Lee County
District Leadership Assessment Report

11/06/2011 - 11/11/2011

District Leadership Assessment Executive Summary

Lee County School District

11/6/2011 - 11/11/2011

Mr. James Evans, Jr., Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Lee County School District during the period of 11/6/2011 - 11/11/2011. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

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

1. Deficiency	The board of education, the superintendent, district and school leadership and staff have not accepted their responsibility in student achievement.
Next Steps	The superintendent should adopt a “Whatever It Takes” attitude and accept “No Excuses” in leading the process of creating a sense of urgency for Lee County High School to become a high performing school. He should engage in conversations concerning high student achievement and communicate this expectation to all stakeholder groups. The goals and priorities within the comprehensive district improvement plan should be the board of education and superintendent’s guide to continuous school improvement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The superintendent, district and school leadership and school staff members have not modeled a professional working environment that creates and continually develops positive relationships and promotes collaborative decision-making.

Next Steps	The superintendent should immediately initiate discussions between and among district and school leadership, school council and staff members on what it would take to build a culture of professionalism, trust and collegiality. They should put forth a team effort to put student needs first. A needs assessment should be conducted to determine ways district leadership can support the efforts of the high school in supporting leadership needs, teacher growth and student learning. All efforts should be supported by data and targeted to move the high school toward achieving proficiency for all students.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The board of education, superintendent and district leadership do not use the comprehensive district improvement plan as a basis of decision making in Lee County Schools.
Next Steps	District leadership should lead the process to analyze data to set realistic, measurable and concise district and school goals for continuous school improvement. The superintendent should communicate goals of the comprehensive district improvement plan to district and school staff members and hold them accountable for their roles and responsibilities in implementing the plan. District leadership should establish quarterly benchmarks tied closely to priority needs and clearly communicated to all stakeholder groups. A systematic, formal evaluation process should be defined to measure the implementation and impact of activities on student achievement. The success or failure toward meeting goals should drive continual revisions of the district plan.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	District leadership does not communicate expectations for developing a fully aligned curriculum, designing rigorous, authentic assessments and delivering differentiated instructional strategies with high school leadership and staff.

Next Steps	District leadership should communicate to the high school principal and staff curriculum alignment expectations and hold them accountable for completion of this task. District leadership should provide specific timelines, detailed expectations and resources to facilitate alignment. District and school leadership should define, implement and monitor classroom expectations for addressing differentiation by designing rigorous, authentic assessments to meet the diverse learning needs of all students. District and school leadership should fully implement strategies of research-based initiatives agreed upon by district and school staff for refinement of the instructional program.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	District leadership does not ensure professional development is collaboratively planned to meet the specific needs of the high school staff and to enhance and develop the skills needed to deliver a successful instructional program.
Next Steps	District and school leadership and staff should develop and implement a data-driven, multi-year, job-embedded professional development plan. The plan should focus on activities that result in a high level of competence in the instructional staff. It should include opportunities for teachers to develop content knowledge, research-based delivery methods and leadership skills. It should build capacity in both the administration and staff and should close achievement gaps. District and school leadership should monitor classrooms for implementation of skills and knowledge acquired through professional development activities and evaluate impact on student achievement. This process should include support and follow up to address staff's individual needs.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	District leadership does not monitor, provide feedback and follow up support on all district and school programs.

Next Steps	The superintendent should lead district staff in the development and implementation of a comprehensive and systematic monitoring process for all district programs. This monitoring system should be based on commonly understood and clearly communicated measures. District leadership should use this monitoring system to determine impact of programs and resources on the achievement of academic, instructional and organizational goals. The process should evaluate the effectiveness of programs at both the design and implementation levels to allow district and school leadership to determine where and how program adjustments should be made and if programs should be continued.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Lee County

KDE 2011 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

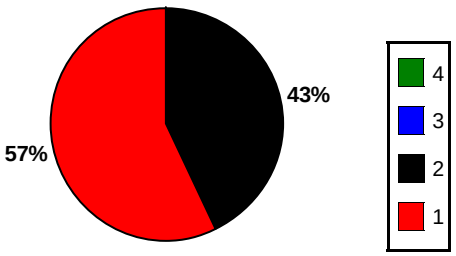
3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation

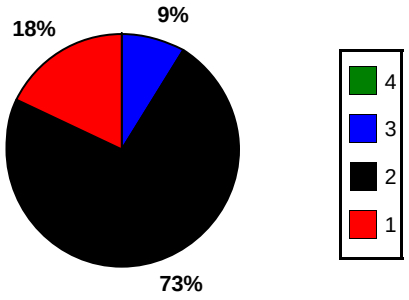
Standard 1 - Curriculum

Total Indicators Assessed: 7



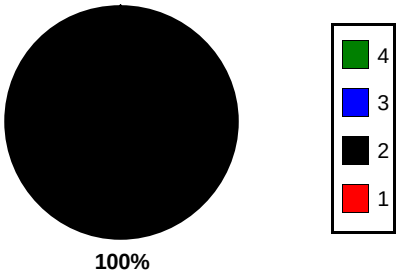
Standard 4 - School Culture

Total Indicators Assessed: 11



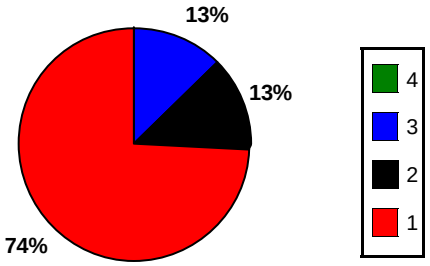
Standard 7 - Leadership

Total Indicators Assessed: 11



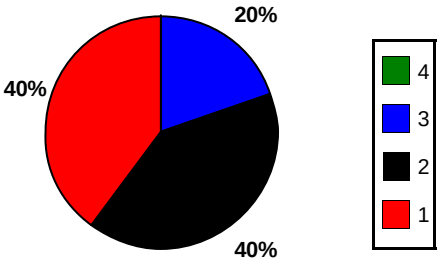
Standard 2 - Classroom Evaluation/Assessment

Total Indicators Assessed: 8



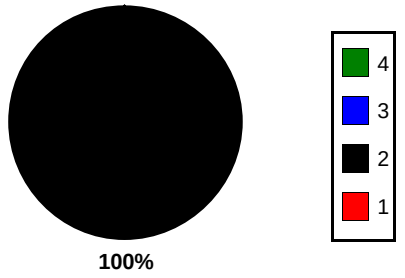
Standard 5 - Student, Family and Community Support

Total Indicators Assessed: 5



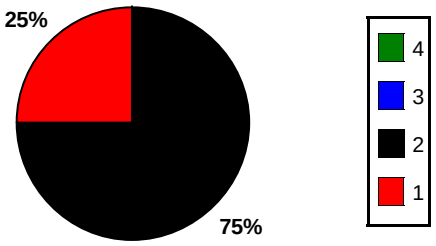
Standard 8 - School Organization and Fiscal Resources

Total Indicators Assessed: 10



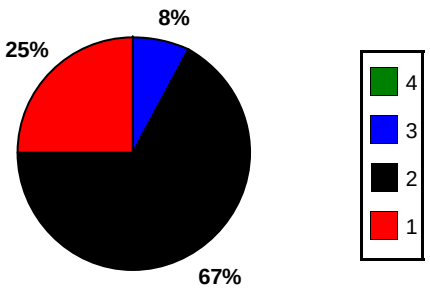
Standard 3 - Instruction

Total Indicators Assessed: 8



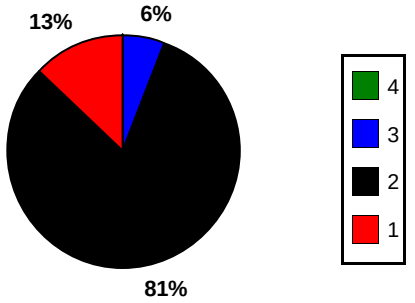
Standard 6 - Professional Growth, Development, and Evaluation

Total Indicators Assessed: 12



Standard 9 - Comprehensive and Effective Planning

Total Indicators Assessed: 16



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Lee County

Standard - 1 - Academic Performance

Curriculum

1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations

1.1b District initiates, facilitates discussions among schools regarding curriculum standards

1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps

1.1d Evidence of vertical communication, intentional focus on key curriculum transition points

1.1e School curriculum provides specific links to continuing education

1.1f Systematic process for monitoring, evaluating and reviewing curriculum

1.1g Curriculum provides access to a common academic core

Standard - 2 - Academic Performance

Classroom Evaluation/Assessment

2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content

2.1b Teachers collaborate in the design of authentic assessment

2.1c Students can articulate what is required to be proficient

2.1d Test scores are used to identify curriculum gaps

2.1e Assessments designed to provide feedback on student learning for instructional purposes

2.1f Performance standards communicated, evident in classrooms, observable in student work

2.1g Assessment and Accountability Program is coordinated by school and district leadership

2.1h Samples of student work are analyzed

Standard - 3 - Academic Performance

Instruction

3.1a Evidence that effective and varied instructional strategies are used in all classrooms

3.1b Instructional strategies and learning activities are aligned

3.1c Instructional strategies/activities are consistently monitored...diverse student population

3.1d Teachers demonstrate content knowledge

3.1e Evidence teachers incorporate the use of technology

3.1f Instructional resources are sufficient to deliver the curriculum

3.1g Teachers examine and discuss student work

3.1h Homework is frequent and monitored, tied to instructional practice

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

Standard - 4 - Learning Environment

School Culture

4.1a Leadership support for a safe, orderly and equitable learning environment

4.1b Leadership creates experiences that all children can learn

4.1c Teachers hold high expectations for all students

4.1d Teachers, staff involved in decision-making processes regarding teaching and learning

4.1e Teachers accept their role in student success

4.1f School assigns staff...opportunities for ALL students

4.1g Teachers communicate regularly with families

4.1h Evidence that the teachers and staff care

4.1i Multiple communication strategies...to all stakeholders

4.1j Evidence that student achievement is highly valued

4.1k The school/district provides support...needs of all students

Standard - 5 - Learning Environment

Student, Family and Community Support

5.1a Families and the community are active partners

5.1b All students have access to all the curriculum

5.1c Reduce barriers to learning

5.1d Students are provided opportunities to receive additional assistance

5.1e School maintains an accurate student record system

Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation

Professional Development

6.1a Support for the long-term professional growth of the individual staff members

6.1b The school has an intentional plan for building instructional capacity

6.1c Staff development priorities..alignment..goals for student performance

6.1d Plans for school improvement directly connect goals for student learning

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

6.1f Professional development planning connect student achievement data

Professional Growth and Evaluation

6.2a Clearly defined evaluation process

6.2b Leadership provides the fiscal resources for the appropriate professional growth

6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency

6.2d A process of personnel evaluation which meets or exceeds standards set in statute

6.2e The school/district improvement plan identifies specific instructional leadership needs

6.2f Evaluation process to provide teachers..change behavior and instructional practice

Standard - 7 - Efficiency

Leadership

7.1a Leadership has developed and sustained a shared vision

7.1b Leadership decisions focused on student academic data

7.1c All administrators have a growth plan

7.1d Evidence that the leadership team disaggregates data

7.1e Leadership ensures all instructional staff...access to curriculum related materials

7.1f Leadership ensures that time is protected...instructional issues

7.1g Leadership plans and allocates resources

7.1h School/district leadership provides policy and resource infrastructure

7.1i Process for the development and the implementation of council policy

7.1j SBDM council has an intentional focus on student academic performance

7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency

Standard - 8 - Efficiency - School Organization and Fiscal Resources

Organization of the School

8.1a School is organized...use of all available resources

8.1b All students have access to all the curriculum

8.1c Staff are allocated based upon the learning needs of all students

8.1d Staff makes efficient use of instructional time

8.1e Staff...planning vertically and horizontally across content areas

8.1f Schedule aligned with the school's mission

Resource Allocation and Integration

8.2a Clearly defined process (in accordance with the school council allocation formula)

8.2b Budget reflects decisions directed by an assessment of need

8.2c Councils, school boards analyze funding and other resource requests

8.2d Resources are allocated and integrated to address student needs

Standard - 9 - Efficiency - Comprehensive and Effective Planning

Defining the School Vision, Mission, Beliefs

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

Development of the Profile

9.2a Planning process involves collecting, managing and analyzing data

9.2b Use data for school improvement planning

Defining Desired Results for Student Learning

9.3a School and district plans reflect learning research, expectations for student learning

9.3b Analyze their students' unique learning needs

9.3c Results for student learning are defined

Analyzing Instructional and Organizational Effectiveness

9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity

Development of the Improvement Plan

9.5a Steps for school improvement aligned with improvement goals

9.5b Plan identifies resources, timelines

9.5c Evaluating the effectiveness of improvement plan

9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results

Implementation and Documentation

9.6a Plan is implemented as developed

9.6b School evaluates the degree to which it achieves the goals and objectives for student learning

9.6c The school evaluates the degree to which it achieves the expected impact

9.6d Evidence of attempts to sustain the commitment to continuous improvement

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

Lee County

School District

11/6/2011 - 11/11/2011

Introduction

The Kentucky Department of Education conducted district leadership assessment of Lee County School District during the period of 11/6/2011 - 11/11/2011.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as classroom observations (22), formal interviews and informal discussions with teachers (16), students (33), parents (18), school classified staff (4), grant coordinators (2), principal (1), district leadership (5), district classified staff (16), professional resource personnel (4), community members (1), board of education (5), 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 Betty E. Fox - District Administrator. The other team members were: Jill L. Crowe - Teacher; Rhonda C. Marshbanks - Teacher; Cindy Price - Parent; Gayla B. Jenkins - Building Administrator; Ginger K. Mason - Higher Education Representative, Cindy D. Baumert - Parent; Vickie S. Grigson - Educational Recovery Leader.

Academic Performance

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

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

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

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

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

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

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

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

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district technology plan, equipment inventory, Individual Learning Plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, professional development records, school council policies and bylaws, school Web pages, district Web page, board of education policies and procedures, Teaching, Empowering, Leading and Learning survey, board of education meeting agenda and minutes and administrative meeting agenda and minutes

Interviews with district leadership, principal, school council members, superintendent, teachers and Kentucky Valley Educational Cooperative director

Observations of classrooms, computer lab, hallways and media center

Performance Rating 2

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

District leadership approved the implementation of dual credit courses offered through partnerships with Eastern Kentucky University and Morehead State University at the high school. District leadership does not regularly examine the school curriculum to ensure teachers are providing students multiple opportunities to apply what they have learned in school to authentic application of skills. District leadership does not monitor or review individual learning plans to ensure students' plans are completed according to program guidelines.

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

District leadership has developed policy (Curriculum and Instruction 08-08.5) and implemented procedures to address curricular issues in the schools. A district liaison attends school council meetings and offers some guidance and assistance upon request. District leadership reviews school council policy to ensure required policies have been adopted. District leadership expects school leadership to monitor curriculum alignment and to lead the staff in making revisions to the curriculum as needed. At the district level, leadership occasionally discusses curricular issues, but these discussions rarely include school level administrators in a collaborative process of identifying curricular concerns based on data analysis.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

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

The board of education and district leadership review the high school master schedule after its development by school leadership and approve its content. District leadership leaves the assignment of students to school leadership and intervenes only upon request. At Lee County High School, students with disabilities are pulled out of the regular education program to work with teachers in resource class settings. Some students are offered remediation through Response to Intervention classes, but these classes are not consistently monitored by district and school leadership to ensure they are having positive results and addressing individual learning needs. District leadership collects data concerning student achievement but does not analyze these data to determine root causes for student academic failure.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 1

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 has not communicated curriculum alignment expectations to the high school principal and held him accountable for completion of this task. District leadership provides limited guidance and assistance to teachers in using the curriculum crosswalk for aligning the curriculum. District leadership provides links on the district Web page for teachers to access Kentucky Core Academic Standards and crosswalks. District leadership provides opportunities for content teachers to attend QualityCore professional development. A few high school teachers have attended these trainings, but some did not take advantage of this opportunity. Although district leadership provides opportunities for teachers to align their curriculum on staff work days scheduled throughout the school year, they have not ensured that high school curriculum documents are aligned with current content standards.

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 does not regularly initiate or facilitate discussions between and among schools to ensure curricular articulation across all grade levels and grade configurations. District leadership does not ensure a seamless continuity of the curriculum from feeder to receiver schools.

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 developed a systematic process for identifying gaps and overlaps in the curriculum. District leadership collects multiple sources of data (Discovery Ed, Kentucky Core Content Test, ACT, PLAN) but does not use these data to identify curricular gaps. District leadership does not facilitate discussions between middle and high school teachers in an effort to identify overlaps in the 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 Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 1

District leadership does not facilitate discussions to resolve curricular transition issues between grade configurations (middle to high) or initiate discussions for placement of students in classes. Some high school teachers participate in informal discussions of transition points with middle school teachers, but these discussions are not ongoing and have not resulted in the identification of clearly defined transition points.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Summary of recommendations in: **Academic Performance**

Standard 1 Curriculum

District leadership should be proactive in beginning the curriculum alignment process and communicate curriculum alignment expectations to high school leadership. District leadership should provide specific timelines, detailed expectations and needed resources to facilitate the alignment process. High school leadership should be held accountable for leading the process of developing and implementing a fully aligned curriculum.

The board of education and district leadership should develop and adopt written policy and implement procedures to address curriculum issues in each school. This policy should include methods for monitoring, evaluating, reviewing and revising the curriculum on an annual basis.

District leadership should develop a systematic process for facilitating ongoing curriculum discussions among schools to ensure curriculum standards are properly sequenced between grade levels and within content areas in an effort to eliminate gaps and overlaps in the curriculum. District leadership should analyze multiple sources of data (Discovery Ed, Kentucky Core Content Test, ACT, PLAN) and use these data to identify curricular gaps. Revisions to the curriculum should be made as a result of these analyses.

District leadership in collaboration with school leadership should facilitate discussions among schools to identify key curriculum transition points and provide students a seamless transition from school to school.

Resources:

Barbara R. Blackburn (2008). Rigor is NOT a Four-Letter Word
Barbara R. Blackburn (2006). Classroom Motivation from A to Z: How to Engage Your Students in Learning

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom displays, Kentucky Performance Report disaggregated data, lesson plans/units of study, samples of classroom assessments, samples of student work products and student work

Interviews with district leadership, local board of education members, media specialist, parents, principal, students, superintendent and teachers

Observations of classrooms and common areas

Performance Rating 3

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

The board of education adopted policy (Assessment 08.222) that provides procedures for the implementation of the state's assessment and accountability system. District leadership ensures compliance in administrative and ethics procedures for state assessments by training all personnel involved in the assessment process. Personnel sign-off for the completion of the training are on file at the district office. District co-coordinators work with building assessment coordinators to ensure testing materials are properly secured and monitored.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

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

District leadership provides teachers access to Kentucky Core Academic Standards and each teacher receives Classroom Assessments for Student Learning (CASL) training, but district leadership does not ensure classroom assessments are aligned with the standards or training. School leadership is expected to lead teachers in the design of authentic, standards-based and rigorous assessments, but district leadership does not provide ongoing assistance to develop building-level competence in assessment design at the high school. A district liaison attends monthly school council meetings and ensures all required policies are in place, including the assessment policy, but does not determine if this policy includes inquiry, problem-solving and critical thinking skills.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 1

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

District leadership does not collaborate with school leadership and high school teachers to design authentic assessments.

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

District leadership does not collaborate with school leadership and staff to develop clearly articulated performance standards for students to demonstrate what they need to know and be able to do to produce proficient work. District leadership does not engage students in meaningful discussions about what is required for proficiency.

2.1d Test scores are used to identify curriculum gaps.

District leadership provides school leadership with a copious amount of progress monitoring resources [Discovery Ed, Assessment and Learning, K-12 (ALEKS)] and achievement data (Kentucky Core Content Test, No Child Left Behind, EXPLORE, PLAN, ACT), but high school leadership and staff do not consistently use student achievement data to identify school curricular gaps.

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

District leadership provides Classroom Assessment for Student Learning training for all teachers but does not assist school leadership in monitoring the design and use of multiple types of formative classroom assessments. District leadership expects school leadership to conduct routine classroom walkthroughs but has not defined required assessment look-fors or modeled the classroom walkthrough process. District leadership uses a profile form to record achievement data but does not always use data for identifying students who need remediation through Response to Intervention classes. Response to Intervention classes are not consistently monitored by district and school leadership to ensure they are having positive results and addressing individual learning needs.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 1

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

District leadership does not monitor classroom instruction and assessment design to ensure teachers are providing students rigorous performance standards to guide their efforts in producing proficient work.

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

District leadership does not provide ongoing professional development for high school teachers to effectively use a protocol to analyze student work. District leadership communicates the expectation to school leadership that all teachers are to analyze student work and use results of this analysis to identify achievement and curricular gaps to inform instruction.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Summary of recommendations in: **Academic Performance**

Standard 2 Classroom Evaluation/Assessment

District leadership should develop a systematic process for collecting, analyzing, evaluating and monitoring student assessment data. District and school leadership should collaborate in regular classroom walkthroughs to collect data on formative and summative assessments. Assessment issues identified during walkthroughs should be shared with teachers in a timely manner so teachers can use the information to address curricular and instructional gaps. District and school leadership should evaluate the quality of assessments to ensure students are given opportunities to complete rigorous and authentic tasks. District leadership should monitor classroom assessments to ensure teachers regularly collaborate to analyze student work and use the results to inform instruction and provide meaningful feedback to students. District and school leadership should ensure teachers are providing students authentic assessment tasks. These tasks should be accompanied by performance standards students can use to produce proficient work. District leadership should lead the charge of holding school leadership and teachers accountable for providing students with assessments that are designed in the same format (multiple choice, short answer and extended response) as Kentucky Performance Rating for Educational Progress (K-PREP).

Resources:

Marzano, R. J. (2000). Transforming Classroom Grading. Alexandria, VA: Association for Supervision and Curriculum Development.

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

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, comprehensive district improvement plan, comprehensive school improvement plan, district technology plan, Individual Learning Plans, individual professional growth plans, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), master school schedule, professional development records, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, 2008-10 Lee County High School Weekly Walkthrough summary sheets, Quality Assurance Review Team Lee County Public Schools District Accreditation, Administrative meeting agenda and minutes, district Web page and board of education policies and procedures

Interviews with district leadership, local board of education members, principal, school council members, students, superintendent, teachers and Kentucky Valley Educational Cooperative director

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

Performance Rating 2

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

District leadership does not monitor instructional practices but expects the principal to conduct regular walkthroughs and report his findings. District leadership has not defined specific look-fors to guide the walkthrough process but requires principals to compile reports with their findings. District leadership purchased America's Choice for the middle school and urged the high school to use this initiative to strengthen their instructional program. High school leadership and staff are reluctant to embrace America's Choice as an instructional guide. District leadership requested Lee County High School's participation in the Perpetuating Excellence in Teaching, Learning and Leadership (PETLL) initiative through the Kentucky Valley Educational Cooperative. The high school staff is currently implementing strategies focused on improving instructional practices and enhancing leadership skills from this initiative.

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 has not developed a systematic, collaborative process with

Performance Rating 2

high school leadership to assist in aligning instructional strategies and learning activities with assessment results. District and school leadership sometimes collaborate in instructional and curricular decisions (professional development, Extended School Services, textbook adoption). District leadership provides adequate resources to supplement the instructional program and initiatives (Perpetuating Excellence in Teaching, Learning and Leadership, America's Choice) to enhance instruction. Teachers complete purchase order requests and send them to district leadership for approval. District leadership provides professional development in Classroom Assessment for Student Learning (CASL) to assist teachers in aligning their instructional strategies with student learning goals and assessment expectations but does not monitor instruction to determine if skills acquired through professional development are embedded in instructional practices.

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

District leadership ensures all teachers are certified to teach in their assigned areas but does not maintain an intentional focus on hiring a diverse, highly-qualified instructional staff. District leadership provides opportunities for all teachers to participate in professional development (Classroom Assessment for Student Learning) that updates their professional practices but does not regularly monitor classroom instruction to ensure skills acquired through these trainings are implemented into classroom practices or are positively impacting student learning. The Lee County High School principal and teachers are implementing instructional strategies acquired through the Perpetuating Excellence in Teaching, Learning and Leadership initiative. At the close of the 30-Day Action Plan cycle, district and school leadership will receive a report from the Kentucky Valley Educational Cooperative evaluation team identifying evidence specific to the self-defined goals for Lee County High School principal and teachers.

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

The board of education has adopted technology policy (Access to Electronic Media 08.2323) and implemented procedures to guide the use of technological resources within the schools. A district liaison attends school council meetings and reviews school council policy to ensure required policies are adopted, but district leadership does not monitor instruction to ensure its

Performance Rating 2

proper implementation. District technology staff handles technology allocations and ensures technological resources are equitably distributed and accessible to all students. District technology staff provides professional development in the use of technological resources (Promethean board, iMacs, iPads, Infinite Campus, iMovie, software programs) and sometimes models lessons using these resources. Training is offered for new teachers and others after school and during planning. Some teachers at Lee County High School do not use technology effectively in instruction and do not seek the expertise of district technology staff in developing their instructional technology skills. Students at the high school sometimes use technology for word processing, PowerPoint production and the completion of projects. Some students participate in the Student Technology Leadership Program (STLP) at Lee County High School.

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

District leadership provides sufficient instructional resources to supplement the instructional program and responds to special requests from school councils and teachers. District and school leadership sometime collaborate in the acquisition of resources. At the high school, textbooks serve as the primary instructional resource in many classrooms; however, high school teachers are currently implementing instructional strategies acquired from Perpetuating Excellence in Teaching, Learning and Leadership. Some teachers at Lee County High School do not consistently incorporate technology in instruction, and students are given few opportunities to use technology in innovative ways to extend learning.

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

The board of education has adopted policy (Homework 08.211) and defined procedures for school councils to follow when developing and implementing homework policies and procedures. The high school has adopted policy (Homework Policy) and defined procedures for homework assignments. These policies clearly define homework requirements and teacher responsibilities. District and school leadership do not monitor classroom practices to ensure the homework policy is implemented as developed.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 1

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 provides progress monitoring tools (Discovery Ed) to gauge student progress at regular intervals and collects data from these assessments. Lee County High School has not begun the implementation of Discovery Ed for the 2011-12 school year. District leadership does not monitor instructional practices to determine if instruction is modified as a result of data analysis but expects the principal at the high school to monitor instructional practices and report findings. The high school has not reported instructional walkthrough findings for the 2011-12 school year. Some students are offered remediation through Response to Intervention classes, but these classes are not consistently monitored by district and high school leadership to ensure students are having positive results and the classes are addressing individual learning needs.

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

District leadership has not developed a systematic process for analyzing student work and using the results of the analysis to identify strengths and weaknesses in the instructional program. District leadership does not provide teachers with training and assistance in the analysis of student work. Some teachers at Lee County High School informally discuss student work samples, but high school leadership has not adopted a formal protocol.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Summary of recommendations in: **Academic Performance**

Standard 3 Instruction

District and school leadership should collaborate in the design of a walkthrough instrument with specific look-fors (formative and summative assessments, rigor, student engagement, differentiated tasks, learning targets, research-based strategies) to guide the walkthrough process. District leadership should hold school leadership accountable for completing regular walkthroughs and providing meaningful feedback to teachers in a timely manner to assist them in perfecting their instructional skills and improving instructional practices.

District leadership should develop a systematic process for the analysis of student work and use the results of this analysis to identify strengths and weaknesses in the instructional program. District leadership should monitor instructional practices to determine if students' unique learning needs are being addressed through differentiation.

District leadership should oversee the implementation of progress monitoring tools (Discovery Ed) to ensure the high school is using data from these assessments to identify weaknesses in the instructional program and students needing intervention services. District and school leadership should structure the Response to Interventions program to ensure students are having positive results and the classes are addressing individual learning needs.

Resources:

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

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, examples of school to home communications, fire marshal reports, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, newspaper clippings/press releases, newspapers, professional development records, rubrics, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school procedures manual, School Report Card data, school Web pages, school/district safety plan, student handbook, student work and trophy cases

Interviews with central office staff, classified staff, district leadership, principal, school nurse, students, superintendent and teachers

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

Performance Rating 3

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

District leadership maintains a Web site with links to multiple forms of information (comprehensive district and school improvement plans, required health forms, school calendars), but many Lee County families do not have access to Internet service. District and school personnel have access to the district's School Messenger system. Local newspapers report information (academic achievement, athletic events, upcoming events) regarding Lee County School System. The superintendent also shares information about the district at monthly Kiwanis and Chamber of Commerce meetings.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

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).

District leadership provides schools with a Crisis Response Manual and holds districtwide safety meetings to discuss emergency procedures. The facilities at Lee County High School are safe, orderly and provide ample space that is conducive to learning. Some deficiencies cited in the Kentucky Center for School Safety assessment report have been evaluated, but district leadership does not seek input from students on equitable enforcement of discipline. A large number of referrals to in-school suspension (800 to date) and out-of-school suspension (57 to date) create an inequitable learning environment for those students. District leadership provided an opportunity for the Lee County High School staff to attend training provided by the Kentucky Center for Instructional Discipline to address above average in-school and out-of-school suspensions, but the school staff chose to not implement those strategies. School council minutes do not reflect this decision. The board of education has adopted policy [Safety (Facilities) 05.4] for implementation of emergency drills, and district leadership monitors school leadership for compliance. The board of education has adopted policy [Grievances (Students) 0.942811] that is included in the Lee County High School Parent-Pupil Handbook. This handbook is disseminated to every student, and parents are to sign an acceptance form. District leadership does not conduct culture/climate opinion surveys.

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 and a variety of stakeholders (parents, school personnel, school board members, business and community leaders) reviewed and revised vision and mission statements in 2005 at a district strategic planning retreat. The current vision and mission statements support a belief in high expectations for student achievement for all students. The district mission statement is widely communicated to all stakeholders through multiple venues (Web site, newspapers, school council minutes, Cards for Kids). District leadership initiated AdvanceED District Accreditation process as a means to evaluate the ability of the Lee County district and high school staff to improve student achievement for all students. The results of this process have been communicated to a variety of stakeholders (Chamber of Commerce, Kiwanis, newspapers). District leadership is in the initial stages of developing a plan to

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

address required actions that will lead to academic improvement for all students. Some teachers have opportunities (Teacher Leader Network, QualityCore training, professional learning communities) to share their successes in improving student learning; however, professional development on learning strategies that address challenging populations (socio-economic, disabilities, gifted and talented, displaced children) have not been approved by the school council. District and school leadership verbalize a commitment to increasing student achievement for all students. District leadership does not explore all avenues for creating and sustaining an environment of teamwork and mutual support with high school leadership and staff. District leadership occasionally celebrates high school accomplishments.

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

The Lee County High School council has adopted policies for curriculum, discipline and student management. District leadership does not have procedures to ensure the principal implements adopted council policies, or how they affect student achievement. District leadership invited Kentucky Center for Safe Schools to conduct an audit in 2009. Deficiencies were reported concerning equitable application of discipline to all students. District and school leadership, parents and students have not worked as partners to address this deficiency. District leadership has made many attempts to provide resources (Kentucky Center for Instructional Discipline, Kentucky Valley Educational Cooperative, district personnel) to assist the principal in supporting the intellectual and emotional growth of all students.

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

The board of education has adopted policy (Duties and Responsibilities of Chairperson and Vice-Chairperson 01.411) and procedures (01.411 AP.1) addressing committee structure. The superintendent has organized a Teacher Advisory Council that meets monthly. The means to include non-teaching staff has not been established. District leadership does not regularly involve non-teaching staff in meaningful decision-making regarding teaching and learning.

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

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

District leadership collects required school council policies. The high school council has adopted a Staff Time Assignment policy and Assignment of Students to Classes and Programs SBDM Policy. District leadership does not participate in the scheduling of certified instructional staff to meet individual student needs. District and school leadership do not collaborate to ensure the unique learning needs of students are aligned with the instructional strengths of teachers. District leadership is working with school leadership through the Perpetuating Excellence in Teaching, Learning, and Leadership (PETLL) initiative to identify teacher talents, but this information was not available for the 2011-12 school year.

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

The board of education adopted policy (Grading 08.221) that requires nine-week progress reports at the high school level, but this policy does not require teachers to include comments or a detailed explanation of grades. Nine-week grade reports and mid-term progress reports are Infinite Campus generated. After obtaining a log-in name and password, families may access their child's grades, attendance and behavior records through Infinite Campus Parent Portal. Individual learning plans may also be accessed on- line, but they have not been updated for all high school students. Many families in Lee County lack high speed Internet connections which limits access to their child's academic progress.

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 developed procedures to celebrate student success, but students are occasionally recognized during a Great News report at monthly board meetings. Local newspapers (Three Forks Tradition, The Beattyville Enterprise) include some pictures and articles regarding student accomplishments, honor roll and athletics. The Lee County High School band participates in local parades and community events. Displays of student work are rarely displayed in the community. District leadership seldom sponsors events for recognizing student achievement. The superintendent writes personal hand-written notes (Cards for Kids) to all students who have reached milestones (perfect attendance, birthdays,

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

Kentucky Core Content Test proficient and distinguished scores, athletic excellence) in their school career.

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 and school leadership implements programs and services (School Nurse, Extended School Services, Youth Services Center, GearUp) for the specific purpose of reducing barriers to learning and engaging community partners. District leadership does not measure the effectiveness of these programs on increasing student learning or their availability to all students. District leadership allocates resources according to a formula rather than according to unique needs of all students. District and school leadership does not provide professional development opportunities to increase staff awareness of student diversity (socio-economic, disability, gender, displaced children, gifted and talented) and to assist in culturally responsive instructional strategies to meet the unique learning needs of students at the high school.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 1

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

District leadership expects all staff to follow the mission statement adopted by the board of education. However, district leadership does not ensure that school leadership hold all staff members accountable for demonstrating high expectations for themselves and students. Some teachers have not accepted their role and responsibility for student success and failure and often make excuses (socio-economic, dysfunctional families, disability, attendance) for low student performance. District leadership has not developed a system for teachers and school leadership to meet on a regular basis to analyze the connection between instructional practice and student success.

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

District leadership does not use perception surveys to gather information related to the ability of the school staff to inspire the best efforts of all students. Lee County High School staff does not provide ongoing opportunities for district and school staff, family and community members to learn how to mentor or support students at high levels of academic success.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Summary of recommendations in: **Learning Environment**

Standard 4 School Culture

District leadership should provide training to school leadership and staff members on how to use culturally responsive teaching and learning to develop positive relationships with students, staff, families and community members. District leadership should collaborate with high school leadership and staff to develop a system for teachers and school leadership to meet on a regular basis to analyze the connection between instructional practice and student success. In addition to making connections, the system should include periodic monitoring of how the use of identified resources increases student achievement of all student populations.

District leadership should create procedures that support the ability of family and community members to act as mentors or to support student learning. District leadership should work in partnership with school leadership to develop a systematic plan for identifying and training family and community members to mentor students. District leadership should collaborate with the high school to identify successful mentoring programs or culturally responsive training. An intentional effort should be made to identify programs or training that have proven track records with similar demographics (displaced students, gifted and talented, socio-economic, disabilities) of the students at Lee County High School. Components of the training should be designed to meet the individual academic needs of all students.

Resources:

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

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

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

Commissioner's Parents Advisory Council, Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, comprehensive district improvement plan, cumulative folders system/student working folders/portfolios, district technology plan, employee handbooks, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, newspapers, policies and procedures on access to student records, report cards/progress reports, safe schools data reports, school event calendar, school newsletter, school Web pages, school/district safety plan, student discipline reports, student/parent/staff handbooks and Infinite Campus reports

Interviews with central office staff, classified staff, community members, counselor, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, local board of education members, parents, principal, school nurse, students, superintendent and teachers

Observations of classrooms, common areas, hallways 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 board of education has adopted policy (Student Records 09.14), and district leadership implements procedures to ensure the student record system is appropriately maintained and secure. Most current records are created electronically and include, but are not limited to, data pertaining to attendance, grades, discipline, health, test scores and special education. Archived records are kept in a locked records room. Access to their children’s current grades, attendance and discipline records is provided to parents through Infinite Campus Parent Portal. Because of the lack of high speed internet across Lee County, many parents cannot take advantage of this service. Individual learning plans are not up to date at the high school level.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

The superintendent seeks input from teachers and high school students through the Teacher Advisory Council and Student Advisory Council. Procedures to actively involve all stakeholder groups (students, families, certified and classified staff, business and community members) in decision making and for additional support for students have not been established. Lee County High School Youth Services Center collaborates with various organizations (Christian Appalachian Project, Cumberland Mountain Outreach, Kentucky River Community Care, Lee County Health Department) to promote programs for students and reduce barriers to learning. District leadership does not monitor these programs or evaluate their impact on student achievement. Some activities (open house, parent and teacher conferences) are implemented at the high school with little involvement or input from district leadership. Attendance and drop-out rates are monitored by the district director of pupil personnel. District and school personnel conduct some home visits for high school attendance issues, but the Truancy Diversion program is limited to the middle school. Parent and community member perception surveys have not been completed in several years. District and school leadership do not actively seek family and community members as partners to assist in developing solutions to issues facing 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).

The board of education has adopted policy (Extended School/Supplemental Educational Services 08.133) to provide guidelines for extended school and supplemental services. Entrance and exit criteria for Extended School Services have not been developed at the high school, but the board of education has adopted procedures (08.133 AP.1) for eligibility. District leadership has not developed procedures or a formal referral process to ensure all students have access to needed services (Extended School Services, Family Resource/Youth Services Centers, guidance counselors, district nurse). District program coordinators rarely gather data or monitor programs in order to evaluate the effectiveness of categorical resources in meeting the needs of all students. District leadership has purchased five

Summary Findings in: **Learning Environment**

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

Performance Rating 2

reusable slots of Novell Star for the high school credit recovery program. Gaining Early Awareness and Readiness for Undergraduate Programs (GearUp) provides a college algebra course through Morehead State University, and college English through Eastern Kentucky University will be offered next semester. High school students staying after school for credit recovery and tutoring may ride the bus provided for the middle school 21st Century Lighthouse program. Most students do not take advantage of this transportation because of the difference in ending times of the two programs. The school board has not adopted policy to ensure all students have access to a common academic core.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 1

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

The board of education has not adopted policy, and district leadership has not developed procedures to monitor and evaluate the effectiveness of support programs and eliminate gaps and overlaps in services. District leadership provides Promethean boards, software, projectors and document cameras in all classrooms to promote active learning. Professional development for the use of this technology is provided, but few teachers from the high school attend. District leadership does not demonstrate an intentional focus on addressing various student populations (socio-economic, gender, displaced children, disability, gifted and talented). Lee County High School Youth Services Center and the district nurse collaborate with community agencies (Kentucky River Community Care, Lee County Health Department, Christian Appalachian Project, Cumberland Mountain Outreach) to implement programs that meet health and social services for students and their families. Personnel from the district office have been assigned to attend all school council meetings, but their input is limited to “when requested”. Procedures to identify students with specific learning needs have not been developed. Lee County High School recently switched from a modified block schedule to a seven-period day. Assistance from district leadership in the design of the master schedule or staff and student assignments was not requested by the high school.

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

District and school leadership do not collaborate in developing programs and implementing services to meet the needs of all students. District leadership does not coordinate support programs and services (Extended School Services, Youth Services Center, school guidance counselor, credit recovery) to maximize resources and address gaps and overlaps in the delivery of services supporting student achievement. District leadership purchased five reusable slots of Novell Star for credit recovery at the high school. Extended school services funds pay for an after school mathematics tutor. High school students staying after school for credit recovery and tutoring may ride the bus provided for the middle school 21st Century Lighthouse program. Most students do not take advantage of this transportation because of the difference in ending times of the two programs. District leadership does not routinely monitor or evaluate current programs to determine their impact on

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 1

student achievement. District leadership was not involved in the design of the seven-period schedule Lee County High School has adopted.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

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

Summary of recommendations in: **Learning Environment**

Standard 5 Student, Family and Community Support

District leadership should develop and implement procedures to involve representatives from all stakeholder groups (students, families, business and community members, certified and classified staff) in the educational process. Ongoing discussions should take place to determine the perception these stakeholders have of the school district, to evaluate existing programs and to determine needs for future programs and services. Information gleaned from discussions and identified needs should be used to determine trainings for building capacity of stakeholder groups. Representatives from all stakeholder groups should be included in decision making through committees and advisory groups.

District leadership should develop and communicate procedures for referring students for health and social services. These programs should be monitored and evaluated to eliminate gaps and overlaps and ensure they meet the needs of all students.

District leadership should coordinate efforts of existing programs and services to eliminate barriers that impact student learning. Procedures for evaluating these programs should be developed. Individuals responsible for each program and service should be identified and held accountable for implementation. Persons responsible for programs and services should collaborate with district leadership in evaluating the effectiveness of these support services and make modifications as a result of the evaluation.

Resources:

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

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

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

Commissioner's Parents Advisory Council, Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, comprehensive district improvement plan, comprehensive school improvement plan, district Effective Instructional Leadership Act records (EILA), individual professional growth plans, professional development records, state statute and regulation, board of education policies and procedures, district Web page,Teaching, Empowering and Leading and Learning survey results

Interviews with central office staff, district leadership, local board of education members, principal, superintendent and teachers

Performance Rating 3

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

The board of education has adopted policy (Evaluation 03.18) for the evaluation of certified staff. Procedures to accompany this policy are established in the certified evaluation plan approved by the board of education on June 6, 2001. State approval of the plan was granted on July 6, 2001, certifying the plan met all state requirements for the evaluation of personnel.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

District leadership has not developed a systematic process for the delivery of high quality professional development that meets the unique instructional and leadership growth needs of every employee in the district. District leadership is in the process of implementing initiatives [America's Choice, Perpetuating Excellence in Teaching, Learning and Leadership (PETLL), District Content Leadership Networks] at the high school that are designed to provide long-term professional development. District leadership verbalizes the belief that professional development is an important instrument for bringing about change in practices that lead to increased student performance. District leadership demonstrates this belief by focusing teacher work days on additional professional development, using the Kentucky Valley Educational Cooperative resources and applying for and receiving the Kentucky Integrated Project Gates Grant. The board of education has adopted policy (Professional Development 03.19) that states district leadership will provide assistance in helping each school plan high quality professional development. Some professional learning activities (America's Choice, Kentucky Center for Instructional Discipline) are driven by district initiatives rather than meeting school staff individual needs. District leadership has not developed a systematic process for collecting data to ensure every employee in the district participates in learning experiences that will enhance their ability to be successful in improving student achievement. District and high school leadership do not monitor implementation of strategies learned during professional development trainings.

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

District leadership does not ensure that most professional development activities are job-embedded. Some recent district initiatives (America's Choice, Perpetuating Excellence in Teaching, Learning and Leadership, Kentucky Center for Instructional Discipline) at the high school are structured to be multi-year programs to provide staff professional development activities that include follow-up and support. However, all district initiatives (America's Choice, Kentucky Center for Instructional Discipline) have not been embraced by the high school staff. District leadership does not effectively use data to show how an initiative could improve student performance and classroom practice at the high school. District and school leadership do not effectively

Summary Findings in: **Learning Environment**

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

Performance Rating 2

monitor to ensure professional development is impacting classroom practices or student performance.

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

District leadership reviews data (No Child Left Behind, California Test of Basic Skills, Kentucky Core Content Test, National Assessment of Educational Progress, Perkins Performance Measures Annual Report, Discovery Ed) on an annual basis and uses this review to determine professional development needs to be included in the comprehensive district improvement plan. District and school leadership share information regarding annual professional development activities needed at the high school. District leadership rarely collaborates with high school leadership to offer professional development activities that specifically address closing achievement gaps for students in targeted populations. District and high school leadership do not provide or encourage learning opportunities for parents to be involved in improving student achievement. District leadership has not developed a systematic process to ensure professional development activities have a direct connection to the learning needs of all students.

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

The board of education adopted a policy (School Budget and Purchasing 02.4242) that 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 schools based on student enrollment and average daily attendance. Additional funding sources (Title I, Title II, Support Education Excellence in Kentucky, GearUp) are integrated to supplement state appropriated professional development allocations. District leadership monitors professional development expenditures through MUNIS but does not have a formal system to evaluate these expenditures for significant impact on meeting the identified needs of students and the individual 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.

Summary Findings in: **Learning Environment**

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

Performance Rating 2

Parameters for the development of individual professional growth plans for certified personnel are outlined in the Lee County Schools Certified Personnel Evaluation Plan. The plan specifies that the evaluatee and evaluator shall jointly plan for upgrading the knowledge and/or skills of the evaluatee to be reviewed annually. Individual professional growth plans focus on some priorities identified through summative evaluations but do not always mesh with the goals of the comprehensive district and school improvement plans. The superintendent meets twice a year with his evaluatees, once mid-year to review individual professional growth plans and monitor implementation and progress toward meeting personal goals and at the end of the school year to ensure targeted strategies for growth are completed and goals are met. The superintendent uses the final meeting to develop a new plan for the upcoming school year. District leadership does not have a process to monitor the implementation of individual professional growth plans at the high school to ensure they are being completed as required by board policy.

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

The board of education has adopted policy (Evaluation 03.18) and defined procedures that meet standards set in statute and regulations for the evaluation of certified personnel performance. District leadership supports administrators in the development of evaluation skills through an annual training session for certified personnel evaluations. High school leadership provides informal feedback to staff following each formative evaluation. The principal does not provide support or follow up to ensure this feedback is impacting classroom practices and student achievement.

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

The comprehensive district improvement plan generally addresses instructional leadership needs for administrators, but specific activities to meet these needs are not listed in the action steps of the plan. District and high school leadership primarily fulfill Effective Instructional Leadership Act requirements through out-of-district professional development opportunities (Kentucky Leadership Academy, Kentucky Valley Educational Cooperative,

Summary Findings in: **Learning Environment**

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

Performance Rating 2

School Turnaround Bridging event, Kentucky Association of Assessment Coordinators).

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 formative teacher evaluations conducted by principals to specifically determine the timeliness and effectiveness of feedback but does collect summative evaluations to ensure all staff members are evaluated as directed by the approved district evaluation plan. District leadership does not have a clearly defined process to ensure individual professional growth plans are designed to promote the needed changes identified through the evaluation process.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 1

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

The high school council has adopted a committee policy (Policy on Committees) that requires formation of standing committees, one of which is a professional development committee. High school leadership has not developed this committee. The principal has informal conversations with teachers concerning the annual professional development activities to be scheduled at the school level. The principal shares information gleaned from this informal process with district leadership. Little formal collaboration occurs between district and school leadership to plan effective professional development. District leadership rarely communicates how district initiatives and the corresponding professional development activities fit with high school needs. School professional development planning is completed on an annual basis. Most activities are not job-embedded, lack continuity from year to year and seldom scaffold on previous training experiences. District leadership is providing some teachers (two mathematics and two language arts) with content specific, multi-year professional development through the Kentucky Valley Educational Cooperative Teacher Leadership Network. Perpetuating Excellence in Teaching, Learning and Leadership (PETLL) and America's Choice are initiatives structured to provide continuous professional development, but these initiatives are in their infancy at the high school.

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

District leadership does not ensure that professional development priorities for district and school administrators are intentionally aligned with goals for student performance and targeted items for growth on individual professional growth plans. District and school leadership make few intentional and deliberate connections to design a professional development plan to support individual professional growth needs of the staff. School leadership does not use personnel evaluations to determine professional development needs of staff. Certified staff members may apply to participate in other professional development that is relevant to their job or professional growth plan, but this professional development does not necessarily align with the comprehensive district or school improvement plans.

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 Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

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

Performance Rating 1

District leadership does not collaborate with school leadership to ensure alignment always occurs between actual professional development activities and the comprehensive school improvement plan. The comprehensive district and school improvement plans include staff development priorities, but the priorities seldom focus on student learning goals. The comprehensive district improvement plan includes measurable goals, but these goals do not always focus on closing achievement gaps. Both plans address some initiatives (America's Choice, Professional Learning Communities, Response to Intervention), but these plans do not deliberately address teacher quality, student achievement gaps and professional development needs.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Learning Environment**

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

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 (student achievement, instructional walkthroughs, staff evaluations, student discipline reports, attendance), multi-year, job-embedded plan for professional development that is embraced by staff members at Lee County High School. The plan should focus on activities that tier on previous training experiences and result in a high level of competence in the instructional staff. It should include opportunities for all teachers to develop content knowledge, skills in research-based delivery methods of instruction and leadership skill development. The plan should be designed to build capacity within the administration and staff, to close identified achievement gaps and to ensure academic success for all students.

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

District and school leadership should ensure a direct connection between and among the goals in the district and school comprehensive improvement plans, personnel evaluations and individual professional growth plans.

Resources:

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

Killion, J. (2007). Assessing Impact: Evaluating Staff Development. Thousand Oaks, CA: Corwin Press, Inc.

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

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of categorical program financial reports, certified personnel evaluation plan and process, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, Extended School Services Schedule, fire marshal reports, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Kentucky Performance Report disaggregated data, Local Educator Assignment Data Report (LEAD), master school schedule, needs assessment data, organizational charts, professional development records, safe schools data reports, school budget and allocations, school council policies and bylaws, school financial reports, school/district safety plan, state statute and regulation, student/parent/staff handbooks, Title 1 program plan, board of education meeting agenda and minutes, board of education policies and procedures, Teaching, Empowering and Leading and Learning survey

Interviews with central office staff, classified staff, community members, district leadership, Family Resource/Youth Services Center personnel, local board of education members, parents, principal, students, superintendent and teachers

Observations of common areas and board of education meeting room

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

District leadership initially developed mission, vision, beliefs, goals, strategic policies and objectives in November 2001 strategic planning sessions. This process included representatives (business and community leaders, central office personnel, site based council members, board of education members, professional educators, students, classified personnel) from the Lee County school community. The adopted vision consists of 25 bulleted items. In November 2005, school community representatives met to review the implementation of the five-year cycle of the Lee County Strategic Plan. At this time, the strategic planning group reviewed the mission, vision and beliefs statements. Plans are to reconvene the strategic planning committee at which time the mission, vision and beliefs statements will again be reviewed or revised upon recommendations from this group. The superintendent sometimes shares his own vision “Increasing Student Achievement Daily” with visitors and members of the school community. Although the 25 vision items are a part of strategic planning, the mission statement is the most visible

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

guide to what the Lee County Schools strive to accomplish. The mission statement is visibly displayed in the board of education meeting room and is included on the district Web page and a variety of school print media (school stationery, student handbooks, newsletters, superintendent's Cards for Kids).

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

The board of education has developed a schedule for the school leadership to report academic progress on an annual basis. The reports are presented by the principals who may be accompanied by members of their respective school councils. In January 2011, the board of education began requiring principals to attend all board meetings. School principals are often requested to report on academic progress of their students at monthly board meetings. District leadership reports monthly on current instructional issues (professional development, Extended School Services, assessment results, grant opportunities). District leadership sometimes collaborates with school leadership on instructional and curricular decisions (professional development, Extended School Services offerings, textbook adoptions) but often, initiatives are determined solely by district leadership with little buy-in and input from high school leadership or staff.

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

All district administrators and school principals have individual professional growth plans that are collaboratively developed with the superintendent. Interstate Leadership Licensure Consortium (ISLLC) standards and the summative evaluation are the primary sources for determining growth needs of district and school administrators. Individual professional growth plans are not intentionally connected to the goals of the comprehensive district and school improvement plans. The superintendent meets twice with each district administrator and school principal during the school year to monitor implementation and progress toward meeting personal goals. The superintendent uses the final meeting to develop a new plan for the upcoming school year.

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

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

school's plan.

District leadership reviews a multitude of available data (Discovery Ed, Kentucky Core Content Test, No Child Left Behind, EXPLORE, PLAN, ACT, non-cognitive) during the school year and shares data results with the board of education and school leadership. The comprehensive district Improvement planning committee focuses on incorporating academic and non-academic data from each school in the development of the comprehensive district improvement plan. Although district leadership collects a plethora of student achievement and non-cognitive data, the data are not analyzed to determine root causes that impede all students from reaching proficiency. A clearly defined process that links academic achievement of low-performing students to decisions regarding planning is not in place.

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

District leadership provides district and school staff access to the Kentucky Core Academic Standards and crosswalks, through the district Web page, which has links to the Kentucky Department of Education Web site. District leadership provides opportunities for mathematics and language arts teachers to attend QualityCore professional development, but not all high school teachers in these core subject areas take advantage of this opportunity. District leadership provides limited guidance and assistance to school leadership and teachers in using the curriculum crosswalk for aligning the curriculum. District leadership does not have a monitoring system in place to determine if the high school curriculum is aligned or is sufficient to ensure all students have the opportunity to become proficient in all subject areas.

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

The board of education has not adopted a policy on the protection of instructional time. District leadership encourages school leadership to implement practices for the protection of instructional time and to minimize disruptions in the classroom. The high school council has not adopted a policy for the protection of instructional time, but the principal has implemented some procedures (no phone calls during instructional time,

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

intercom interruptions for emergencies only) to “make every instructional minute count”. School leadership does not always monitor these practices for compliance. A district liaison is assigned to each of the Lee County school councils to serve as a source of communication between district and schools, to provide assistance to the school council when requested, to provide input on policy development and review and to ensure all required policies have been adopted. District leadership requests school councils forward policies and meeting agenda and minutes to the district office. District leadership does not have a process in place to determine if appropriate policy implementation occurs at each school.

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

The board of education has adopted policy (Instructional Resources 08.232) that provides school councils with procedures in the allocation of instructional resources. District leadership uses an informal process in the allocation of additional resources based on school leadership requests and individual school needs. The district finance officer monitors the purchase of resources for compliance to budgetary procedures. Allocation of resources to Lee County High School is adequate, but an effective monitoring process is not in place to gauge their impact or determine sustainability. District and school leaders have a multitude of student achievement and non-cognitive data available but do not always use the results of data reviews to make decisions about instruction and student achievement. District leadership applies for and receives many grants (Kentucky Integrated Project Gates Grant, GearUp, Youth Services Center) for the Lee County Schools. District leadership is quick to volunteer for additional opportunities (Pilot District for Teacher/Principal Evaluation, Perpetuating Excellence in Teaching, Learning and Leadership, Kentucky Center for School Safety) that are designed to improve the instructional program. Although these efforts to acquire additional resources and assistance may be done for the purpose of improving student and staff performance, district leadership fails to gain buy-in from high school leadership, school council and staff members that will be responsible for implementing these new initiatives (America’s Choice, Kentucky Center for Instructional Discipline). As a result, a lack of mutual trust and two-way communication has incurred that keeps district leadership from effectively supporting and assisting the high school with student improvement and keeps high school leadership and staff members resistant to district initiatives. Little

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

collaboration currently occurs between district and high school leadership resulting in the creation of a barrier to continuous student achievement.

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

The board of education has adopted policy (Safety Policy 05.4) to address immediate and long-term strategies to ensure a safe and orderly learning environment. At the request of the Lee County Schools superintendent, the Kentucky Center for School Safety conducted a school safety assessment on the middle and high school on October 29, 2009. Some deficiencies (building accessibility, inconsistency of rule enforcement) cited in the Kentucky Center for School Safety assessment report have been evaluated. District leadership provided training for Lee County High School staff members from the Kentucky Center for Instructional Discipline to address discipline issues, but school leadership and staff members chose not to participate in this program. District leadership provides schools with a Crisis Response Manual and conducts districtwide safety meetings to discuss emergency procedures. District leadership requires school leadership to use the districtwide safety plan as a guide for dealing with crisis events. A districtwide safety team includes representatives that have received crisis response training at each school. These school representatives are in charge at the school level should an emergency event occur. The board of education has adopted policy [Safety (Facilities) 05.4] for implementation of emergency drills, and district leadership monitors school leadership for compliance.

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

The board of education has adopted policy (School Council Policies 02.4241) requiring school councils to submit all new or revised policies to the board for review. During the last school year (2010-11), the high school council collaborated with the Kentucky Association of School Councils to review and update council bylaws and policies. A member of the district leadership team serves as the school council liaison and provides some guidance in the form of information and resources. District leadership requests school councils forward policies and meeting agenda and minutes to the district office. District leadership does not have a process in place to determine if appropriate policy implementation occurs at each school.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

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

District leadership has assigned a member of the leadership team to act as school council liaison and attend school council meetings. This liaison serves as a source of communication between district and schools, to provide assistance to the school council when requested, to provide input on policy development and review and to ensure all required policies have been adopted. District leadership does not ensure the council is intentionally focused on instructional matters that affect student academic achievement.

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

The superintendent communicates as part of his personal vision that the Lee County School District will develop and implement an instructional program that will focus on “Increasing Student Achievement Daily”. The superintendent expresses the belief that all district leaders, principals and staff members should be accountable for student success and failure and is willing to provide them with the support and training needed to ensure that the district and schools make the progress required to meet state and national student performance goals. Although the superintendent expresses this belief in accountability for improving student achievement, he is reluctant to use corrective action plans as a way to assist principals who demonstrate weaknesses that limit their effectiveness as leaders in academic performance, learning environment and efficiency. The superintendent personally evaluates all district administrators and school principals and collaboratively develops their individual professional growth plans. He uses Interstate Leadership Licensure Consortium (ISLLC) standards and the summative evaluation as the primary sources for determining growth needs of district and school administrators. The superintendent and district leadership provide multiple opportunities (Kentucky Leadership Academy, Perpetuating Excellence in Teaching, Learning and Leadership) for principals to participate in the training necessary to improve classroom practices and learning for all students and the support necessary to get the job done.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Summary of recommendations in: **Efficiency**

Standard 7 Leadership

The superintendent should immediately initiate discussions between and among district and school leadership, school council and staff members on what it would take to build a culture of professionalism, trust and collegiality. They should put forth a team effort to improve student achievement and instructional effectiveness. A needs assessment should be conducted to determine ways district leadership can support the efforts of the high school in supporting leadership needs, teacher growth and student learning. All efforts should be supported by data, and these data should be targeted to move the high school toward achieving proficiency for all students.

The superintendent should hold all district and school staff members accountable for their role and responsibility in improving student performance. He should use corrective action plans to assist district and school leaders who demonstrate weaknesses that limit their effectiveness in academic performance, learning environment and efficiency. The superintendent should constantly model the accountability that he expects from all leadership and staff. He should communicate high expectations and a focus on student achievement through the evaluation process, district leadership and principal meetings and board of education meetings. The superintendent and district leadership should continue to provide multiple opportunities for school principals to participate in the training necessary to improve classroom practices and learning for all students and the support necessary to get the job done.

The superintendent should adopt a “Whatever it Takes” attitude and accept “No Excuses” in creating a sense of urgency for Lee County High School to become a high performing school. He should engage in conversations concerning high student achievement and communicate this expectation to all district and school leadership, staff members and school community stakeholders. The superintendent should ensure all staff members are trained in the effective use of current curriculum documents and monitor to ensure these documents are used. He should monitor classroom instruction and provide meaningful feedback, support and follow up that will lead teachers in teaching to proficiency. The superintendent should reinforce and provide direction to the school council for their role in improving student performance. The goals and priorities within the comprehensive district improvement plan should be the board of education and superintendent’s guide to continuous school improvement.

The superintendent should lead district staff in the development and implementation of a comprehensive and systematic monitoring process for all district programs. This monitoring system should be based on commonly understood and clearly communicated measures. District leadership should use this monitoring system to determine the impact of programs and resources on the achievement of academic, instructional and organizational goals. The process should evaluate the

effectiveness of programs at both the design and implementation levels in order to allow district and school leadership to determine where and how program adjustments should be made and whether or not programs should be continued.

District and school leadership should establish a systematic process for collecting, managing and analyzing formative and summative data to ensure that all instructional staff members are held accountable for their responsibility in improving student performance. This process should include the review and management of multiple forms of data. To ensure continuous student learning, district leadership should guide school leadership and teachers in a cycle of reflection and change based on the results of data analysis. All decisions regarding teaching and learning should be data-driven.

Resources:

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

Stone, R. & Cuper, P. (2006). Best Practices for Teacher Leadership. Thousand Oaks, CA: Corwin Press.

Commissioner's Parents Advisory Council, Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, enrollment data and individual professional growth plans

Interviews with central office staff, classified staff, community members, district leadership, local board of education members, parents, principal, students, superintendent and teachers

Observations of classrooms, common areas and board of education meeting room

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 have a systematic process to evaluate or monitor the use of resources in schools. Information concerning resources may be gathered on an informal basis but not always for the specific purpose of analyzing the impact human, physical and fiscal resources have on classroom practices and student achievement. The primary source for monitoring budgetary expenditures is through the finance department using MUNIS. District leadership sometimes collaborates with the Lee County High School principal on instructional issues but organizational behavior and structures are primarily left to the principal and school council.

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

District leadership expects school leadership to provide all students access to core curriculum classes but does not monitor the master schedule to ensure this is occurring. For several years district leadership has encouraged Lee County High School staff to review the modified block schedule to determine if this schedule was meeting the unique learning needs of all students. This school year (2011-12) the high school staff changed their schedule by voting to implement a seven-period school day. The board of education approved the high school master schedule at its July 12, 2011, board meeting. School council staffing allocations for the high school meet minimum state requirements for teacher to student ratio (1:31) and less than 150 pupil contact hours. In addition, the school is allocated staff members from other

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

fund sources (Title I, district general funds) to improve the effectiveness of the master schedule by increasing course offerings and reducing class size.

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

The board of education has adopted policy (School Staffing 02.4331) that uses projected student enrollment to determine the number of allotted certified positions for each school. Lee County High School is allocated certified teaching staff based on a teacher to student ratio of 1:31 and the number of student contact hours not to exceed 150 hours. This school year (2011-12) the high school received 1.9 Title I teachers to reduce class size along with one additional teacher from Title I for math and language arts interventions services. Although the high school council has policy (Staff Time Assignment), district leadership does not ensure school leadership assigns staff members to positions based on their strengths and unique learning needs of all students.

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

District leadership assists schools with some classroom management practices by providing a districtwide code of conduct. District leadership has initiated several resources (Kentucky Center for Instructional Discipline, Kentucky Valley Educational Cooperative) for the purpose of supporting school leadership in improving organizational structures to make efficient use of instructional time. Although the high school faculty attended district provided professional development from the Kentucky Center for Instructional Discipline, the strategies from this resource were not implemented. The high school council has not adopted a policy for the protection of instructional time, but the principal has implemented some procedures (no phone calls during instructional time, intercom interruptions for emergencies only) to “make every instructional minute count”. These practices are not always monitored for compliance. District leadership expects school leadership to complete classroom walkthroughs on a weekly basis and send these walkthrough results to central office as required but does not hold the high school principal accountable for completing this requirement. District leadership rarely follows up on the implementation of resources or evaluates the impact resources have on improving classroom management practices and student performance.

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

District leadership initiated the professional learning community concept at all district schools. Some high school professional learning community teams meet weekly after school, but school leadership does not monitor that all teachers participate. High school teams are provided little to no direction from school leadership on determining pertinent agenda items. District and school leadership do not attend high school professional learning community meetings or require minutes from these meetings. District leadership does not attend high school professional learning community meetings. District leadership provides five additional staff work days for opportunities to plan. The high school master schedule allows for additional planning time at the end of each school day. The district technology integration specialist offers technological training to new teachers and others after school and during planning. District leadership does not have a systematic plan in place to support new or itinerant 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.).

For several years, district leadership has encouraged Lee County High School staff to review the modified block schedule to determine if this schedule was meeting the unique learning needs of all students. This school year (2011-12) the high school faculty voted to implement a seven-period school day. The board of education approved the high school master schedule at its July 12, 2011, board meeting. District leadership has not yet monitored the new schedule to determine impact on student learning.

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

The board of education adopted policy (School Budget and Purchasing

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

02.4242) with procedures that clearly govern the activities of school councils. Each school council receives the annual Support Education Excellence in Kentucky (SEEK) funds as required by Kentucky Revised Statutes. A board policy (Instructional Resources 08.232) requires school councils to allocate instructional resources equitably within budgetary limits. The school council is not required to submit an annual needs assessment. If school leadership can validate the need for additional resources to improve student achievement, the district budget has the flexibility for district leadership to fulfill the request. The board of education general fund account pays for several additional personnel (0.5 assistant principal, 0.75 counselor, 1.5 discretionary personnel) at Lee County High School. Title I also funds 1.9 additional classroom teachers to reduce class size and one intervention teacher for math and language arts. District leadership monitors purchase requisitions for appropriate expenditures, and finance department personnel monitor budgets to ensure the school council is staying within allocated funds. School personnel are able to access MUNIS to review expenditures. Most funds are allocated based on school enrollment and student attendance.

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 uses an informal process to allocate the distribution of discretionary funds to provide additional support to schools. When a need can be validated, the superintendent, finance director and other appropriate district leadership meet to determine feasibility and available finances. District leadership has not established a comprehensive monitoring process to determine the impact of program fund expenditures on student progress in meeting state and federal goals. Monitoring is limited to reviewing and approving purchase requisitions and to examining MUNIS reports.

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 board of education does not require district leadership to explain expenditures related to either the comprehensive district improvement plan or the comprehensive school improvement plans. The principal and school council from each school gives an overview of their comprehensive school improvement plan’s goals for improving student achievement at a board of

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

education meeting on an annual basis. The report does not always include connections between proposed expenditures and improvement of student achievement. The board of education expects district and school leadership to determine how expenditures will contribute to improving student achievement.

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 state and federal categorical funds according to program guidelines. Federal categorical funds (Individuals with Disabilities Education Act, Title I) at Lee County High School are allocated by formula to support student needs. Individuals with Disabilities Education Act (IDEA) funds are allocated according to strict federal guidelines based on the category of identification (emotional behavior disability, mild mental disability, multiple disability) and the number of students each certified special needs teacher can serve. District leadership has allocated Lee County High School 2.5 certified teachers. Related service instructors for speech, occupational therapy and physical therapy are contracted through the Kentucky Valley Educational Cooperative. At the present time, there are no identified visually impaired students in the district, but hearing impaired students are served by a retired certified instructor. Title I funds are used to pay salaries of 1.9 certified teachers and one intervention teacher at the high school. Title I also provides additional professional development funds to improve student performance at the high school. State categorical funds (professional development, Extended School Services, safe schools, Family Resource/Youth Services Centers) are usually allocated based on enrollment, attendance or program requirements (65 percent professional development allocated to schools). These funds are allocated equally to all schools. Some district state and federal categorical funds (Title I, professional development, Extended School Services) are integrated within the comprehensive district and school improvement plans. District program coordinators rarely gather data or monitor programs in order to evaluate the effectiveness of categorical resources on student achievement.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Lee County

School District

11/6/2011 - 11/11/2011

Summary of recommendations in: **Efficiency**

Standard 8 School Organization and Fiscal Resources

District and school leadership should collaborate to ensure all available resources (master schedule, instructional time, professional learning communities, professional development) at Lee County High School are used to support a learning environment that has an urgent focus on improving academic achievement for all students. District leadership should develop a formal process for collecting, analyzing, managing and evaluating data for the purpose of monitoring resources to determine impact on instructional practices and student performance.

Resources:

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

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

Commissioner's Parents Advisory Council, Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, class rosters, classroom assessments, classroom assignments, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, Extended School Services Schedule, Implementation and Impact Checks and individual professional growth plans

Interviews with central office staff, classified staff, community members, district leadership, students and teachers

Observations of cafeteria, classrooms, common areas and hallways

Performance Rating 3

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

Vision, mission, beliefs and goals for the Lee County School District were initially developed during a strategic planning process in November 2001. District leadership collaborated with representatives from a variety of stakeholder groups (school administrators, certified and classified staff members, elected officials, health providers, parents, students, community and business leaders) during this strategic planning process. The general public was encouraged to attend planning and orientation awareness meetings to review the strategic plan which included the newly developed vision, mission, beliefs and goals. These vision, mission, beliefs and goals were revisited in November 2005. The superintendent sometimes shares his independent vision “Increasing Student Achievement Daily” with visitors and members of the school community.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

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

The comprehensive district improvement planning committee conducted a comprehensive needs assessment, including academic and non-academic data. A variety of student achievement data (California Test of Basic Skills, Kentucky Core Content Test, No Child Left Behind, National Assessment of Educational Progress, Perkins Performance Measures Annual Report) and non-cognitive data (drop-out, attendance, retention, successful transition) were reviewed to determine the priority needs of the district. Classroom assessments and analysis of student work were not considered when developing the goals and objectives of the comprehensive district improvement plan.

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

District leadership collects copious amounts of student achievement (California Test of Basic Skills, Kentucky Core Content Test, No Child Left Behind, National Assessment of Educational Progress, Perkins Performance Measures Annual Report) and non-cognitive data (drop-out, attendance, retention, successful transition) to identify districtwide needs. Some goals, objectives and strategies of the comprehensive district improvement plan address the findings from review of these data.

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

The comprehensive district improvement plan notes general references to some best practice and research-based programs including Response to Intervention, formative assessments, professional learning communities, Kentucky Core Academic Standards, Education Planning and Assessment System and use of a universal screener. District leadership identifies school level professional learning communities and other district initiatives [America’s Choice, Perpetuating Excellence in Teaching, Learning and Leadership (PETLL)] as the conduit for implementation of district, state and national standards. District process and procedure for monitoring progress has not been defined.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

9.3c The desired results for student learning are defined.

Desired results for student learning are stated in the executive summary, goals and action components of the comprehensive district improvement plan. All goal statements are measurable but are not accompanied with benchmarks. Action component strategies are sometimes vague and lack specificity regarding implementation, inhibiting practical use of the document.

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

District leadership does not always collaborate with school leadership to formally collect, analyze and use data to evaluate instructional and organizational effectiveness throughout the district. Performance data are not always used to establish baselines and benchmarks for ongoing comparison and measurement of impact on instructional and organizational effectiveness.

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 plan goals are generally stated in clear, concise and measurable terms, but some goals are outdated or unrealistic and most do not focus on meeting goals for No Child Left Behind adequate yearly progress. District leadership has adopted policy governing school improvement planning [School Improvement Plan (SBDM) 02.442] that describes the process school leadership is to use in development of their improvement plans. School leadership submits their comprehensive school improvement plan to district leadership. District leadership collaborates upon request with school leadership to set goals for building and strengthening instructional and organizational effectiveness.

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

The school and district action components are aligned with improvement goals and objectives. Action strategies are not specific to all underachieving student populations, but some address achievement gap reduction. The district has adopted some initiatives and programs that are grounded in research (America’s Choice, Perpetuating Excellence in Teaching, Learning and Leadership, STAR Math and Reading). Strategies and activities are not

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

monitored for impact on classroom practices and student achievement.

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

The comprehensive district improvement plan identifies timelines for all components. Many timelines are vague (start date July 2010, ending dates ongoing) and do not allow for continuous measuring of progress. Some funding sources (Title 1, GearUp, 21st Century grant) are integrated by category to support particular action components while others are not specified. The comprehensive district improvement plan lists the names of district office personnel and role groups for each strategy and activity.

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

The comprehensive district improvement planning team did not define an intentional, systematic, formal evaluation process to measure the implementation and impact of activities on student achievement. District leadership evaluates the effectiveness of the comprehensive district improvement plan through informal implementation and impact checks using selected achievement data and leadership conversations. School leadership reports on school assessment data according to board policy (Assessment of Student Progress 02.441) and sporadically reports progress toward some goals.

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

Comprehensive district improvement plan action components are generally aligned with district mission and beliefs. Many action component strategies are broad and all-encompassing and do not include specific research-based strategies for improving student achievement.

9.6a The plan is implemented as developed.

District leadership provides resources through various categorical funds and funding and other funding sources for implementation of the comprehensive district improvement plan. District leadership is available for consultation if

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

school leadership makes specific requests for assistance. Lack of communication inhibits collaboration between district and school leadership. Limited assistance and guidance is provided in support of the development of the school plan. District leadership provides test results to school leadership for planning with the expectation that school leadership will then complete the plan with school staff. Limited feedback is provided after the improvement plans are submitted to central office staff. Implementation and impact checks are limited and mostly address the implementation of activities and strategies with little to no impact results recorded. Some district and school staff members are unaware of the goals of the comprehensive district improvement plan and their roles and responsibilities for implementation.

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

District leadership examines various assessment data (Interim Performance Report, No Child Left Behind, Kentucky Core Content Test, California Test of Basic Skills) but does not use these data to measure attainment of goals in the comprehensive district improvement plan. District leadership reviews the comprehensive district improvement plan for implementation of strategies and activities but does not measure the impact activities have on improving classroom practices and student achievement. School leadership annually presents to the board of education their progress on and plans for improving student achievement. This information is presented in general terms.

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

District leadership does not have a formal process or protocol for reviewing and revising the comprehensive district improvement plan. The goals and priorities in the comprehensive district improvement plan are not used by the board of education, superintendent or district leadership as the guide for continuous school improvement.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 1

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

District leadership provides disaggregated student data for school level analysis to determine strategies that address individual student needs. District leadership does not use these data to diagnose or create action steps to meet learning needs of all student populations (socio-economic, gender, displaced children, gifted and talented, disabilities).

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 has not developed a systematic process for evaluating the impact of the comprehensive district improvement plan on student performance and classroom practices. District leadership expects school leadership to conduct walkthroughs and provide feedback to teachers on classroom practices affecting student performance, but the superintendent does not hold the high school principal accountable for completing this task.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Summary of recommendations in: **Efficiency**

Standard 9 Comprehensive and Effective Planning

The comprehensive district improvement plan should serve as the guide for board of education and district and school leadership's work toward accomplishing the district's mission and goals. District leadership should collaborate with representatives of all stakeholder groups in the development of an updated comprehensive district improvement plan. This district improvement planning team should disaggregate a variety of data to set realistic, measurable and concise goals for each action component. The strategies and activities in each action component should be focused on achieving the goals to ensure proficiency for all student populations.

The district improvement planning team should define an intentional, systematic formal evaluation process to measure the implementation and impact of activities on student achievement and ensure progress toward meeting goals. This formal evaluation process should be implemented on a regularly planned schedule, and student achievement results should be routinely reported to the board of education. The success or failure toward meeting goals should drive revisions of the comprehensive district improvement plan throughout the school year. This process should be listed in the comprehensive district improvement plan.

District leadership should establish quarterly benchmarks tied closely to priority needs. These benchmarks should be clearly communicated to staff, students, families and community. Progress toward meeting these benchmarks should be reported to the board of education. The superintendent should communicate the goals of the comprehensive district improvement plan to all district and school staff members and hold staff accountable for their roles and responsibilities in the plan's implementation.

Resources:

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

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

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

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

Commissioner's Parents Advisory Council, Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

Summary of Next Steps:

The superintendent should adopt a “Whatever It Takes” attitude and accept “No Excuses” in leading the process of creating a sense of urgency for Lee County High School to become a high performing school. He should engage in conversations concerning high student achievement and communicate this expectation to all stakeholder groups. The goals and priorities within the comprehensive district improvement plan should be the board of education and superintendent’s guide to continuous school improvement.

The superintendent should immediately initiate discussions between and among district and school leadership, school council and staff members on what it would take to build a culture of professionalism, trust and collegiality. They should put forth a team effort to put student needs first. A needs assessment should be conducted to determine ways district leadership can support the efforts of the high school in supporting leadership needs, teacher growth and student learning. All efforts should be supported by data and targeted to move the high school toward achieving proficiency for all students.

District leadership should lead the process to analyze data to set realistic, measurable and concise district and school goals for continuous school improvement. The superintendent should communicate goals of the comprehensive district improvement plan to district and school staff members and hold them accountable for their roles and responsibilities in implementing the plan. District leadership should establish quarterly benchmarks tied closely to priority needs and clearly communicated to all stakeholder groups. A systematic, formal evaluation process should be defined to measure the implementation and impact of activities on student achievement. The success or failure toward meeting goals should drive continual revisions of the district plan.

District leadership should communicate to the high school principal and staff curriculum alignment expectations and hold them accountable for completion of this task. District leadership should provide specific timelines, detailed expectations and resources to facilitate alignment. District and school leadership should define, implement and monitor classroom expectations for addressing differentiation by designing rigorous, authentic assessments to meet the diverse learning needs of all students. District and school leadership should fully implement strategies of research-based initiatives agreed upon by district and school staff for refinement of the instructional program.

District and school leadership and staff should develop and implement a data-driven, multi-year, job-embedded professional development plan. The plan should focus on activities that result in a high level of competence in the instructional staff. It should include opportunities for teachers to develop content knowledge, research-based delivery methods and leadership skills. It should build capacity in both the administration and staff and should close achievement gaps. District and school leadership should monitor classrooms for implementation of skills and knowledge acquired through professional development activities and evaluate impact on student achievement. This process should include support and follow up to address staff’s individual needs.

The superintendent should lead district staff in the development and implementation of a comprehensive and systematic monitoring process for all district programs. This monitoring system should be based on commonly understood and clearly communicated measures. District leadership should use this monitoring system to determine impact of programs and resources on the achievement of academic, instructional and organizational goals. The process should evaluate the effectiveness of programs at both the design and implementation levels to allow district and school leadership to determine where and how program adjustments should be made and if programs should be continued.

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

In Conclusion:

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

Superintendent, Lee County Schools

_____Date:_____

District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

1.1 Curriculum **Academic Performance**

1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations

1.1b District initiates, facilitates discussions among schools regarding curriculum standards

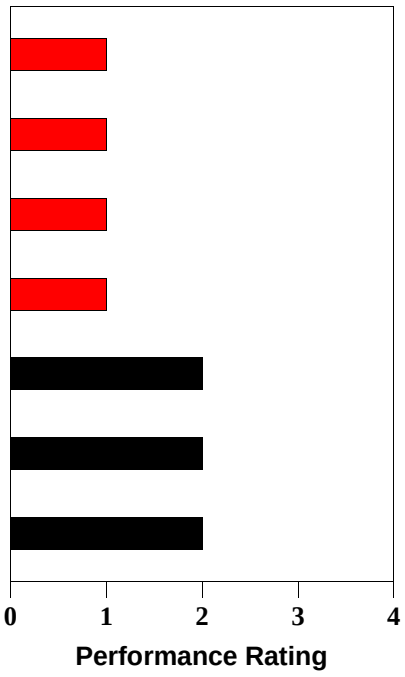
1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps

1.1d Evidence of vertical communication, intentional focus on key curriculum transition points

1.1e School curriculum provides specific links to continuing education

1.1f Systematic process for monitoring, evaluating and reviewing curriculum

1.1g Curriculum provides access to a common academic core



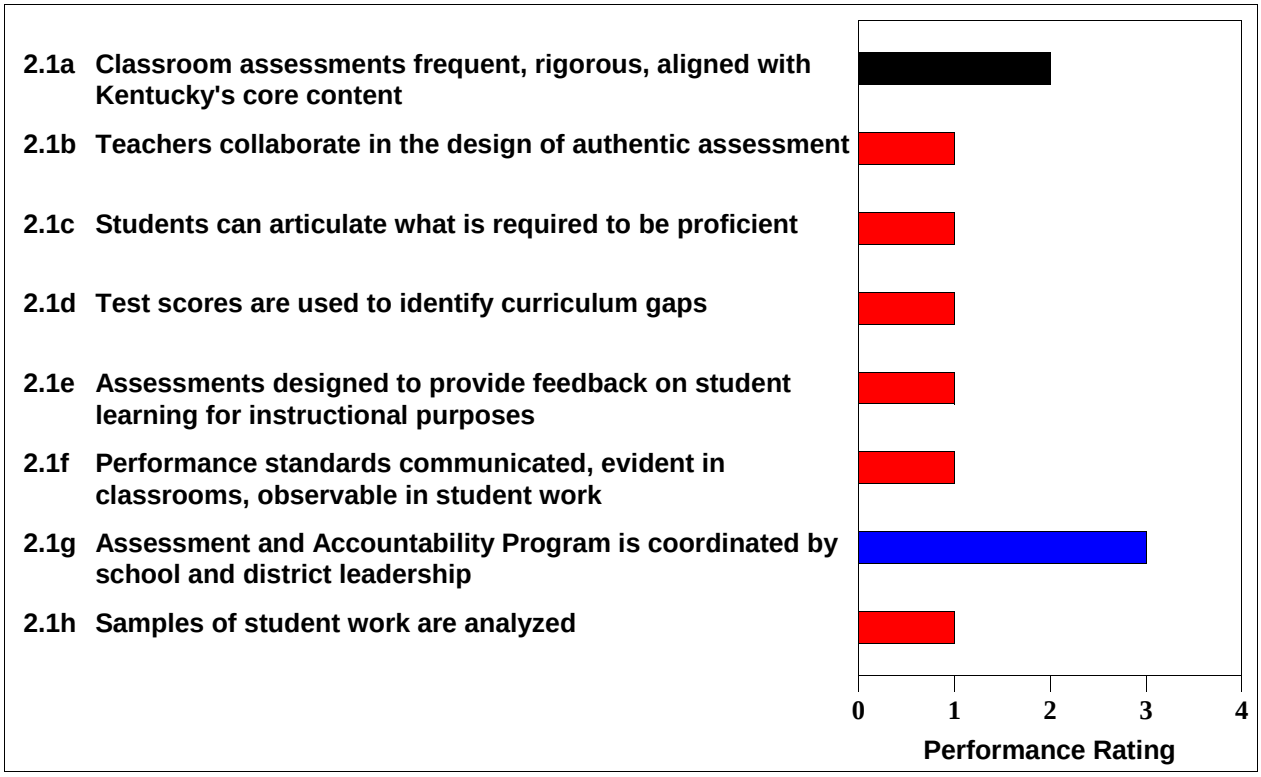
District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

2.1 Classroom Evaluation/Assessment **Academic Performance**



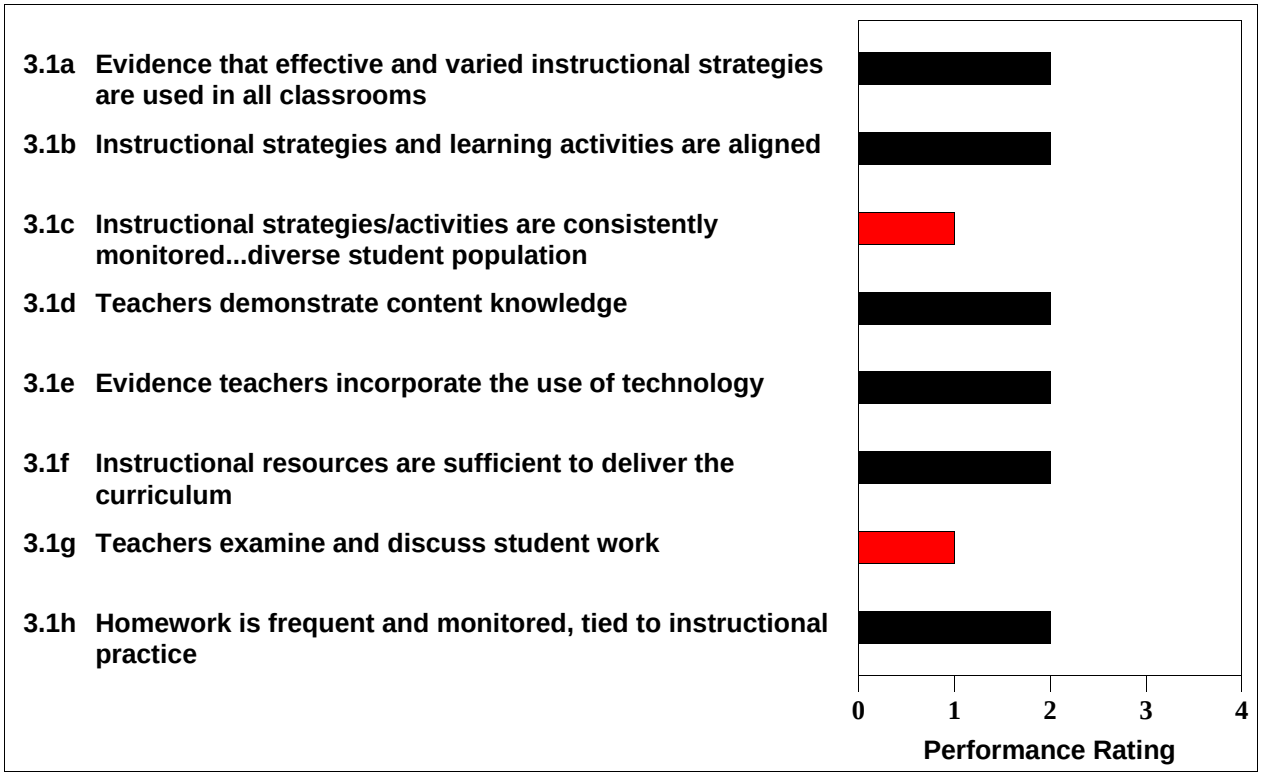
District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

3.1 Instruction **Academic Performance**



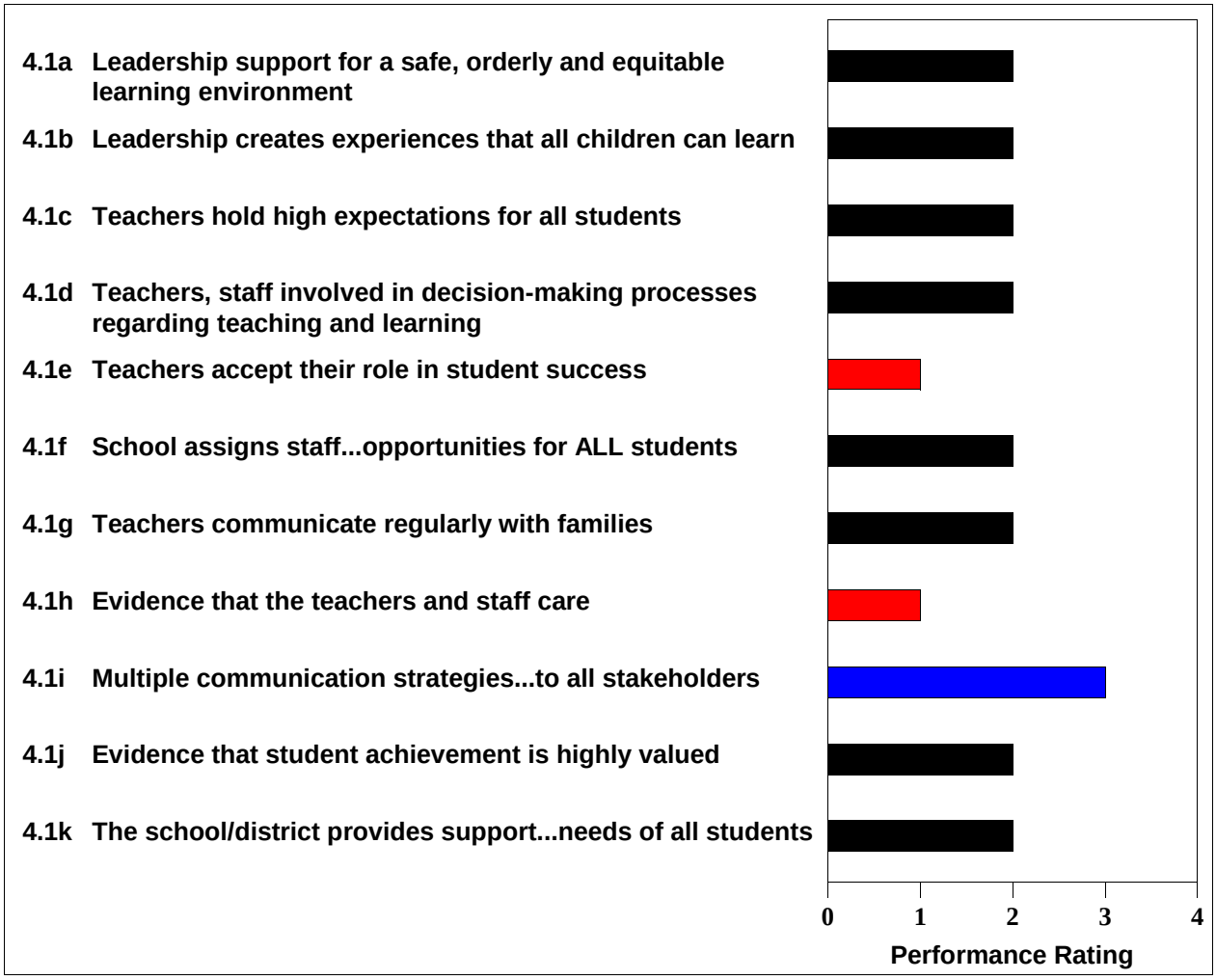
District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

4.1 School Culture **Learning Environment**



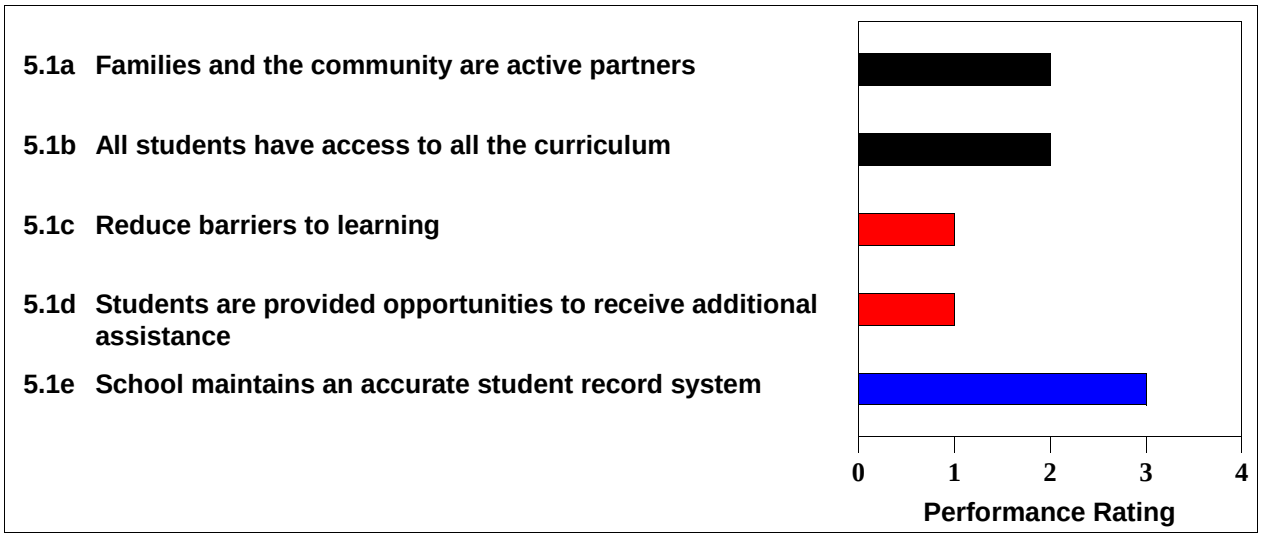
District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

5.1 Student, Family and Community Support **Learning Environment**



District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

6.1 Professional Development **Learning Environment**

6.1a Support for the long-term professional growth of the individual staff members

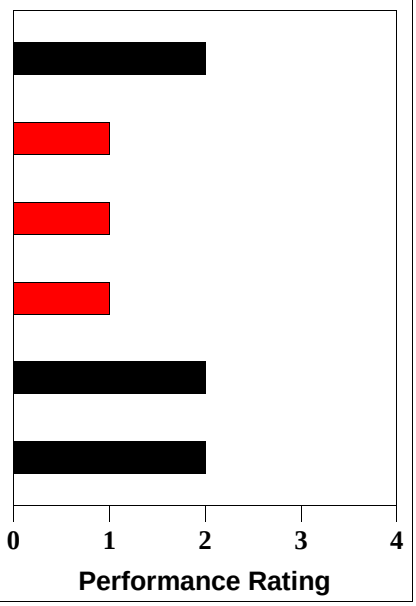
6.1b The school has an intentional plan for building instructional capacity

6.1c Staff development priorities..alignment..goals for student performance

6.1d Plans for school improvement directly connect goals for student learning

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

6.1f Professional development planning connect student achievement data



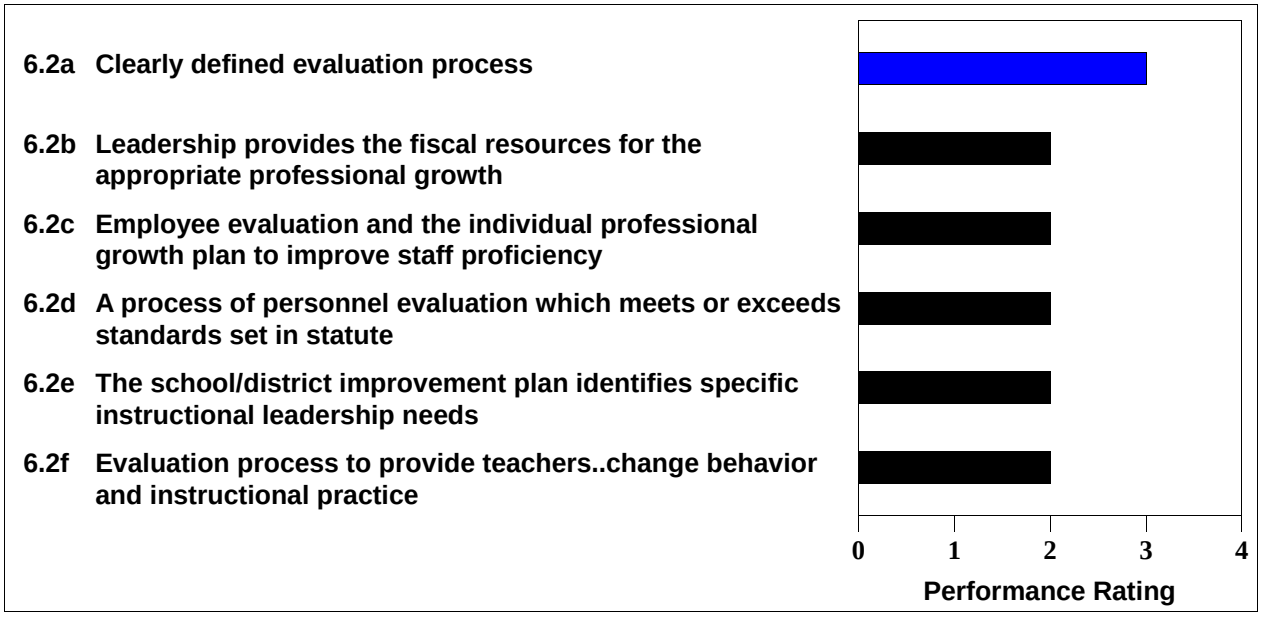
District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

6.2 Professional Growth and Evaluation **Learning Environment**



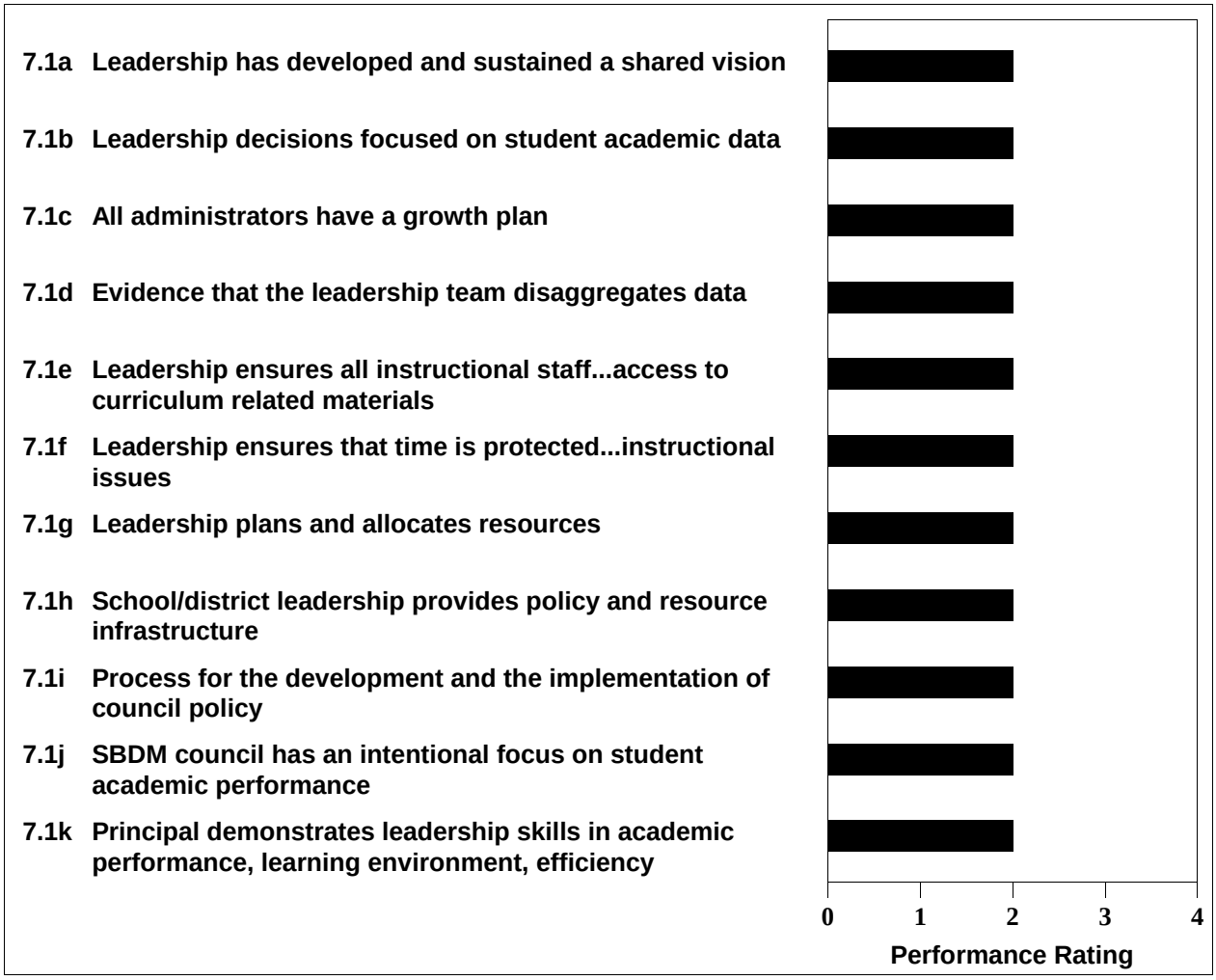
District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

7.1 Leadership **Efficiency**



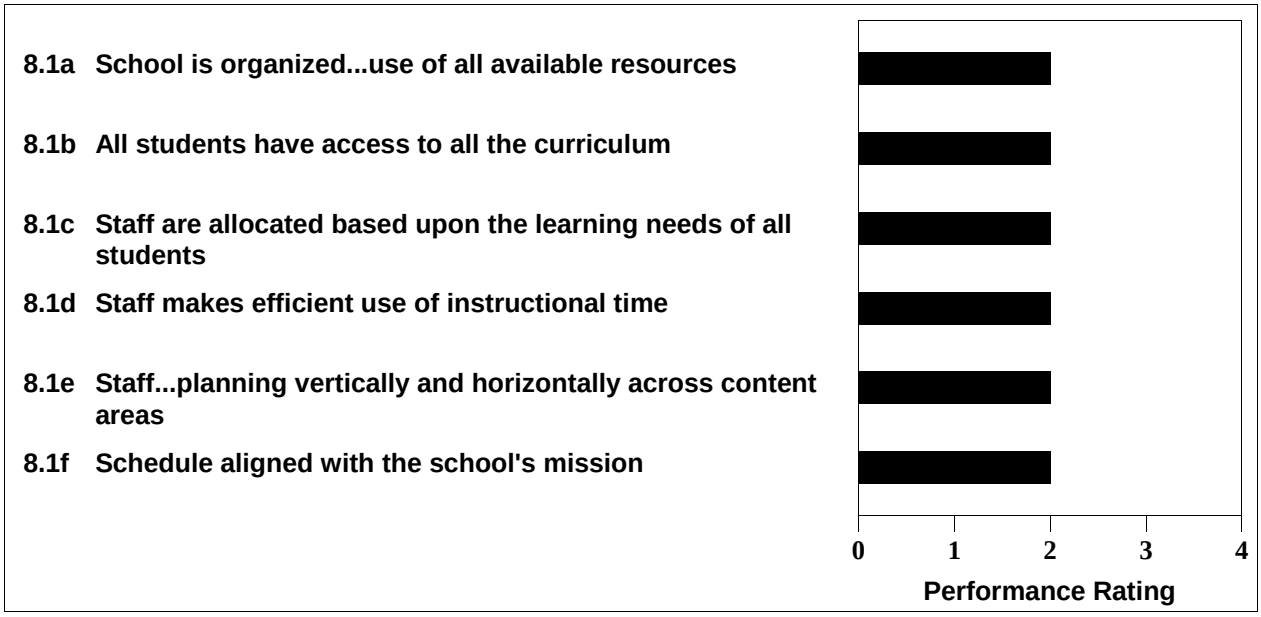
District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

8.1 Organization of the School **Efficiency**



District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

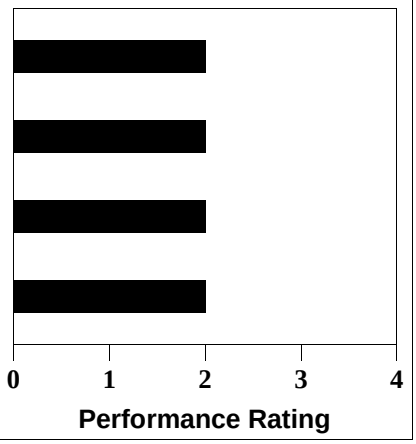
8.2 Resource Allocation and Integration **Efficiency**

8.2a Clearly defined process (in accordance with the school council allocation formula)

8.2b Budget reflects decisions directed by an assessment of need

8.2c Councils, school boards analyze funding and other resource requests

8.2d Resources are allocated and integrated to address student needs



District Leadership Assessment Summary Report

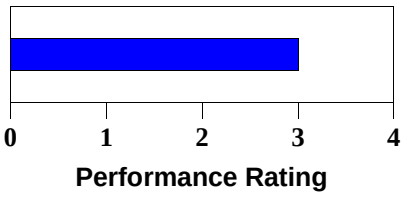
Lee County

School District

11/6/2011 - 11/11/2011

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

Lee County

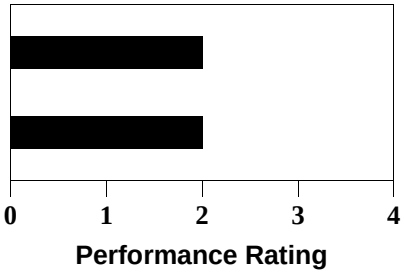
School District

11/6/2011 - 11/11/2011

9.2 Development of the Profile **Efficiency**

9.2a Planning process involves collecting, managing and analyzing data

9.2b Use data for school improvement planning



District Leadership Assessment Summary Report

Lee County

School District

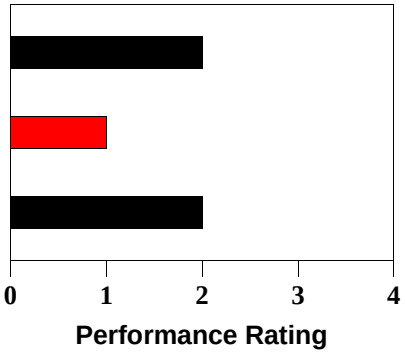
11/6/2011 - 11/11/2011

9.3 Defining Desired Results for Student Learning **Efficiency**

9.3a School and district plans reflect learning research, expectations for student learning

9.3b Analyze their students' unique learning needs

9.3c Results for student learning are defined



District Leadership Assessment Summary Report

Lee County

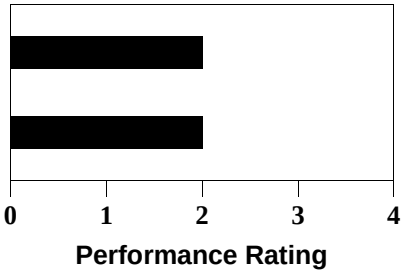
School District

11/6/2011 - 11/11/2011

9.4 Analyzing Instructional and Organizational Effectiveness **Efficiency**

9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity



District Leadership Assessment Summary Report

Lee County

School District

11/6/2011 - 11/11/2011

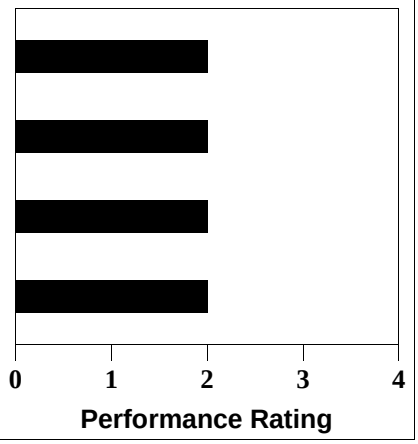
9.5 Development of the Improvement Plan **Efficiency**

9.5a Steps for school improvement aligned with improvement goals

9.5b Plan identifies resources, timelines

9.5c Evaluating the effectiveness of improvement plan

9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results



District Leadership Assessment Summary Report

Lee County

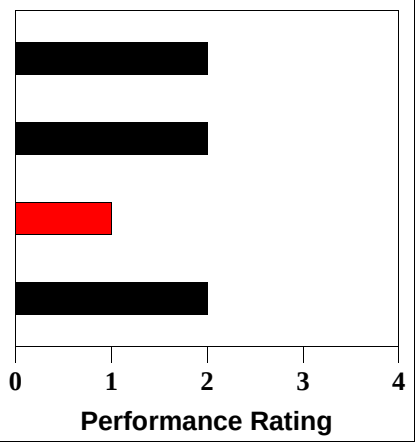
School District

11/6/2011 - 11/11/2011

9.6 Implementation and Documentation **Efficiency**

9.6a Plan is implemented as developed

9.6b School evaluates the degree to which it achieves the goals and objectives for student learning

9.6c The school evaluates the degree to which it achieves the expected impact

9.6d Evidence of attempts to sustain the commitment to continuous improvement