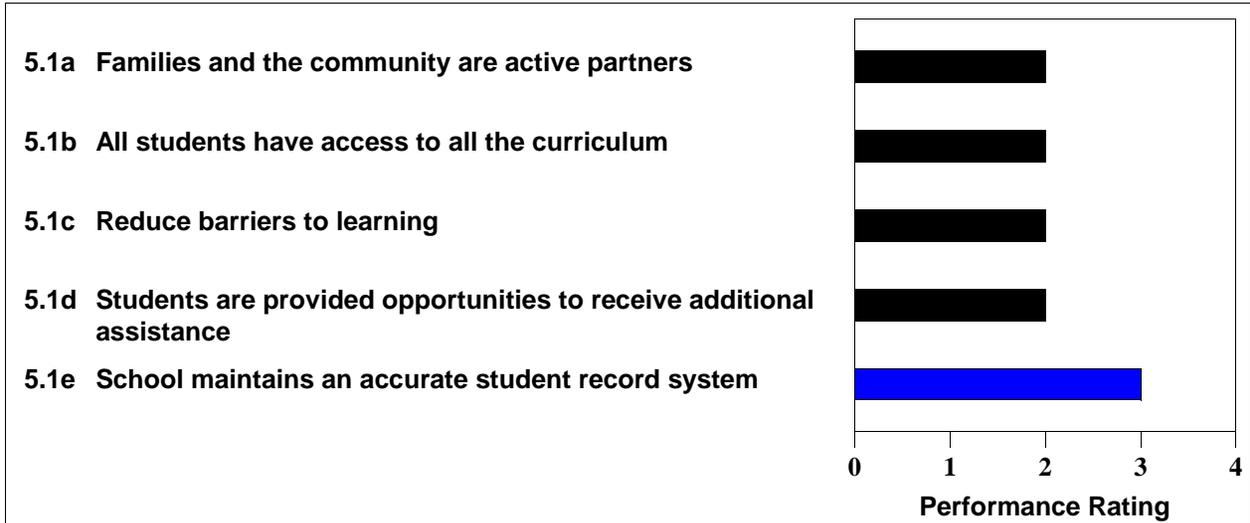
Trimble County

School District

1/8/2012 - 1/13/2012

5.1 Student, Family and Community Support

Learning Environment



District Leadership Assessment Summary Report

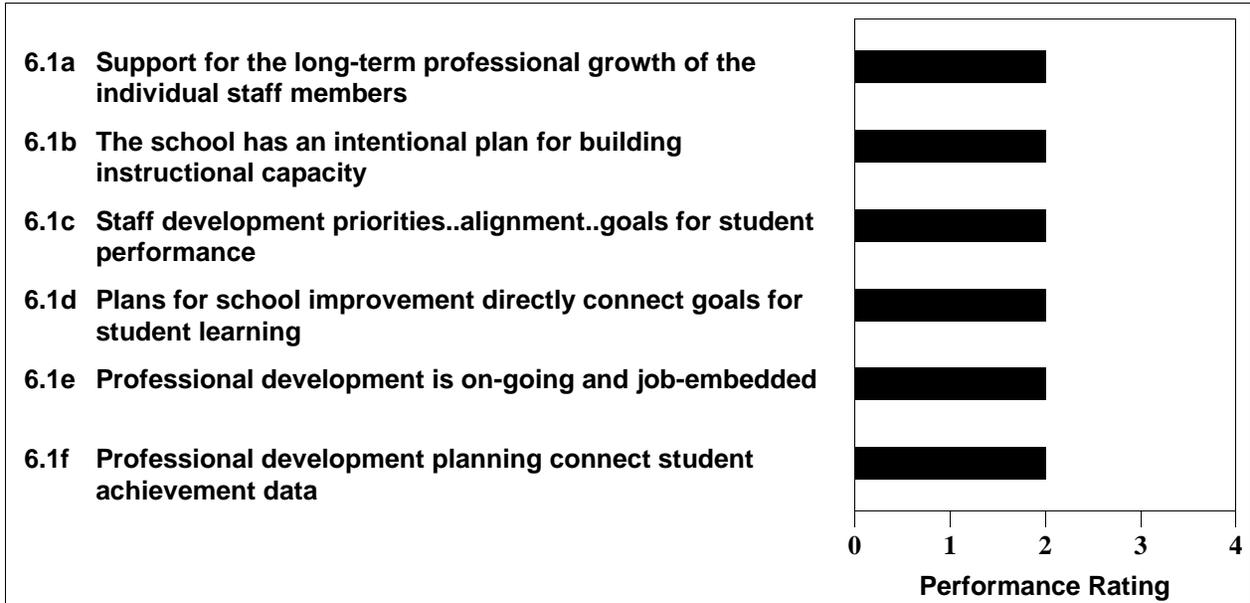
Trimble County

School District

1/8/2012 - 1/13/2012

6.1 Professional Development

Learning Environment



District Leadership Assessment Summary Report

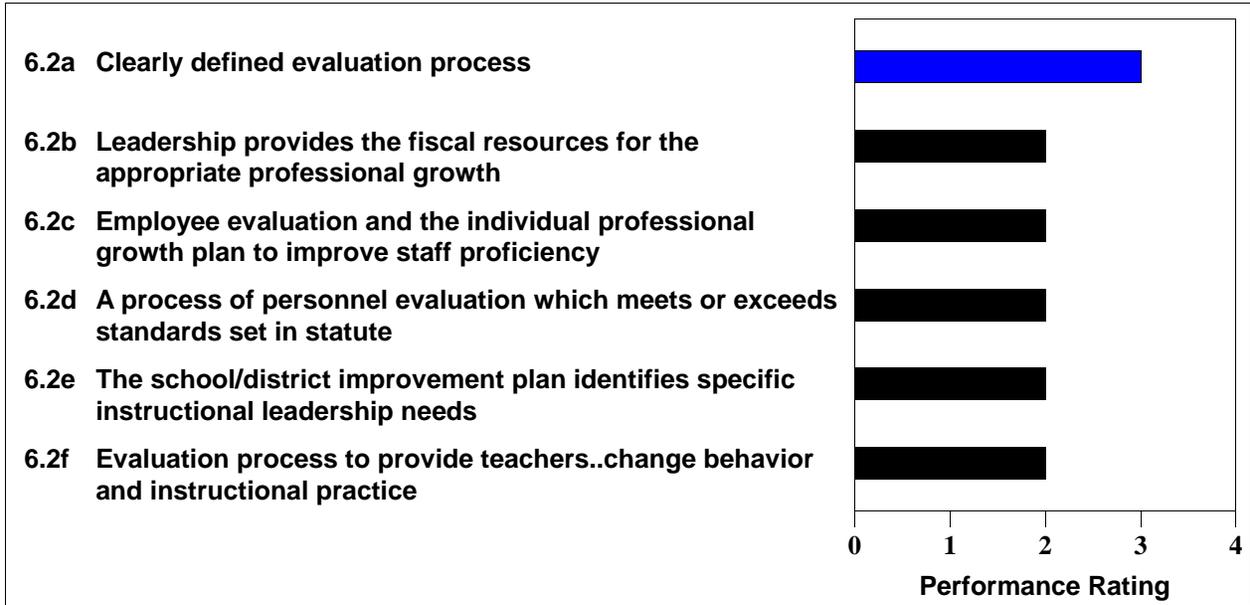
Trimble County

School District

1/8/2012 - 1/13/2012

6.2 Professional Growth and Evaluation

Learning Environment



District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

7.1 Leadership

Efficiency



District Leadership Assessment Summary Report

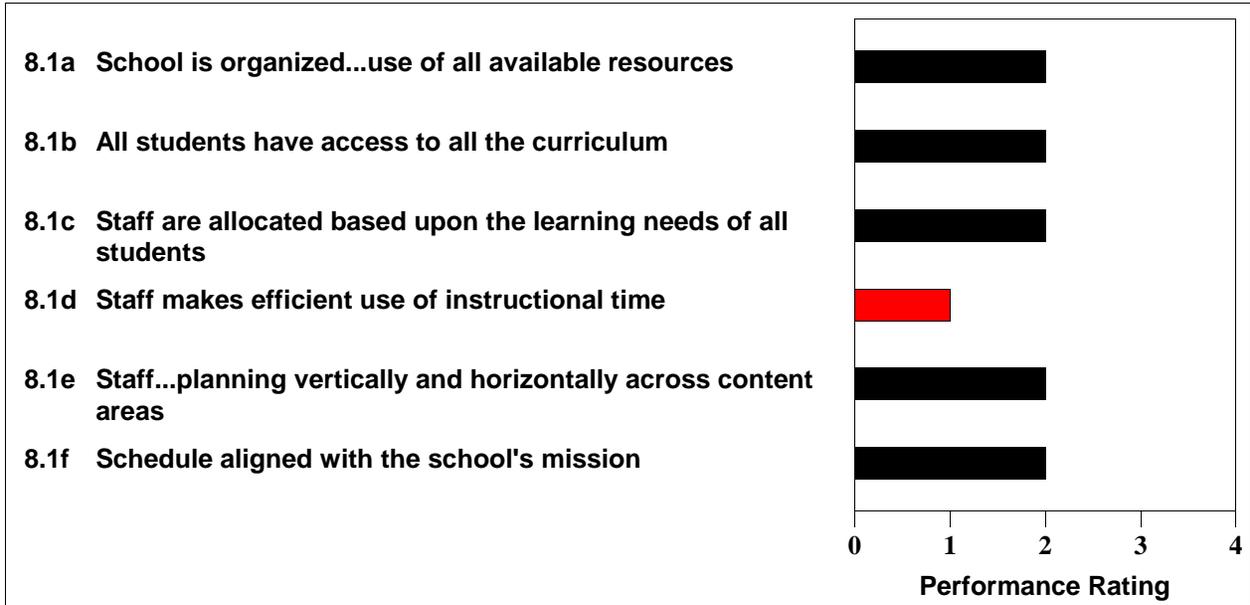
Trimble County

School District

1/8/2012 - 1/13/2012

8.1 Organization of the School

Efficiency



District Leadership Assessment Summary Report

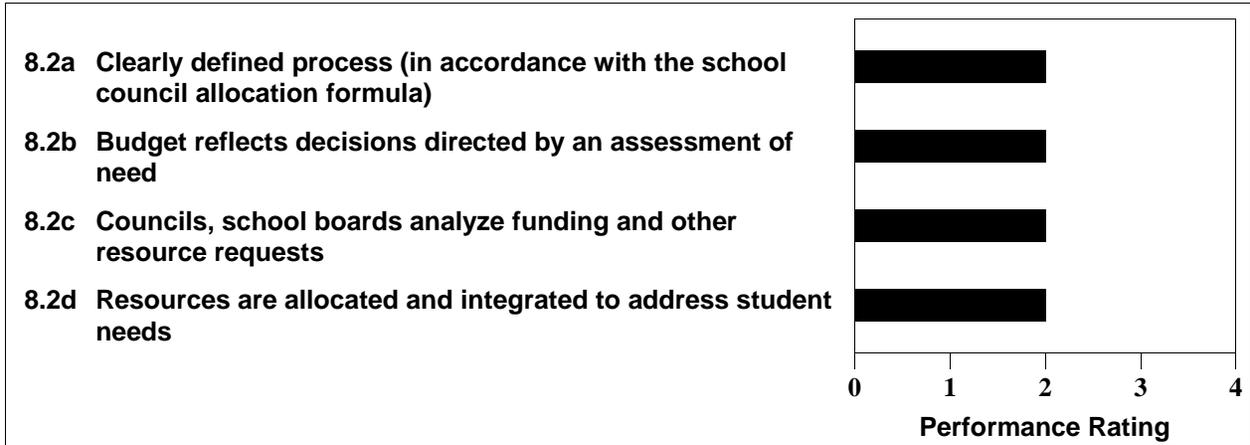
Trimble County

School District

1/8/2012 - 1/13/2012

8.2 Resource Allocation and Integration

Efficiency



District Leadership Assessment Summary Report

Trimble County

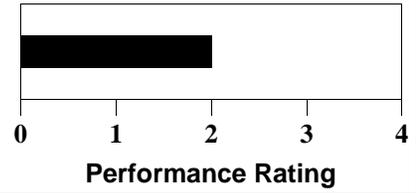
School District

1/8/2012 - 1/13/2012

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

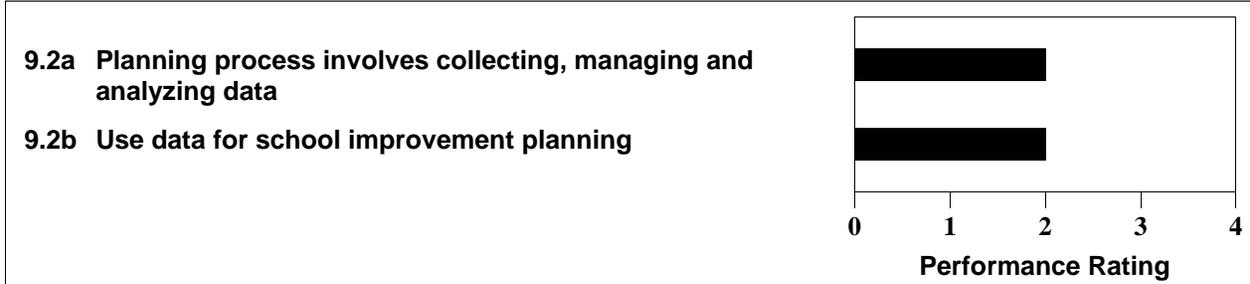
Trimble County

School District

1/8/2012 - 1/13/2012

9.2 Development of the Profile

Efficiency



District Leadership Assessment Summary Report

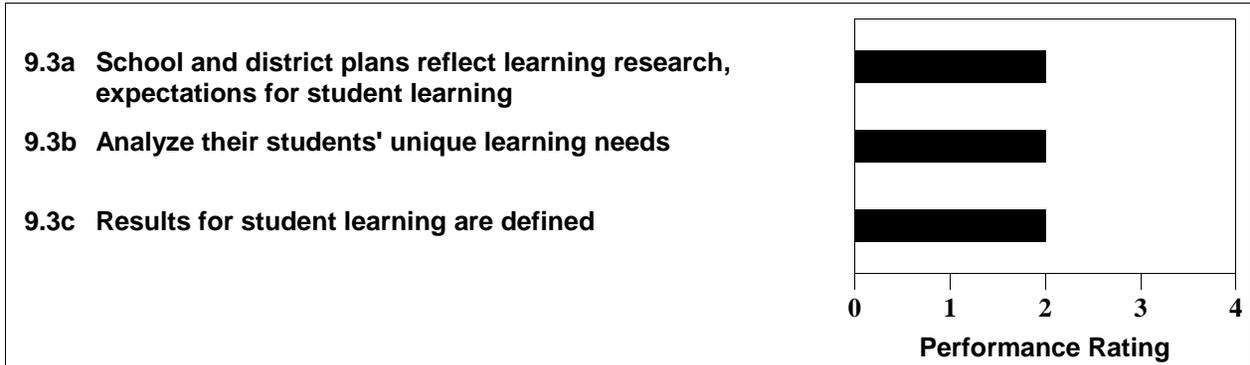
Trimble County

School District

1/8/2012 - 1/13/2012

9.3 Defining Desired Results for Student Learning

Efficiency



District Leadership Assessment Summary Report

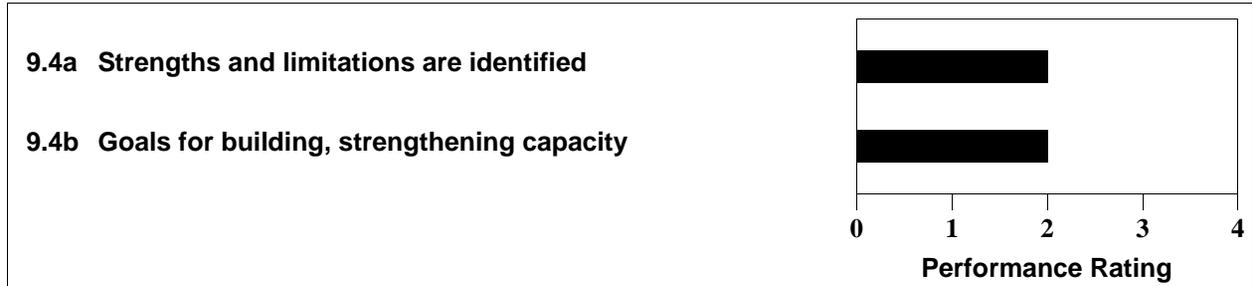
Trimble County

School District

1/8/2012 - 1/13/2012

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



District Leadership Assessment Summary Report

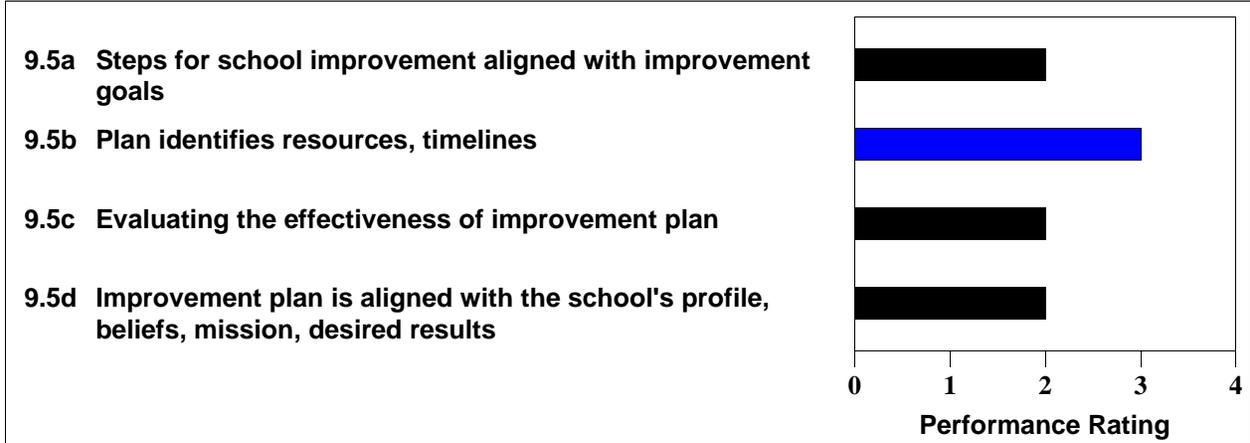
Trimble County

School District

1/8/2012 - 1/13/2012

9.5 Development of the Improvement Plan

Efficiency



District Leadership Assessment Summary Report

Trimble County

School District

1/8/2012 - 1/13/2012

9.6 Implementation and Documentation

Efficiency

