Jefferson County
Southern Leadership Academy
School Audit Report

10/15/2006 - 10/20/2006

School Audit Executive Summary
Southern Leadership Academy
Jefferson County School District
10/15/2006 - 10/20/2006

Bill Perkins (Interim), Principal

Introduction

The Kentucky Department of Education conducted a scholastic audit of Southern Leadership Academy during the period of 10/15/2006 - 10/20/2006. This school's last combined accountability index was 48.3 and its classification was Assistance Level 3. Here are the most relevant facts and next step recommendations from the audit.

School Deficiencies and Next Steps

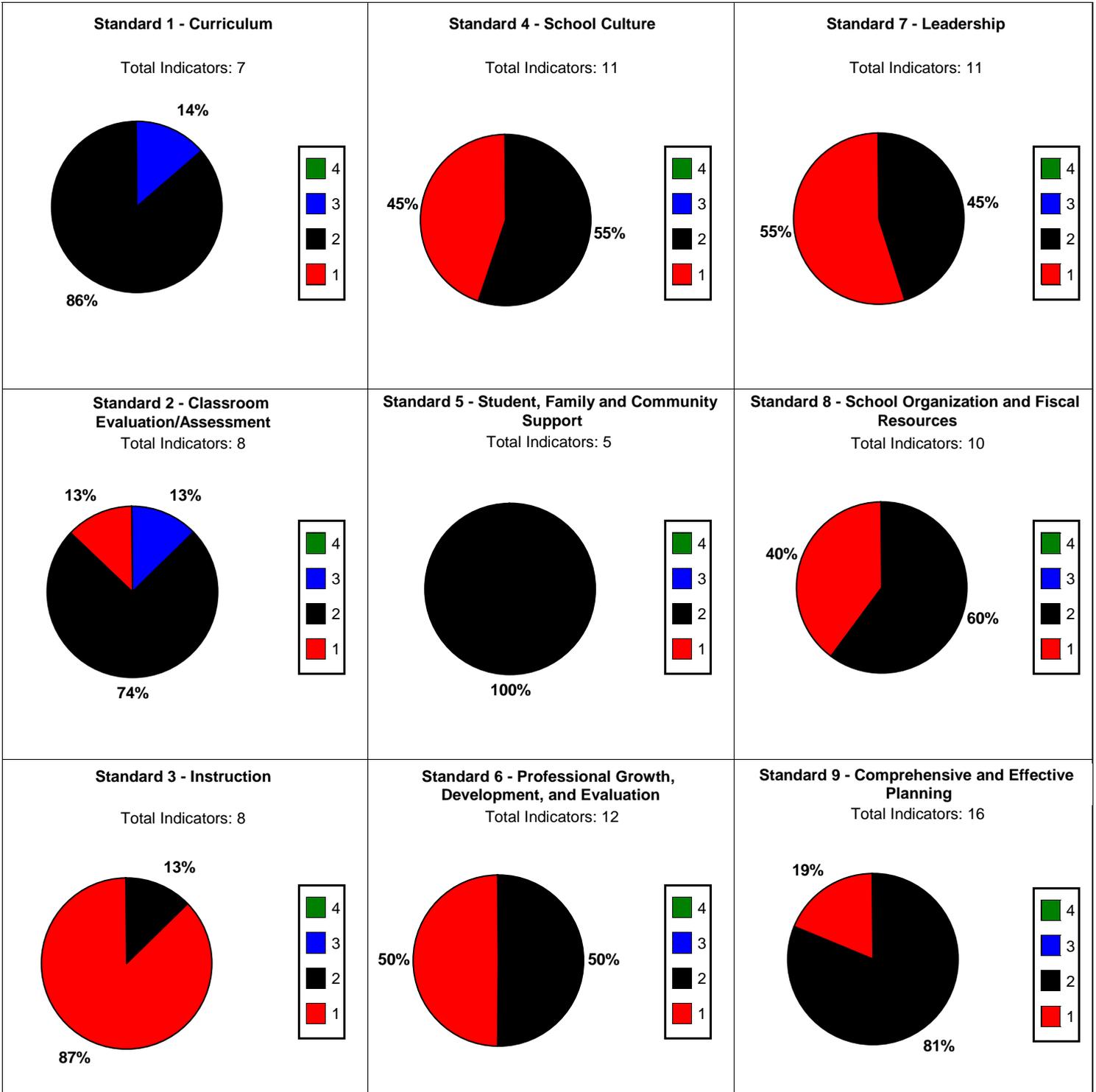|	
1. Deficiency	Southern Leadership Academy has a Combined Accountability Index of 48.3 on the Commonwealth Accountability Testing System (CATS) and has been classified in No Child Left Behind (NCLB) Tier 5 Consequences. School leadership has failed to provide an instructional program that ensures students an adequate and equitable instructional program that will lead them to proficiency by 2014.
Next Steps	School leadership should ensure that all instructional staff be provided effective professional development to modify instruction and assessment practices to meet the learning needs of their diverse student population. School leadership should ensure that learning styles are addressed and differentiated instruction is provided. School leadership should implement an ongoing student progress monitoring system. Teachers should collaborate to develop authentic assessments to determine the impact of the instructional practices on student achievement. High academic expectations should guide instructional decisions and practices. School leadership should ensure that professional development needs are tied to student achievement data, teachers' professional growth plans and teacher performance. Professional development should be embedded, ongoing and monitored for improving student achievement and the instructional practice of teachers.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	School leadership has failed to ensure a safe, orderly and equitable learning environment.

Next Steps	School leadership should immediately begin a schoolwide implementation of the adopted discipline and classroom management programs to ensure a safe, orderly and equitable learning environment for all students and staff. Disruptions during instructional time should be halted. Leadership should conduct classroom observations to identify staff who are not fully implementing behavior management procedures. Student behavior data should be collected, analyzed and the results used to drive interventions. Growth plans and corrective action planning should be completed on all staff needing assistance in behavioral management. School leadership and staff should be held accountable for demonstrating high academic expectations for all students. Teachers should accept their roles in student success and implement specific support strategies to meet the learning needs of all students. All leadership and staff should provide appropriate praise and positive reinforcement, motivating students to high levels of achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	School level leadership has failed to effectively demonstrate leadership skills in academic performance, learning environment and efficiency.
Next Steps	School leadership should fully implement the recommendations in this and prior scholastic audit reports. District level leadership should revisit the effectiveness and role of district office staff assigned to middle schools. District leadership should consider district interventions be coordinated and facilitated by the Priority School Manager to ensure continuous improvement. Through implementation follow-up, the recommendations from this document should be evaluated for impact on student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	School leadership has failed to ensure that the comprehensive improvement plan is grounded in a shared vision and mission for all students. The plan does not guide the decision making of the school.

Next Steps	School leadership should review and revise the current comprehensive school improvement plan. An implementation and impact system to monitor the effectiveness of the strategies and activities on student achievement should be used. All stakeholders should be involved in using the mission statement to establish a shared vision that supports high expectations for all students and all staff and drives the educational decisions of the school. The school's focus should shift first to "why students are underperforming" then to "which students are under performing."
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	School leadership has failed to effectively respond to previous school Scholastic Audit Recommendations and Next Steps and previous school culture assessment results.
Next Steps	School leadership should ensure that school staff members are cognizant of the recommendations in this report. A plan for addressing these recommendations should be developed, implemented and monitored for impact on student achievement. School leadership should implement these recommendations through the support of the district's Priority School Managers.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	School leadership has failed to ensure that the school council is functional and in compliance with state statutes. The school council at Southern Leadership Academy is dysfunctional and disengaged from the management, operation and instructional purpose of the school.
Next Steps	The school and district should develop and include in their improvement plans a comprehensive set of action steps for improving the leadership function in the school. These steps should include activities to develop and deliver training, to monitor the implementation and effectiveness of leadership activities and to adjust as needed. School leadership should ensure its policies are understood and effectively implemented.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Southern Leadership Academy

KDE 2006 Scholastic Audit 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: 7

- 14% (3)
- 86% (2)

Legend: 4, 3, 2, 1

Standard 4 - School Culture

Total Indicators: 11

- 45% (1)
- 55% (2)

Legend: 4, 3, 2, 1

Standard 7 - Leadership

Total Indicators: 11

- 45% (2)
- 55% (1)

Legend: 4, 3, 2, 1

Standard 2 - Classroom Evaluation/Assessment

Total Indicators: 8

- 13% (3)
- 13% (1)
- 74% (2)

Legend: 4, 3, 2, 1

Standard 5 - Student, Family and Community Support

Total Indicators: 5

- 100% (2)

Legend: 4, 3, 2, 1

Standard 8 - School Organization and Fiscal Resources

Total Indicators: 10

- 40% (1)
- 60% (2)

Legend: 4, 3, 2, 1

Standard 3 - Instruction

Total Indicators: 8

- 13% (2)
- 87% (1)

Legend: 4, 3, 2, 1

Standard 6 - Professional Growth, Development, and Evaluation

Total Indicators: 12

- 50% (1)
- 50% (2)

Legend: 4, 3, 2, 1

Standard 9 - Comprehensive and Effective Planning

Total Indicators: 16

- 19% (1)
- 81% (2)

Legend: 4, 3, 2, 1

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

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 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

Level 3 School Responsibility

Pursuant to Kentucky Administrative Regulation, 703 KAR 5:120, Level 3 schools must adhere to the following:

(excerpt from 703 KAR 5:120)

Section 7 (partial).

    (7) To involve stakeholders in identifying priorities for school improvement planning, the school principal, in collaboration with the other school council members, shall notify parents and interested community members of the findings and recommendations of the audit team. The audit findings shall be presented and discussed on the agenda of the next scheduled school council meeting and at a local board of education meeting.

    (8) School improvement plans shall be based upon:

    (a) Recommendations from the audit team's exit report for improving teaching and learning that shall be incorporated into the existing comprehensive school improvement plan submitted to the district and the KDE; and

    (b) Specific, research-based standards and indicators of quality as found in "Standards and Indicators for School Improvement" so all school and district consolidated plans are linked to the critical elements of the scholastic audit process and focused on improving student academic performance.

    (9) The process for amending a school plan shall be a local decision, beginning with the approval by the school council.

    (10) An amendment to a school plan shall be shared at the district level so district personnel can determine if the amendment results in a need for reallocation of discretionary resources and an adjustment or formal amendment to the district plan.

Section 8.

    (1) A principal of a school classified as a Level 3 shall participate in at least twelve (12) hours of professional development activities which may include opportunities for coaching and mentoring. The focus shall be on building leadership skills in student academic performance, learning environment, and organizational efficiency as measured by the "Standards and Indicators for School Improvement". The participation shall occur within twelve (12) months of being classified as a Level 3 school. The professional development activities shall be designed and delivered by the KDE and the local district in accordance with KRS 156.101.

Focus on Student Academic Performance

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

- Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Kentucky Department of Education

Scholastic Audit Summary Report

Southern Leadership Academy

Jefferson County School District

10/15/2006 - 10/20/2006

Introduction

The Kentucky Department of Education conducted a scholastic audit of Southern Leadership Academy during the period of 10/15/2006 - 10/20/2006. This school's last combined accountability index was 48.3 and its classification was Assistance Level 3.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile; classroom observations (56) and formal interviews and informal discussions with teachers (52), students (114), parents (14), Family Resource/Youth Services Center staff members (2), central office personnel (19), support staff members (12), assistant principal/s (3), counselor/s (2) and the principal.

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perception surveys, leadership assessments and efficiency reviews. All of these results were considered in the development of this report.

The scholastic audit report was based upon examination of the documents provided in the school portfolio, team experiences and observations. 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 is addressed in the following pages.

The chairperson of the team was Wayne Puckett - district administrator. The other team members were Larry G. Frank - building administrator, Ruth Gail Butler - higher education representative, Sheila K. Underwood - teacher, Jesus Segundo Menendez - parent, Barbara Slatter - Kentucky Department of Education representative, Lynn Smith - higher education representative, Paige Dyche Stevens - highly skilled educator, Peggy Jan Stone - highly skilled educator, Penelope Moore - highly skilled educator, Gregory Lee Figgs - district administrator.

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.

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Summary Findings in: **Academic Performance**

Standard 1   <u>**Curriculum**</u>

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 6 indicators (86%) evaluated as "Evaluation Category 2," 1 indicator (14%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating   3

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

Finding For This Indicator is Based On:
Review of curriculum documents, curriculum maps, weekly district coaching staff minutes
Interviews with district leadership, school leadership, instructional support staff, teachers

The district has discussions between schools to eliminate curriculum overlaps and gaps. Curriculum maps guide the teachers defining when to teach core content.

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Summary Findings in: **Academic Performance**

Standard 1   <u>**Curriculum**</u>

Performance Rating   2

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

Finding For This Indicator is Based On:
Review of local curriculum documents, lesson plans, curriculum maps
Interviews with district leadership, school leadership, instructional support staff, teachers

The district has a curriculum that is aligned to Kentucky's Core Content for Assessment and Academic Expectations. The Program of Studies is not used as a curriculum document. The curriculum does promote mastery of learning and is developmentally appropriate and culturally responsive. The curriculum map shows connections within and between content areas.

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

Finding For This Indicator is Based On:
Review of local and state documents, school council policies
Interviews with district leadership, school leadership, school council members, instructional support staff, teachers

District leadership provides opportunities for discussions vertically and horizontally to ensure state and local curriculum standards. Instructional coaches and the school and district leadership are involved with these meetings; however, there is limited vertical and horizontal discussions ongoing on a regular basis at the school level. Curriculum standards are not communicated or acted on by the school council.

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).

Finding For This Indicator is Based On:
Review of curriculum documents, school council policies
Interviews with district leadership, school leadership, school council members, instructional support staff, teachers

District leadership expects each school to conduct transition meetings between content area teachers from feeder schools. Due to the lack of monitoring by school leadership, discussion does not always take place concerning student transition. Teams within the school meet weekly, but are not provided the opportunity to meet by subject to make a seamless transition

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Summary Findings in: **Academic Performance**

Standard 1 <u>**Curriculum**</u>

Performance Rating 2

from one grade to the next in each subject area.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, lesson plans, perception survey results
Interviews with school leadership, teachers, parents, students

Intentional connections are included in the district curriculum including post-secondary and career options. The curriculum includes skills that will prepare students to be self sufficient. School leadership has not implemented individual learning plans for all students that are reviewed and revised annually. This was also a finding in the 2004 Scholastic Audit Report.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, data analysis reports
Interviews with district leadership, school leadership, school council members, instructional support staff, teachers
Observations of classrooms

The school council does not have a clear and concise curriculum policy (KRS 160.345). School leadership does not have a process for reviewing and revising the curriculum documents.

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

Finding For This Indicator is Based On:
Review of curriculum documents, lesson plans, student handbook, special education documents, master school schedule
Interviews with teachers, parents, students

District leadership provides a curriculum that addresses a common academic core, elicits higher-order thinking, accommodates the learning needs of all students and identifies standards and expectations. The school schedule provides opportunities for most students to access common core curriculum. Students involved in performance groups (band, orchestra) do not have the opportunity to participate in related course offerings such as physical education. This was also a finding in the 2004 Scholastic Audit Report.

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Summary of recommendations in: **Academic Performance**

Standard 1 <u>**Curriculum**</u>

The school council should assume responsibility to ensure all students access to a rigorous academic curriculum that is aligned with Academic Expectations, Kentucky's Core Content for Assessment and the Program of Studies.

A process for discussions within schools to identify key curriculum transition points (e.g., from elementary to middle and middle to high school) should be initiated, monitored and revised annually for school improvement efficacy.

Student individual learning plans should be collaboratively developed by student, parents and advisor.

Suggested Resources:

Taming the Standards, by Janet Hurt

Standards-Based Curriculum Development Manual, Kentucky Department of Education

Kentucky Department of Education Webpage for Individual Learning Plans, www.education.ky.gov (type ILP in the search box)

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Summary Findings in: **Academic Performance**

Standard 2   <u>**Classroom Evaluation/Assessment**</u>

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there was 1 indicator (13%) evaluated as "Evaluation Category 1," 6 indicators (75%) evaluated as "Evaluation Category 2," 1 indicator (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating   3

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

Finding For This Indicator is Based On:
Review of district policies, district curriculum documents, school report card, school council documents, district weekly coaching documents
Interviews with district leadership, school leadership, school council members, guidance counselors, instructional support staff, teachers
Observations of classrooms

District and school leadership ensure all persons involved in the state assessment process are trained on the administration of and ethical procedures for the state assessment program. The board of education adopts policies; school and district leadership implement operational procedures that address the administration and ethics of the state's assessment and accountability system. School leadership informs stakeholders of the purpose of these tests.

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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.

Finding For This Indicator is Based On:
  Review of lesson plans, assessment folders, grade books, Kentucky's Core Content for Assessment
  Interviews with teachers, students
  Observations of classroom

Some teacher-made assessments are aligned with Kentucky's Core Content for Assessment while others are based on other testing models (e.g., textbooks). The school council does not have a specific policy that addresses classroom assessment. School leadership has not made efforts to create building-level competence in the design of a variety of rigorous classroom assessments.

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

Finding For This Indicator is Based On:
  Review of rubrics, student work, classroom displays, perception survey results
  Interviews with school leadership, school council members, instructional support staff, teachers, parents
  Observations of classrooms

Students can sometimes reflect and evaluate their own work and recognize what proficient work looks like. Students associate the words novice, apprentice, proficient or distinguished with letter grades or passing and failing instead of quality of work. Few teachers use common planning time to design rubrics and assessments.

2.1d   Test scores are used to identify curriculum gaps.

Finding For This Indicator is Based On:
  Review of comprehensive school improvement plan, classroom evaluation data, Kentucky Performance Report
  Interviews with district leadership, school leadership, school council members, guidance counselors, instructional support staff, teachers

School staff members use the results of data analysis for communication purposes, but not to modify curricular, instructional and assessment practices. The school council was not involved in data analysis to identify curriculum gaps to measure the impact on student achievement (KRS 160.345).

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Summary Findings in: **Academic Performance**

Standard 2   **Classroom Evaluation/Assessment**

Performance Rating   2

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, classroom assessments, professional development logs, lesson plans
Interviews with school council members, instructional support staff, teachers,
Observations of classrooms

Many assessments are not designed to provide students choices to demonstrate learning based on multiple intelligence or preferred learning styles. Multiple choice, true-false, fill in the blank and open-response assessments were observed. Students do not always receive meaningful feedback that enables them to improve future performance.

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

Finding For This Indicator is Based On:
Review of weekly coaching reports, assessment samples, rubrics, performance level descriptors
Interviews with teachers, students
Observations of classrooms

Data from district and school leadership indicates that performance standards were clearly posted in all classrooms at the end of last year. However, this best practice has not been sustained. The performance level descriptors and scoring guides are not always clearly communicated, evident in classrooms or observable in student work. The traditional reporting of grades is the primary form of communication with families regarding student progress.

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

Finding For This Indicator is Based On:
Review of local and state documents, school council policies
Interviews with district leadership, school leadership, school council members, instructional support staff, teachers
Observations of classrooms

Teachers receive some training in protocols for analyzing student work in some content areas and grade levels. Language arts teachers receive training and are involved in scoring writing portfolios. Samples of student work are occasionally analyzed at team meetings but the results are not used to revise or guide instructional practices. Ongoing working portfolios are rarely used to assist teachers in modifying curricular, instructional and

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Summary Findings in: **Academic Performance**

Standard 2   **Classroom Evaluation/Assessment**

Performance Rating   2

assessment practices.

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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.

Finding For This Indicator is Based On:
Review of assessment samples, Kentucky's Core Content for Assessment, lesson plans
Interviews with school leadership, instructional support staff, teachers

Teachers seldom collaborate to design authentic assessment. Students are rarely provided choice to demonstrate learning. Teachers seldom create authentic assessments to address the learning styles of students. Monitoring of student assessments to determine impact on instructional practices and student achievement is limited.

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Summary of recommendations in: **Academic Performance**

Standard 2   Classroom Evaluation/Assessment

The school council and stakeholders should establish policies and procedures to review assessment data on a continual basis to identify instructional gaps and to incorporate use of multiple assessments of student learning. Students should receive meaningful ongoing feedback on their performances.

Teachers and school leadership should receive training on the development of authentic assessments that reflect a range of choices to ensure student academic success in all content areas.

School leadership should implement an ongoing progress monitoring system to determine impact on instructional practices and student achievement.

Teachers should collaborate during common planning time to develop frequent, rigorous assessments that promote higher-order thinking; clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in all content areas.

School leadership should monitor teachers' utilization of common planning time. Agendas and minutes should be developed and maintained.

Suggested Resources:

Handbook of Research on Improving Student Achievement, by Gordon Cawelti, Educational Research Service

Core Content Teaching Coaching Guides, Triumph Learning

Kentucky's Core Content for Assessment 4.1

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Summary Findings in: **Academic Performance**

Standard 3   **Instruction**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 7 indicators (88%) evaluated as "Evaluation Category 1," 1 indicator (13%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating   2

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council policies and minutes, lesson plans, student work
Interviews with district leadership, school leadership, school council members, teachers, students
Observations of classrooms

Adequate instructional resources are available in most content areas. The gender grouping scheduling of students requires additional materials that are not available. Grants provide instructional resources in some content areas while textbooks serve as the sole source for instruction in many classrooms. The instructional resources are developmentally age appropriate but do not reflect the diversity of the student population. The media center provides adequate instructional resources to support areas of the school's implemented curriculum standards.

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Summary Findings in: **Academic Performance**

Standard 3   <u>**Instruction**</u>

Performance Rating   1

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council policies and minutes, lesson plans, student work
Interviews with district leadership, school leadership, school council members, teachers, students
Observations of classrooms

The school council has a policy assigning responsibility for addressing the use of a variety of instructional practices to the curriculum committee; however, teachers rely heavily on teacher-directed instructional strategies such as lecture, whole group instruction and textbook assignments. Few teachers incorporate effective instructional strategies that are research based (e.g., inquiry, cooperative learning, oral presentations, interactive discussions). Implementation of differentiated instruction in classroom practice is not common and many students are disengaged. Classroom instruction rarely provides student choice or interdisciplinary connections. Teachers are not collaborating to integrate instruction with other learning teams. Not all teachers encourage problem solving and higher-order thinking.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council policies and minutes, lesson plans, student work
Interviews with district leadership, school leadership, school council members, teachers, students

Few instructional strategies are aligned to the school curriculum in an intentional, direct, specific and purposeful manner. Student work samples provide little evidence of learning activities requiring students to complete tasks similar to those on the state assessments.

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.

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council policies and minutes, lesson plans, student work
Interviews with district leadership, school leadership, school council members,

Summary Findings in: **Academic Performance**

Standard 3   <u>**Instruction**</u>

Performance Rating   1

teachers, students
Observations of classrooms

Leadership monitoring of instructional strategies is not consistent. A systematic process for monitoring, evaluating and reviewing instructional practices for the purpose of modifying instruction to meet the needs of a diverse student population is not in place. Instructional strategies may be responsive to the learning needs and learning styles of some students but these efforts are found in few classrooms.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council policies and minutes, lesson plans, student work
Interviews with district leadership, school leadership, school council members, teachers, students
Observations of classrooms

Recruitment of teachers is not intentionally focused on hiring and retaining a diverse and highly qualified professional staff. All teachers are not certified to teach in their assigned content and grade level (one emergency and eight temporary or alternate certified staff members). Teachers participate in required professional development opportunities, but the professional development does not always upgrade content knowledge and professional practices.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council policies and minutes, lesson plans, student work
Interviews with district leadership, school leadership, school council members, teachers, students
Observations of classrooms

Few teachers use technology as part of instruction. School leadership is not monitoring its use for effectiveness on instructional practice. Technology is seldom used to expand the classroom into the community. Specific classes provide students access to technology (e.g., math lab, reading lab, computer class). The school council does not have a technology policy that outlines procedures to address integration of technology in student learning so implementation depends largely on teacher interest, class requirement or lab

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Summary Findings in: **Academic Performance**

Standard 3 <u>Instruction</u>

Performance Rating 1

availability (KRS 160.345).

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council policies and minutes, lesson plans, student work
Interviews with district leadership, school leadership, school council members, teachers, students
Observations of classrooms

Teachers have received training in protocols for analyzing student work but teachers rarely meet for the purpose of reviewing and analyzing student work. The schedule provides weekly team meetings; however, the analysis of student work is not the focus. Student work analysis is seldom used to inform instructional practice as teacher strategies are primarily in the form of lecture, whole group instruction and textbook assignments.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council policies and minutes, lesson plans, student work
Interviews with district leadership, school leadership, school council members, teachers, students
Observations of classrooms

Students articulate the purpose of homework as the completion of class work or a behavior management tool. Students acknowledge instructional feedback on some homework assignments in terms of completion for extra grading points. There is no school council policy for homework although a homework policy is identified in the Southern Leadership Academy Faculty Handbook. This was a finding in the 2004 Scholastic Audit Report.

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Summary of recommendations in: **Academic Performance**

Standard 3 <u>**Instruction**</u>

The school council should develop a policy to address the use of strategies to meet the learning needs of a diverse student population. Instructional strategies should be consistently monitored by school leadership to ensure various learning styles are addressed, and differentiated instruction is effectively provided.

Professional development on research-based instructional best practices and intentional connections to Kentucky standards, council policies and the adopted curriculum, which connects to the needs identified in the comprehensive school improvement plan, should be provided for all leadership and teacher teams. Follow-up initiatives should be included.

The school council should develop, implement and monitor a technology policy to ensure technology is an integral part of instruction.

School leadership and teachers should work collaboratively on a regular basis to examine and discuss student work samples to impact instructional strategies and improve student achievement. Minutes, agendas and work products should be documented.

The school council should develop a policy to ensure homework is monitored and tied to instructional goals.

Suggested Resources:

The Kids Left Behind, by Robert Barr and William Parrett

The Differentiated Classroom, Responding to the Needs of All Learners, by Carol Ann Tomlinson

Classroom Instruction That Works, by Robert F. Marzano

Best Practice, New Standards for Teaching and Learning in America's Schools, by Steven Zemelman, Harvey Daniels and Arthur Hyde

Boys and Girls Learn Differently, by Michael Gurian

A Framework for Understanding Poverty, by Ruby Payne

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Summary Findings in: **Learning Environment**

Standard 4   **School Culture**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 5 indicators (45%) evaluated as "Evaluation Category 1," 6 indicators (55%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating   2

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.

Finding For This Indicator is Based On:
Review of school council policies and minutes
Interviews with district and school leadership, teachers, students
Observations of classrooms and hallways

School leadership claims a commitment to high academic expectations and standards for all students. School leadership neither demonstrates that commitment in their practices, nor do they recognize the academic achievement of students who are doing well (e.g., no schoolwide recognition). There is no shared vision and belief statements that foster the belief that all children can learn at high levels, and that guide the schools' decision making. There is no structure or process in place to engage all stakeholders in continuous improvement of student learning.

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

Finding For This Indicator is Based On:
Review of school council policies and minutes, student discipline reports, student handbook, school perception survey results
Interviews with district and school leadership, school council members, teachers, students, classified staff
Observations of classrooms and hallways

Staff members are aware of the school's mission statement, but the statement does not always guide decision-making processes regarding teaching and learning. The schedule has been structured to allow for team planning; however, there is no system in place to promote collaboration and collegiality among all staff regarding decisions about 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.

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Summary Findings in: **Learning Environment**

Standard 4   <u>**School Culture**</u>

Performance Rating   2

Finding For This Indicator is Based On:
> Review of school council policies and minutes, student discipline reports, student handbook, school perception survey results
> Interviews with district and school leadership, school council members, teachers, students, classified staff
> Observations of classrooms and hallways

Student groupings based on gender specificity create challenges to scheduling and ensuring that all students have access to staff's instructional strengths. The school council does have a policy on assignment of staff time; however, the policy does not require a flexible master schedule or leadership does not adjust staff assignments to impact and maximize student learning.

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

Finding For This Indicator is Based On:
> Review of school council policies and minutes, student discipline reports, student handbook, school perception survey results
> Interviews with district and school leadership, school council members, teachers, students, classified staff
> Observations of classrooms and hallways

Some teachers communicate with families about individual student progress. Student progress reports and report cards are sent home but do not include an explanation of student performance. School leadership has not established a school-wide process to foster a culture of collaborative learning and dialogue. The family resource and youth services center office maintains regular communication with families; however, there is no process to engage all staff in communicating with families on a regular basis.

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

Finding For This Indicator is Based On:
> Review of school council policies and minutes, student discipline reports, student handbook, school perception survey results
> Interviews with district and school leadership, school council members, teachers, students, classified staff
> Observations of classrooms and hallways

School personnel use a variety of communication strategies (e.g., website, parent handbook, family bulletin, calendar, email, home visits and telephone calls) to disseminate information. However, there is no formal school plan to communicate with all stakeholders.

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Summary Findings in: **Learning Environment**

Standard 4   <u>**School Culture**</u>

Performance Rating   2

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

Finding For This Indicator is Based On:
Review of school council policies and minutes, student discipline reports, student handbook, school perception survey results
Interviews with district and school leadership, school council members, teachers, students, classified staff
Observations of classrooms and hallways

Few examples of student work are displayed in classrooms and hallways. Public and schoolwide recognition of students for academic success is minimal and is relegated to individual school teams. There are some celebrations that include families and businesses; however, these focus on behavioral rather than academic success.

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Standard 4 <u>**School Culture**</u>

Performance Rating   1

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

Finding For This Indicator is Based On:
Review of school council policies and minutes, student discipline reports, student handbook, school perception survey results
Interviews with district and school leadership, school council members, teachers, students, classified staff
Observations of classrooms and hallways

The school council has adopted a discipline policy and classroom management plan. However, leadership does not enforce the discipline policy and classroom management plan to minimize interruptions during instructional time. The discipline policy and classroom management plan is not implemented or monitored consistently by school leadership. Classroom disruptions are frequent and staff is expected to contain and handle discipline problems with little leadership support. All students are not being provided a learning environment that is safe, orderly and equitable.

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

Finding For This Indicator is Based On:
Review of school council policies and minutes, student discipline reports, student handbook, school perception survey results
Interviews with district and school leadership, school council members, teachers, students, classified staff
Observations of classrooms and hallways

Teachers communicate high behavioral expectations to some students. However, few teachers demonstrate high academic expectations for all students. Standards of behavior are established, but not equitably applied or modeled schoolwide. The intense focus on discipline and behavioral management fosters a culture of low academic expectations and seriously impedes learning and academic success.

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

Finding For This Indicator is Based On:
Review of school council policies and minutes, student discipline reports, student handbook, school perception survey results
Interviews with district and school leadership, school council members, teachers, students, classified staff
Observations of classrooms and hallways

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Standard 4   <u>**School Culture**</u>

Performance Rating   1

There is no school policy that acknowledges the link between teacher efficacy and student achievement. There are no clear procedures set for staff members to use student performance results when reviewing and revising teacher practice. There is a culture of blaming students and their circumstances for their disengagement and failure. There is a prevalence of lack of understanding as to how social and cultural difference impact learning.

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

Finding For This Indicator is Based On:
Review of school council policies and minutes, student discipline reports, student handbook, school perception survey results
Interviews with district and school leadership, school council members, teachers, students, classified staff
Observations of classrooms and hallways

Some teachers and staff demonstrate that they care about students and want to inspire their best effort; however, excessive verbal confrontations (e.g., screaming and yelling at students) often impede positive interactions and disrupt the learning environment.

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.

Finding For This Indicator is Based On:
Review of school council policies and minutes, student discipline reports, student handbook, school perception survey results
Interviews with district and school leadership, school council members, teachers, students, classified staff
Observations of classrooms and hallways

The school council does not have a policy regarding educational equity and appreciation of diversity. Multicultural considerations are rarely reflected in instructional strategies. The Family Resource/Youth Services Center and school counselors have resources and programs in place to address the physical, cultural and socioeconomic barriers to student achievement. However, there is little or no leadership support (professional development, modeling and coaching) to help teachers modify their classroom practices to meet the specific cultural, social and academic needs of their diverse student population.

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Summary of recommendations in: **Learning Environment**

Standard 4   <u>School Culture</u>

Leadership should evaluate and monitor the schoolwide implementation of the adopted discipline and classroom management program to ensure a learning environment that is safe, orderly and equitable. Monitoring should include leadership conducting frequent classroom visits, documenting where the program is being used effectively, identifying and supporting staff who need direction and guidance.

Leadership and staff should demonstrate the belief that all children are capable of learning at high levels and use this as an underlying principle to guide decision making, curriculum, assessment and instructional practices.

Leadership and staff should demonstrate that academic achievement is highly valued through public celebrations and displays of models of proficient work.

All staff should recognize their role in student success and failure; interactions should demonstrate high academic expectations and respect for all students. Leadership should hold all staff accountable for creating a positive learning environment.

All staff should participate in professional development (e.g., student centered, culturally responsive teaching) to help them meet the social, cultural and academic needs of their diverse student population.

Suggested Resources:

Culturally Responsive Teaching: Theory, Research and Practice, by Geneva Gay

Boys and Girls Learn Differently, by Michael Gurian

Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together, by Marie-Nathalie Beaudoin and Maureen E. Taylor

This We Believe: Successful Schools for Young Adolescents: A Position Paper of the National Middle School Association, National Middle School Association

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Summary Findings in: **Learning Environment**

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

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 5 indicators (100%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

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.

Finding For This Indicator is Based On:
Review of school visitors register, perception survey results, parent and community workshop schedules, volunteer schedules
Interviews with school leadership, school council members, guidance counselors, Family Resource/Youth Services Center staff, teachers, parents, students, classified staff
Observations of classrooms

The school council has a committee membership policy but does not fully meet the requirements of KRS 160.345. There is no clearly defined procedure to promote the involvement of families as active members in the learning community to improve student achievement. The school does not have a communication plan. Recently the school established a parent/teacher/student association. Few families are involved in school activities promoting student learning.

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).

Finding For This Indicator is Based On:
Review of Family Resource/Youth Services Center meeting minutes, Title I budget, student individual education plans
Interviews with school leadership, guidance counselors, Family Resource/Youth Services Center staff, teachers, parents, students, classified staff

The Family Resource/Youth Services Center collaborates with the guidance counselors to provide a variety of programs to help students to eliminate barriers. Some support system groups are beginning to function and make an impact on student learning. Federal program funds are used to employ staff to reduce the student-teacher ratio in all grade levels. The school council does not have a policy that ensures all students have equal access to a common academic core.

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Summary Findings in: **Learning Environment**

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

Performance Rating   2

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

Finding For This Indicator is Based On:
Review of Kentucky Performance Report, schedule of parent and teacher conferences, perception survey results, school budgets
Interviews with Family Resource/Youth Services Center staff, teachers, parents, students, classified staff

School leadership has developed procedures to refer students for mental, physical, social and health issues. The Family Resource/Youth Services Center is an active and knowledgeable referral source. Teachers expressed satisfaction for the timely method of interventions to reduce barriers to learning. Members of the business community provide assistance programs (e.g., ministerial association, National City Bank, Book Buddy Program) to support student learning. Exceptional child education programs include collaboration and resource classroom models. Differentiated instructional strategies for identified students were voiced but rarely observed. Due to the lack of school council policies and procedures for monitoring, it is not apparent whether fiscal resources are having expected impact.

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

Finding For This Indicator is Based On:
Review of school budget, support program documentation, master schedule
Interviews with Family Resource/Youth Services Center staff, parents, students community members
Observation of support groups

Limited opportunities are provided for students to receive additional assistance beyond initial classroom instruction. The extended school services program is scheduled to begin but there is no systematic evaluation of the program and its impact on student achievement is not monitored. Co-curricular programs exist but not all students have equitable access (e.g., home duties, lack of transportation, lack of resources).

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

Finding For This Indicator is Based On:
Review of student grade reports, forms to access student records
Interviews with Family Resource/Youth Services Center staff, teachers, parents, students

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Summary Findings in: **Learning Environment**

Standard 5   <u>**Student, Family and Community Support**</u>

Performance Rating   2

Academic and educational development records are maintained and secured by the school according to board policy.   Access to records is on a need to know basis only. Relevant and current data from multiple sources included in the cumulative folders are accurate and organized. Technology is used to organize and maintain student information. However, the school has not implemented individual learning plans for all students.

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Summary of recommendations in: **Learning Environment**

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

The school council should develop and implement a plan for involvement of all stakeholders and the community to ensure an active partnership that reduces barriers to learning for all students.

School leadership should emphasize and monitor the use of technology as an instructional tool to improve the efficiency of the teaching and learning process.

School leadership should immediately develop and implement effective extended learning opportunities to support the learning needs of students.

School leadership should ensure individual learning plans are effectively implemented for all students.

Suggested Resources:

Schools and Families: Creating Essential Connections for Learning, by Sandra L. Christenson and Susan M. Sheridan

Promising Practices for Family Involvement in Schools (Family, School, Community, Partnership Issues, V.1)

Family and Community Involvement: Reaching Out to Diverse Populations. Southwest Educational Laboratory, <http://sedl.org/pubs/family/29/1.html>

The Kids Left Behind, by Robert Barr and William Parrett

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Summary Findings in: **Learning Environment**

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

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 6 indicators (50%) evaluated as "Evaluation Category 1," 6 indicators (50%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

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.

Finding For This Indicator is Based On:
Review of staff professional growth plans, professional development documents, lesson plans
Interviews with school leadership, instructional support staff, teachers

Some professional development activities are planned to support the school improvement plan. Little consideration was given to the area of leadership. Professional development addresses immediate, short-term concerns but there is no support for long-term professional growth to build leadership capacity.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, individual growth plans
Interviews with district leadership, school leadership, instructional support staff

Few staff members were able to articulate the connection among student achievement data, individual growth plans and professional development activities. This was also a finding of the 2004 Scholastic Audit Report. Student performance and assessment data are not always used to determine professional development needs.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, list of professional offerings, perception survey results, needs assessment data, Kentucky Performance Report
Interviews with district leadership, school leadership, teachers

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Summary Findings in: **Learning Environment**

Standard 6   <u>**Professional Growth, Development, and Evaluation**</u>

Performance Rating   2

The school council has no formal process that incorporates surveys, needs assessments, individual growth plans and implementation and impact checks to identify staff development priorities. Some members of the staff have utilized professional development offered by the district. Opportunities are available for staff to update their content knowledge in literacy, math and writing, but the impact on student learning is rarely observable in the classroom. There is limited follow-up by school leadership for the implementation and refinement through monitoring classroom instruction.

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

Finding For This Indicator is Based On:
    Review of comprehensive school improvement plan, list of professional
    development offerings, master schedule, individual growth plans
    Interviews with district leadership, school leadership, instructional support
    staff, teachers

Instances of consistent, ongoing, job-embedded professional development are limited. Professional development activities usually address immediate concerns but do not support continuous refinement of instructional practices. Follow-up to professional development at the school level is inconsistent. There is no specific plan in place for how or when teachers are to implement the strategies learned during the professional development training.

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

Finding For This Indicator is Based On:
    Review of comprehensive school improvement plan, individual growth plans,
    evaluation forms, lesson plans, Kentucky Performance Report
    Interviews with school leadership, teachers

There is limited collaboration between school leadership and staff to correlate the instructional needs of students and the professional needs of the instructional staff through professional growth plans. Some professional growth plans reflect individual needs and connections to the school improvement plan. The professional evaluation process is not an integral part in the development of professional growth plans and selecting supporting professional development activities. Individual growth plans and evaluation process have limited impact on classroom instructional practices.

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

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

Finding For This Indicator is Based On:
    Review of comprehensive school improvement plan, individual growth plans,
    school budgets
    Interviews with school leadership

District leadership has provided school leadership opportunities to fulfill professional development requirements of the Effective Instructional Leadership Act. Professional growth needs of the school leadership are not an intentional focus of the school improvement plan.

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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.

Finding For This Indicator is Based On:
Review of staff professional growth plans, professional development documents, school council minutes, school council documents, lesson plans
Interviews with school leadership, instructional support staff, teachers

The school council has no formal, systematic process in place to identify individual or schoolwide needs for professional development (KRS 160.345). There is not an intentional focus on using analysis of student achievement data to determine the short and long-term staff professional development (KRS 160.345).

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, student data analysis, professional development offerings, Kentucky Performance Report, student performance level descriptors
Interviews with district leadership, school leadership, instructional support staff, teachers

Student performance data are analyzed at the district level but the results do not consistently drive the school's professional development opportunities. The school is not effectively utilizing professional development opportunities to address the learning needs of subpopulations with significant achievement gaps. Although several initiatives are ongoing, there is limited impact on teaching and learning.

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

Finding For This Indicator is Based On:
Review of evaluation process documents
Interviews with district leadership, school leadership, school council members, instructional support staff

The board of education has a policy that meets state requirements for personnel evaluation. School leadership does not always adhere to the plan. There were no sign-in sheets or agendas to verify required training of staff on the plan within the first thirty days of employment. Files on professional evaluation and growth plans for staff were incomplete. Even though this was a finding of the 2004 Scholastic Audit Report, there continues to be little connection between the school improvement plan, professional evaluations

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Standard 6 <u>**Professional Growth, Development, and Evaluation**</u>

Performance Rating   1

and professional growth plans.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council policies, school council minutes and agendas, school budgets, individual growth plans
Interviews with district leadership, school leadership, instructional support staff, teachers

The school council has no approved professional development policy to govern the distribution of funds for supporting improved professional practices. The fiscal resources are not intentionally allocated and distributed to provide support for staff professional growth.

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

Finding For This Indicator is Based On:
Review of personnel evaluation forms, state statute, individual growth plans
Interviews with school leadership, teachers

School leadership has not met the thirty-day requirement stipulating that all staff are informed and have an opportunity to discuss the district personnel plan as per state statute. There is little documentation that formative or summative evaluations have been completed annually for all staff as required by board policy.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, professional development offerings, teacher evaluations, individual growth plans
Interviews with school leadership, teachers

There is little collaboration between administrators and staff on writing professional growth plans. Most professional growth plans are written by the staff in isolation and without a focus on previous evaluation needs and school improvement plans. This was a finding of the 2004 Scholastic Audit Report. Minimal feedback on the evaluation process is provided to staff for the improvement of instructional practice to impact and maximize student learning. Staff is not always provided specific support when requested. The evaluation needs of all staff are not considered in the development of a

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

Performance Rating   1

schoolwide professional development plan.

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Summary of recommendations in: **Learning Environment**

Standard 6   Professional Growth, Development, and Evaluation

The school council should develop and implement a policy that supports long-term, job-embedded professional development opportunities to address the learning needs of students. A professional development needs assessment should be developed and administered annually to all teachers to determine individual professional growth. A professional development plan should be written to reflect individual, as well as the identified schoolwide needs.

School leadership should use professional development reflective evaluations; walk throughs; classroom observations; lesson plans; professional staff evaluations and implementation and impact checks, to evaluate the professional development annual process.

School leadership should implement the district's professional evaluation plan in a timely manner. School leadership should use teachers' personnel evaluations to assist in determining professional development needs.

Suggested Resources:

Professional Development Question and Answer Handbook, Kentucky Department of Education

Evaluating Professional Development, by Thomas Guskey

Kentucky Department of Education Standards for High Quality Professional Development

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Summary Findings in: **Efficiency**

Standard 7   **Leadership**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 6 indicators (55%) evaluated as "Evaluation Category 1," 5 indicators (45%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating   2

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, data documentation, Kentucky Performance Report, school council agendas and minutes
Interviews with district leadership, school leadership, instructional support staff, teachers

District staff members provide excellent tools for the analysis and monitoring of student performance data. School leadership has not effectively used these tools to drive instructional decisions within the school. There is little collaboration between the school leadership and school council to regularly analyze the school performance data.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, professional growth plans, perception survey results
Interviews with district leadership, school leadership

The development and implementation of the individual growth plan is not a collaborative process between the administrator and the respective evaluator. Leadership growth plans show little connection to the goals identified in the school improvement plan.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, Kentucky Performance Report, data analysis documentation
Interviews with district leadership, school leadership, school council members, teachers

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Standard 7   **Leadership**

Performance Rating   2

School and district leadership disaggregates achievement data. The results of this data are used to identify the goals in the development of the school improvement plan. The school council does not have a policy to address the disaggregation and analysis of achievement data in determining the targets and timelines for reducing gaps (KRS 160.345).

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.

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, curriculum documents, perception survey results, lesson plans
Interviews with school leadership, school council members, instructional support staff, teachers
Observations of classrooms

The school staff has access to Kentucky's curriculum and data resources. The school leadership team does not make an intentional and sustained effort to build school-level capacity on the effective use of curriculum and data resources.

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.

Finding For This Indicator is Based On:
Review of school council policies, school council meeting agendas and minutes, school budgets, maintenance reports
Interviews with district leadership, school leadership, school council members, instructional support staff, teachers

The school council policy that supports a safe, healthy, orderly learning environment is not clearly defined. Procedures that support a safe, healthy and equitable learning environment for students and staff members are not fully and consistently implemented.

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Summary Findings in: **Efficiency**

Standard 7   <u>**Leadership**</u>

Performance Rating   1

7.1a Leadership has developed and sustained a shared vision.

Finding For This Indicator is Based On:
Review of mission statement, school council meeting agendas and minutes, faculty meeting agendas
Interviews with school leadership, school council members, teachers, parents, students, classified staff, community members

No shared vision or belief statements drive the educational decisions in the school. School leadership has developed and posted the mission statement throughout the building, but the instructional program and the decisions are not intentionally aligned with the mission statement. School leadership has neither collaborated in the development of the mission statement nor effectively communicated the mission statement to all stakeholders.

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

Finding For This Indicator is Based On:
Review of master schedules, staff schedules, walkthrough observation data, school council policy, staff handbook, student handbook
Interviews with school leadership, teachers, instructional assistants, students
Observations of classrooms

The school council does not have a policy in place to protect instructional time. School leadership does have procedures to monitor and protect instructional time; however, they are not consistently enforced.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council meeting agenda and minutes, district budget, school budget, building inspection records, maintenance reports, safe school report
Interviews with district leadership, school leadership, teachers, classified staff

The district allocation of resources is sufficient for the operation of the school programs and to promote and sustain school improvement. The school council has a policy for developing and administering a school budget; however, the council has not accepted the fiduciary responsibility for allocation and accountability of these funds (KRS 160.345).

7.1i Leadership provides a process for the development and the implementation

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Summary Findings in: **Efficiency**

Standard 7   <u>**Leadership**</u>

Performance Rating   1

of council policy based on anticipated needs.

Finding For This Indicator is Based On:
Review of school council policies, school council meeting agendas and minutes, perception survey results
Interviews with school leadership, school council members, teachers, parents

The school council has not adopted all policies recommended as best practice and required by statute (KRS 160.345). Policies are not reviewed and revised on a regular basis and are not effectively communicated to the stakeholders.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, implementation and impact checks, data analysis reports, school council policies, school council meeting agendas and minutes, mission statement
Interviews with school leadership, school council members, teachers, parents

The school council does not regularly review student performance data with an intentional focus on school improvement. The actions of the school council do not result in improved student performance (KRS 160.345).

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

Finding For This Indicator is Based On:
Review of school council policies, school council meeting agendas and minutes, perception survey results, faculty meeting agendas, building inspection reports
Interviews with school leadership, school council members, instructional support staff, teachers, instructional assistants, parents, students, classified staff

The principal does not implement school council policy as required by law. For example, there has been no parent representation on the council for the past two years, consultation on hiring has not always occurred and budget information is not regularly reported to school council. Classroom instruction is not consistently monitored by the principal and individual teachers are not held accountable for the academic and behavioral performance of students (KRS 160.345).

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Summary of recommendations in: **Efficiency**

Standard 7   <u>**Leadership**</u>

School leadership should establish procedures to build leadership capacity to administer policies established by the school council and the local board of education. School council policies should be reviewed and revised to ensure they are legal, promote high expectations and improve instructional practices.

School leadership should access the effectiveness of the management system identifying the responsibilities and authority for critical areas such as instruction, human resources and family involvement. The reorganization should address efficiency, accountability and chain of command issues.

Suggested Resources:

Leadership Capacity for Lasting School Improvement, by Linda Lambert

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Summary Findings in: **Efficiency**

Standard 8   <u>School Organization and Fiscal Resources</u>

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 4 indicators (40%) evaluated as "Evaluation Category 1," 6 indicators (60%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

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

Finding For This Indicator is Based On:
     Review of school budgets, comprehensive school improvement plan, school council policies and minutes
     Interviews with school leadership, school council members, teachers, classified staff

Although the school council does not have a policy that specifically addresses equitable access to the curriculum for all students, most students do have access to all classes. This was a finding in the 2004 Scholastic Audit Report. All students are assigned to gender-specific classes for the entire day. Special education staff use a combination of self-contained, resource room and collaborative approaches to deliver services to those students identified with special needs. Sufficient course offerings are provided for all students to address Kentucky curriculum standards. Students assigned to specialized classes such as band and orchestra do not always have access to other related arts classes.

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

Finding For This Indicator is Based On:
     Review of master schedule, comprehensive school improvement plan, lesson plans
     Interviews with school leadership, teachers, school council members

The school is staffed in accordance with the district staffing policy. District leadership has also provided additional staff in support of identified needs at the school. The school council has a staff assignment policy, but staff assignments are not necessarily based on student learning needs. One teacher is emergency certified and eight other teachers are temporary or alternate certified. Classroom assignments provide times for common planning as grade gender specific teams, but limited opportunities exist for content area vertical and horizontal planning. Instructional assistants are provided for special needs students and do assist students in classrooms in which collaborative services are provided.

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Summary Findings in: **Efficiency**

Standard 8   <u>**School Organization and Fiscal Resources**</u>

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).

Finding For This Indicator is Based On:
    Review of master schedule, comprehensive school improvement plan, lesson plans
    Interviews with school leadership, teachers, school council members

The school has common planning time for each gender specific grade team. Most staff members do not assess how they use team planning time or make adjustments as necessary in teaching strategies. The opportunity to plan for individual learning needs of students is present during common team planning time, but staff does not always make maximum use for that purpose. There are limited opportunities for teachers to collaborate vertically or horizontally outside of the gender teams. It is unclear whether planning of any teacher groups focuses on specific strategies that support the goals of the school improvement plan.

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.

Finding For This Indicator is Based On:
    Review of school budgets, school council policies and minutes
    Interviews with school leadership, bookkeeper, teachers, school council
    members

District leadership provides clear and concise procedures and offers informational training sessions to appropriate school staff to assist the school in the development of budgets and understanding of school allocations. The school council does have a budget policy, but the process for implementation of the budget is not clearly defined or communicated to stakeholders. The school's financial records are published, but have not been regularly reviewed or approved at school council meetings or shared with the stakeholders.

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.

Finding For This Indicator is Based On:
    Review of school budgets, comprehensive school improvement plan, school council
    policies, school council minutes

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Summary Findings in: **Efficiency**

Standard 8　　　　　**School Organization and Fiscal Resources**

Performance Rating   2

Interviews with district leadership, school leadership, school council members, teachers

Some budget decisions are aligned with the action components of the school improvement plan, but are not intentional or data driven. The school improvement plan indicates funding for various component activities but expenditures are not regularly monitored by leadership. No written procedures exist to ensure funds are expended according to the comprehensive school improvement plan. All staff received a basic budget for materials and supplies. All other requests are handled on an individual needs basis.

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.

Finding For This Indicator is Based On:
　　Review of school budgets, Title I budget, comprehensive school improvement plan, financial reports
　　Interviews with district leadership, school leadership, Family Resource/Youth Services Center Staff, school council members

Categorical funds are allocated to support identified student needs according to specific program guidelines, but program strategies are not always monitored by leadership for effectiveness in meeting comprehensive school improvement plan goals. Title I and extended school services funding is embedded within the comprehensive school improvement plan. Some funds are being integrated by the school to address identified student needs.

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Summary Findings in: **Efficiency**

Standard 8   <u>**School Organization and Fiscal Resources**</u>

Performance Rating   1

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

Finding For This Indicator is Based On:
   Review of school budgets, comprehensive school improvement plan, school council policies and minutes
   Interviews with district leadership, school leadership, school council members, teachers, classified staff

The school council has a budget policy that calls for committee development of the school budget. However, this committee is not functioning and no plan is in place that guides the development of budgets or outlines the methodology for budget decision making. This was a finding of the 2004 Scholastic Audit Report. Internal audit reports over the past two years indicate areas of concern with school activity accounts such as shortage in the Pepsi account, entering into contracts that exceed the allowable limit ($5000) set by the district, purchase requests dated prior to approval, negative activity fund balances, routinely overspending budget and bank overdrafts. Poor fiscal management and lack of budgetary oversight by leadership has become the norm for the school. Monthly budget reports have not been prepared and shared with the school council. The school council has not assumed responsibility for budgetary decisions as required by KRS 160.345. The school allocates resources, but there is no process in place to measure the effectiveness of these expenditures to meet the goals of the comprehensive school improvement plan or promote high student and staff performance.

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

Finding For This Indicator is Based On:
   Review of master schedule, school council policy
   Interviews with school leadership, guidance counselors, teachers

The school council has not adopted policies to protect instructional time. This was a finding in the 2004 Scholastic Audit Report. The classroom management and organizational practices of many teachers do not ensure that instructional use of class time is maximized. Many classrooms lack the structure conducive to an appropriate learning environment. Transitions to and from classrooms and other parts of the building are neither prompt nor orderly. A schoolwide classroom management program has been implemented but is not consistently administered by all staff.

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Standard 8   <u>**School Organization and Fiscal Resources**</u>

Performance Rating   1

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.).

Finding For This Indicator is Based On:
   Review of comprehensive school improvement plan, master schedule
   Interviews with school leadership, teachers, school council members
   Observations of classrooms

The school's mission statement was not considered in designing the master schedule. Few staff members implement a variety of effective instructional strategies. Developmental needs and learning styles of all students were not reflected in the design of the master schedule. Leadership has designed a schedule with gender specific grade level teams. However, the staff has not been provided adequate training to implement effective gender specific instructional strategies to promote successful student performance.

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.

Finding For This Indicator is Based On:
   Review of school budgets, comprehensive school improvement plan, school council policies, school council minutes
   Interviews with school leadership, teachers, school council members

The school council does not have a specific policy and school leadership has not established procedures for the distribution of discretionary funds. There is no budget needs assessment or a plan of action being used to tie expenditures of discretionary funds and resources to the school mission statement. Budget decisions are sometimes aligned with the action components of the school improvement plan. The school improvement plan indicates funding for various component activities but expenditures are not regularly monitored to meet the changing needs of the student population. No written procedures exist to ensure funds are expended according to the comprehensive school improvement plan.

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Summary of recommendations in: **Efficiency**

Standard 8   <u>**School Organization and Fiscal Resources**</u>

School leadership should review and revise the current budget policy to ensure that it clearly defines the process for receipts and expenditures of all school funds. All expenditures should be tied to a needs assessment that supports the goals and mission of the school. This policy should be communicated to all stakeholders and monitored by leadership for compliance.

School leadership should develop and ensure implementation of a policy that protects and maximizes use of instructional time.

School leadership and teachers should visit school settings and observe classrooms that demonstrate appropriate instructional and schoolwide management practices.

Suggested Resources:

Resource Allocation: Managing Money and People, by Scott Norton and Larry Kelly

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Summary Findings in: **Efficiency**

Standard 9   <u>**Comprehensive and Effective Planning**</u>

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 3 indicators (19%) evaluated as "Evaluation Category 1," 13 indicators (81%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating   2

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

Findings for this indicator based on:
Review of comprehensive school improvement plan, weekly coaching report, Kentucky Performance Report, school council minutes, No Child Left Behind report, Jefferson County Schools classroom assessment data
Interviews with district leadership, school leadership, teachers, school council members

The district has a systematic process in place for collecting, managing and analyzing student and instructional data. The data is provided for the development of strategies to impact organizational and instructional efficiency. This data identifies the school's strengths and limitations and is disaggregated and analyzed by the district to identify subgroups' performance. The district data management system allows ready access to the school's profile for revision and analysis over time. School makes limited use of the data in their planning and instructional processes.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plans, weekly coaching report, Kentucky Performance Report, school council minutes, No Child Left Behind report, Jefferson County School District classroom assessment data, teacher-made tests
Interviews with district leadership, school leadership, teachers, school council members

The district collects and identifies a variety of data (Jefferson County School District classroom assessment data, Comprehensive Test of Basic Skills, Commonwealth Accountability Testing System along with the Standards and Indicators for School Improvement). This data is used to identify the goals of the school improvement plan. School leadership uses the information to prepare and determine action components with strategies for accomplishing the goals of the school improvement plan are identified. There is limited accountability from the school leadership in monitoring the strategies and using the results to inform instruction and improve classroom management.

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Summary Findings in: **Efficiency**

Standard 9   <u>**Comprehensive and Effective Planning**</u>

Performance Rating   2

The school council does not review and disaggregate state assessment data (KRS 160.345).

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.

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council minutes
Interviews with district leadership, school leadership, school council members, teachers, classified staff

District and school leadership review educational research, state and district standards for the purpose of developing the comprehensive school improvement plan. These reviews are used by school leadership to determine the goals and the action components of the plan. Findings of this review are not always shared and communicated with the school council, members of the school planning committee or other stakeholders.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council minutes, perception survey results
Interviews with district leadership, school leadership, school council members, teachers, classified staff, parents, students

The school leadership team makes a limited effort to determine stakeholder perspectives on strengths and limitations of the unique learning needs of students. The district and school collects data and establishes baselines for the limitations identified in the comprehensive school improvement plan. This data is also used to identify unmet special learning needs and achievement gaps within the student population. The school does not have a comprehensive school planning team with representation of all stakeholders.

9.3c   The desired results for student learning are defined.

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council minutes, perception survey results, culture audit results, faculty meeting agendas
Interviews with district leadership, school leadership, school council members, teachers, classified staff, parents, students

The desired results for student learning are clearly stated in measurable terms, but are not always accompanied by benchmarks. School leadership

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Standard 9   <u>**Comprehensive and Effective Planning**</u>

Performance Rating   2

has identified a manageable number of learning goals, but all staff are not aware and/or do not share a sense of responsibility for achieving the goals of the plan. The school does not have a shared vision with its stakeholders.

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

Finding For This Indicator is Based On:
   Review of comprehensive school improvement plan, school council minutes, perception survey results, faculty meeting agendas, implementation and impact checks
   Interviews with district leadership, school leadership, school council members, teachers
   Observations of classrooms

District leadership provides school leadership and school council with organized data, based on individual student achievement, for every grade level. Data collected includes grade period assessments, Predictive Assessment Survey, core content assessments, Comprehensive Test of Basic Skills, and the Kentucky Performance Report along with Kentucky's Standards and Indicators for School Improvement, recommendations from the scholastic audit report and implementation and impact checks to validate the goals of the comprehensive school improvement plan. However, there is limited use of the data to determine the organizational and instructional effectiveness and to inform instruction.

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

Finding For This Indicator is Based On:
   Review of comprehensive school improvement plan, school council minutes, perception survey results, culture audit results, faculty meeting agendas, staff and student handbooks
   Interviews with district leadership, school leadership, school council members, guidance counselors, Family Resource/Youth Services Center staff, teachers, instructional support staff, parents

School improvement goals are stated in clear and measurable terms, but there is not an intentional focus by the school council for building the school's capacity for organizational and instructional effectiveness.

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

Finding For This Indicator is Based On:

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Standard 9 <u>**Comprehensive and Effective Planning**</u>

Performance Rating   2

> Review of comprehensive school improvement plan, school council minutes
> Interviews with district leadership, school leadership, school council members, guidance counselors, Family Resource/Youth Services Center staff, instructional support staff, teachers

Action components of the comprehensive school improvement plan have an intentional focus on closing achievement gaps among subpopulations. The activities and strategies are written in general terms that are not always measurable and can not be used to determine how they will achieve the stated goals. Some of the goals and activities of the comprehensive school improvement plan are in alignment. The school council is not actively involved in school planning.

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

Finding For This Indicator is Based On:
> Review of comprehensive school improvement plan, school council minutes, Interviews with district leadership, school leadership, school council members, instructional support staff, teachers

School leadership identified timelines, resources and persons responsible for implementing the action components. Fund sources are identified and integrated. All stakeholders do not share in the responsibility for developing, implementing and monitoring of the comprehensive school improvement plan.

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

Finding For This Indicator is Based On:
> Review of comprehensive school improvement plan, implementation and impact checks, school council agendas and minutes
> Interviews with school leadership, school council members, instructional support staff, teachers

Implementation and impact checks exist; however, many of these checks only state that the activities have been completed or are in progress. The school council does not utilize the data from the implementation and impact checks to monitor and modify the plan (KRS 158.649).

9.6a   The plan is implemented as developed.

Finding For This Indicator is Based On:
> Review of comprehensive school improvement plan, school council minutes
> Interviews with district leadership, school leadership, instructional support staff, teachers, parents

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Standard 9   <u>**Comprehensive and Effective Planning**</u>

Performance Rating   2

The school council provides minimal direction and support for the implementation of the comprehensive school improvement plan. Most staff members are aware of the comprehensive school improvement plan, but few were involved in the development or implementation of the plan.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council minutes
Interviews with district leadership, school leadership, school council members, teachers

School leadership in collaboration with the district analyzes data in the areas targeted by the comprehensive school improvement plan. Student performance data is collected and compared at regular intervals for evaluating the progress toward meeting the goals. However, data is seldom reported or utilized by the school council to evaluate the impact on instructional practices and student performance.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council minutes
Interviews with district leadership, school leadership, instructional support staff, teachers, instructional assistants, parents, students

There is limited discussion between leadership and stakeholders relevant to the status of school improvement. All stakeholders are not provided the opportunity to be involved in the school improvement planning process.

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Summary Findings in: **Efficiency**

Standard 9   <u>**Comprehensive and Effective Planning**</u>

Performance Rating   1

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.

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, weekly coaching report, school council minutes
Interviews with district leadership, school leadership, teachers, parents

The mission of the Southern Leadership Academy Middle School is reviewed annually with limited stakeholder involvement. There are no belief statements or a shared vision for the school. No recent efforts have been made for collaboration among stakeholders in defining the school's vision, beliefs, mission and 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.

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council minutes, school mission statement, perception survey results
Interviews with district leadership, school leadership, school council members, teachers, parents

There is no intentional alignment of the mission statement with the comprehensive school improvement plan. No belief statements exist. The school improvement plan does not intentionally focus on the organizational and instructional effectiveness of the school.

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

Finding For This Indicator is Based On:
Review of comprehensive school improvement plan, school council minutes
Interviews with district leadership, school leadership, instructional support staff, teachers, instructional assistants, parents, students

The school council does not have a procedure to effectively monitor the expected impact on classroom practice and student performance as identified in the comprehensive school improvement plan. Implementation and impact statements are used simply as a record of completion of activity.

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Summary of recommendations in: **Efficiency**

Standard 9   <u>**Comprehensive and Effective Planning**</u>

School leadership should involve the school community stakeholders in defining the purpose of Southern Leadership Academy Middle School. The stakeholders should be involved in using the mission statement to establish a school vision that supports high expectations for all students. This mission statement along with the school's vision should focus on student academic achievement and drive all educational decisions of the school.

School leadership should revise the process for updating the current comprehensive school improvement plan. Some things to consider: regular analysis of Commonwealth Accountability Testing System data, Jefferson County Public School assessments and other sources (e.g., analysis of student work, classroom assessments); alignment with a mission statement through broad stakeholder participation; refocus to both "which students are underperforming" and "why students are underperforming."

All staff should be provided training and technical support for developing an efficient comprehensive school improvement plan.

Suggested Resources:

Kentucky Department of Education's webpage on Comprehensive School and District Improvement Planning, <www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm>

Leading Everyday, by Susan Loucks-Horsley and Katherine E. Styles

Mapping Educational Success Strategic Planning for School Administrators, by Ryan A. Kaufman and Fenwick English

Beyond Instruction: Comprehensive Program Planning for Business and Education, by William J. Rothwell and Peter S. Cookson

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Summary of Next Steps:

School leadership should ensure that all instructional staff be provided effective professional development to modify instruction and assessment practices to meet the learning needs of their diverse student population. School leadership should ensure that learning styles are addressed and differentiated instruction is provided. School leadership should implement an ongoing student progress monitoring system. Teachers should collaborate to develop authentic assessments to determine the impact of the instructional practices on student achievement. High academic expectations should guide instructional decisions and practices. School leadership should ensure that professional development needs are tied to student achievement data, teachers' professional growth plans and teacher performance. Professional development should be embedded, ongoing and monitored for improving student achievement and the instructional practice of teachers.

School leadership should immediately begin a schoolwide implementation of the adopted discipline and classroom management programs to ensure a safe, orderly and equitable learning environment for all students and staff. Disruptions during instructional time should be halted. Leadership should conduct classroom observations to identify staff who are not fully implementing behavior management procedures. Student behavior data should be collected, analyzed and the results used to drive interventions. Growth plans and corrective action planning should be completed on all staff needing assistance in behavioral management. School leadership and staff should be held accountable for demonstrating high academic expectations for all students. Teachers should accept their roles in student success and implement specific support strategies to meet the learning needs of all students. All leadership and staff should provide appropriate praise and positive reinforcement, motivating students to high levels of achievement.

School leadership should fully implement the recommendations in this and prior scholastic audit reports. District level leadership should revisit the effectiveness and role of district office staff assigned to middle schools. District leadership should consider district interventions be coordinated and facilitated by the Priority School Manager to ensure continuous improvement. Through implementation follow-up, the recommendations from this document should be evaluated for impact on student achievement.

School leadership should review and revise the current comprehensive school improvement plan. An implementation and impact system to monitor the effectiveness of the strategies and activities on student achievement should be used. All stakeholders should be involved in using the mission statement to establish a shared vision that supports high expectations for all students and all staff and drives the educational decisions of the school. The school's focus should shift first to "why students are underperforming" then to "which students are under performing."

School leadership should ensure that school staff members are cognizant of the recommendations in this report. A plan for addressing these recommendations should be developed, implemented and monitored for impact on student achievement. School leadership should implement these recommendations through the support of the district's Priority School Managers.

The school and district should develop and include in their improvement plans a comprehensive set of action steps for improving the leadership function in the school. These steps should include activities to develop and deliver training, to monitor the implementation and effectiveness of leadership activities and to adjust as needed. School leadership should ensure its policies are understood and effectively implemented.

Kentucky Department of Education

Scholastic Audit Summary Report

Southern Leadership Academy

Jefferson County School District

10/15/2006 - 10/20/2006

In Conclusion:

The scholastic audit team would like to thank the staff, parents, students and community members of Southern Leadership Academy Middle School for the hospitality extended throughout the course of this review.

It is our belief this report (if effectively implemented) will make a difference in the lives of the staff and students of Southern Leadership Academy Middle School. We encourage all stakeholders to reflect on the findings and recommendations of this team of educators.

The scholastic audit team agrees with the school's classification as an Assistance Level 3 school under the state's assessment and accountability system.

The functioning of the school and school council is not, and has not been, adequately focused on high academic achievement for all students. While district leadership did provide guidance to the principal and there is a council improvement plan in place, the plan has not adequately been implemented and has not adequately impacted student achievement. As a result, the interaction and relationship between the superintendent, central office staff and the council has not ensured a functioning council with required membership, procedures, policies, and practices.

Since the 2004 audit the council has failed to fully assume responsibilities for operations of the school as granted by KRS 160.345. The following recommendation is a unanimous decision of the scholastic audit team.

It is recommended to the commissioner of education that the Southern Leadership Academy Middle School Council should not retain the authority granted to them under KRS 160.345. Based upon the authority granted by KRS 160.346, it is further recommended that the authority be transferred to the Jefferson County Superintendent. The school council should not continue to act in an advisory capacity until all authority has been restored when the school meets its goal for accountability cycle as determined by the Kentucky Department of Education under KRS 158.6455. Council policies should immediately be reviewed, revised or developed to ensure compliance with KRS 160.345. Coordination between the district leadership, school leadership and the Kentucky Department of Education should be unified to promote an efficient organization system.

Kentucky Department of Education

Scholastic Audit Summary Report

Southern Leadership Academy

Jefferson County School District

10/15/2006 - 10/20/2006

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

Performance Rating

Kentucky Department of Education

Scholastic Audit Summary Report

Southern Leadership Academy

Jefferson County School District

10/15/2006 - 10/20/2006

2.1   Classroom Evaluation/Assessment   **Academic Performance**

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

Performance Rating

Kentucky Department of Education

Scholastic Audit Summary Report

Southern Leadership Academy

Jefferson County School District

10/15/2006 - 10/20/2006

3.1   Instruction   **Academic Performance**

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

0   1   2   3   4

Performance Rating

Kentucky Department of Education

Scholastic Audit Summary Report

Southern Leadership Academy

Jefferson County School District

10/15/2006 - 10/20/2006

4.1   School Culture   **Learning Environment**

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

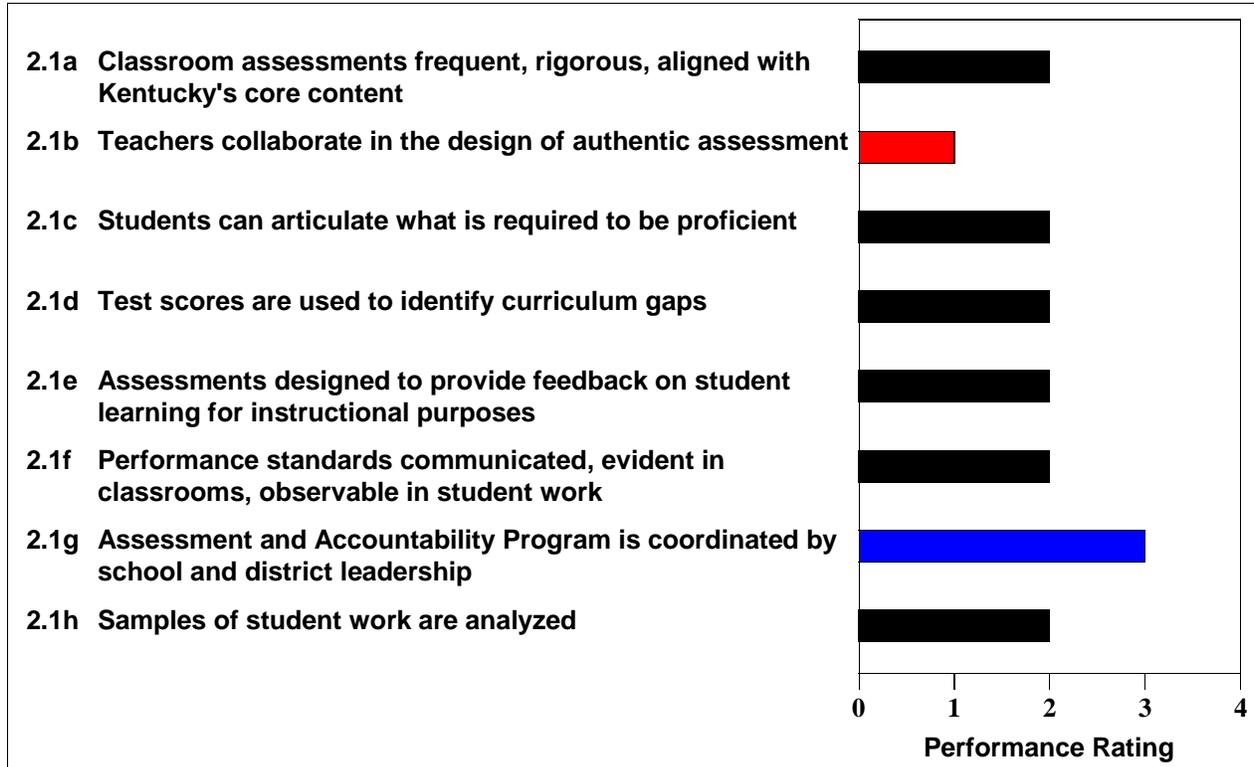**Performance Rating**

Kentucky Department of Education

Scholastic Audit Summary Report

Southern Leadership Academy

Jefferson County School District

10/15/2006 - 10/20/2006

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

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

0   1   2   3   4

Performance Rating

Scholastic Audit Summary Report

Southern Leadership Academy

Jefferson County School District

10/15/2006 - 10/20/2006

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

Performance Rating

Southern Leadership Academy

Jefferson County School District

10/15/2006 - 10/20/2006

6.2   Professional Growth and Evaluation   **Learning Environment**

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 needs

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

Performance Rating

Kentucky Department of Education

Scholastic Audit Summary Report
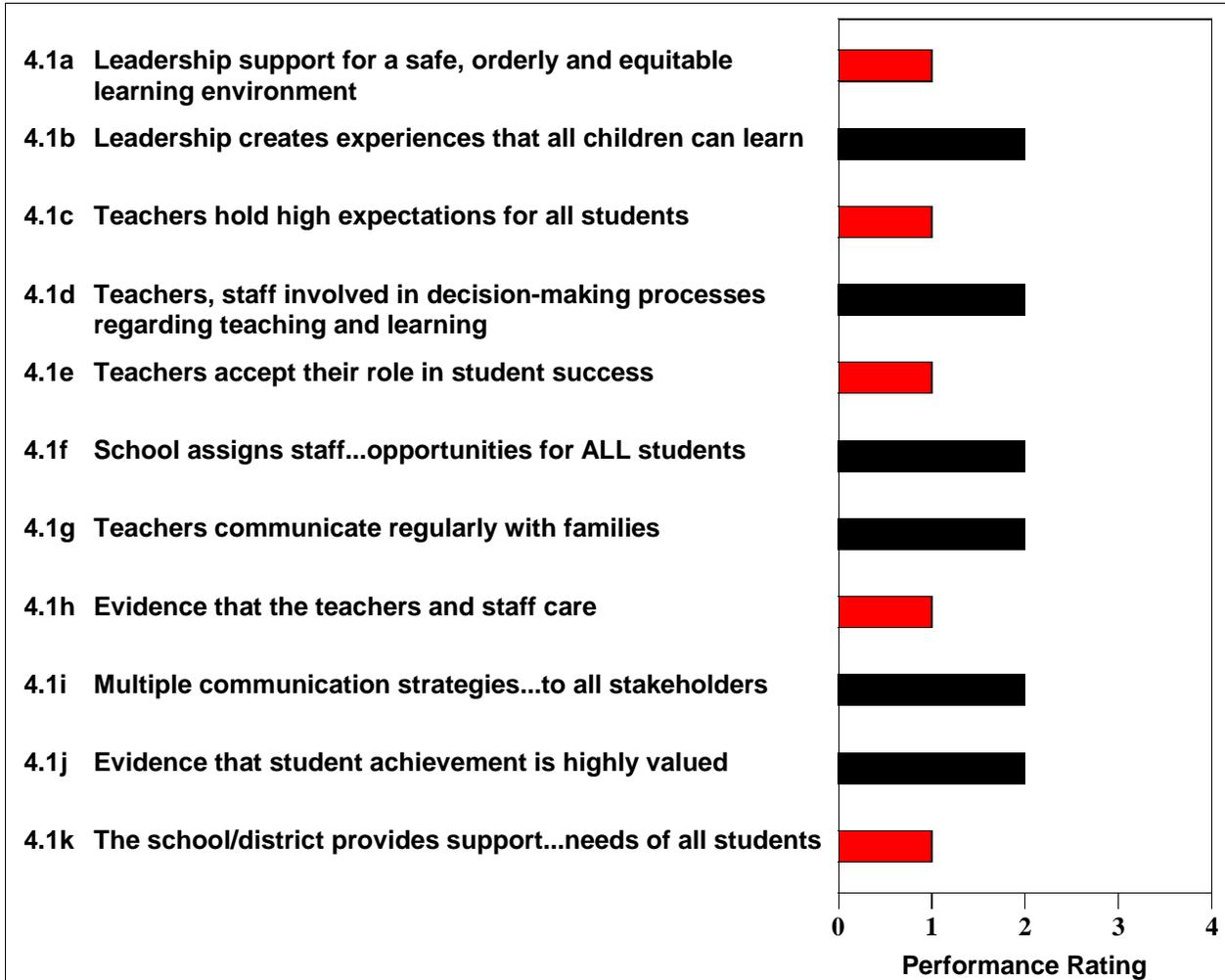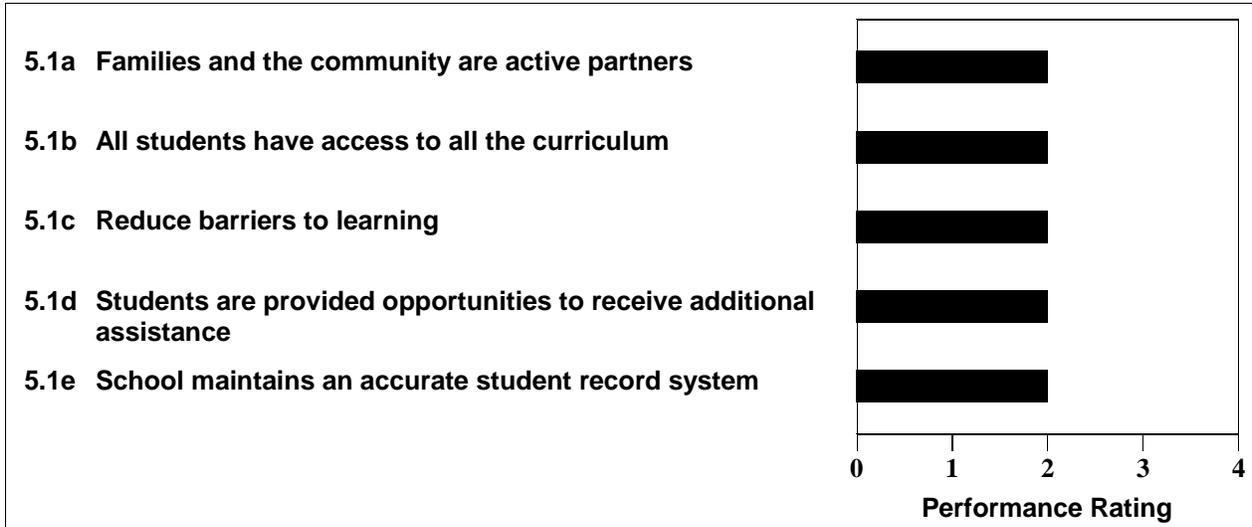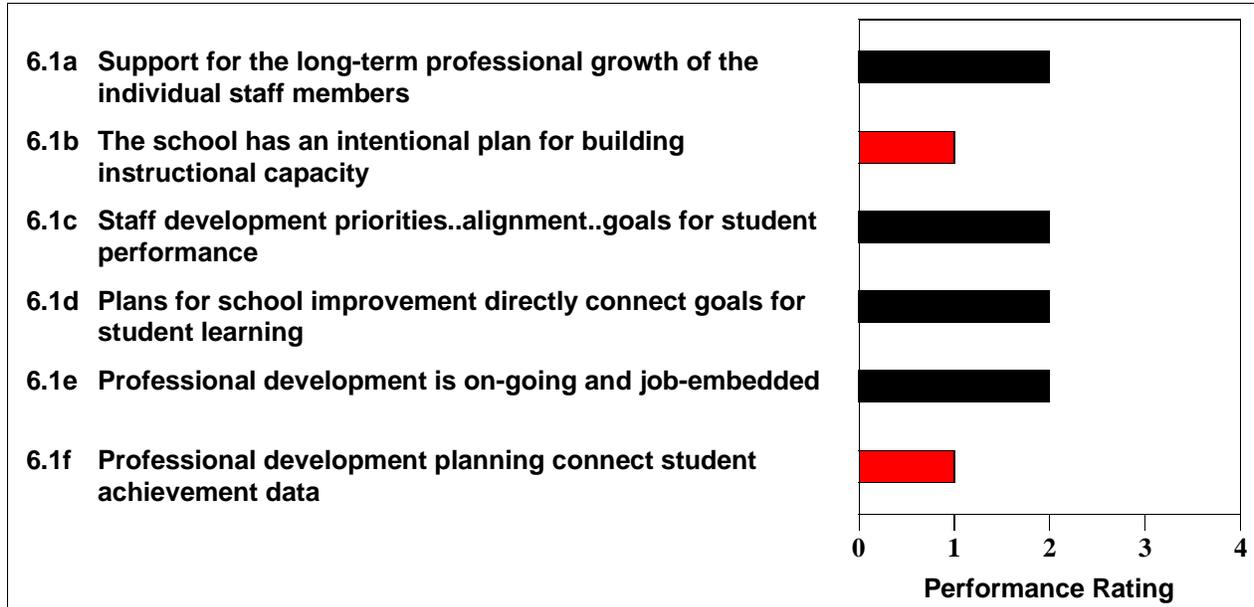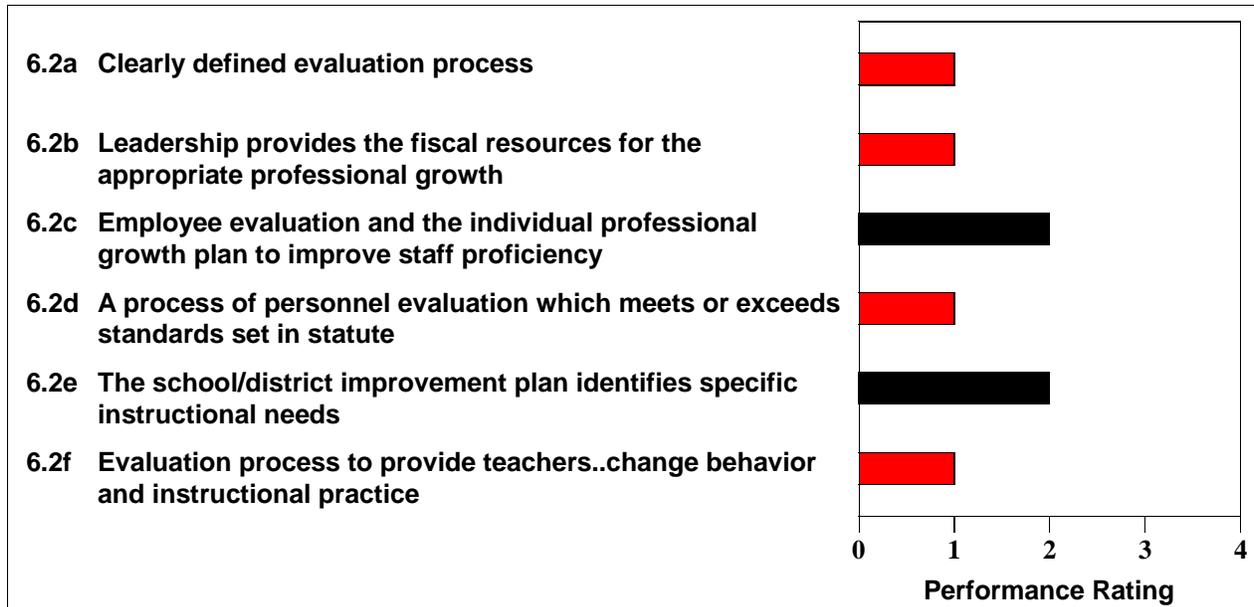
Southern Leadership Academy

Jefferson County School District

10/15/2006 - 10/20/2006

7.1   Leadership   **Efficiency**

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
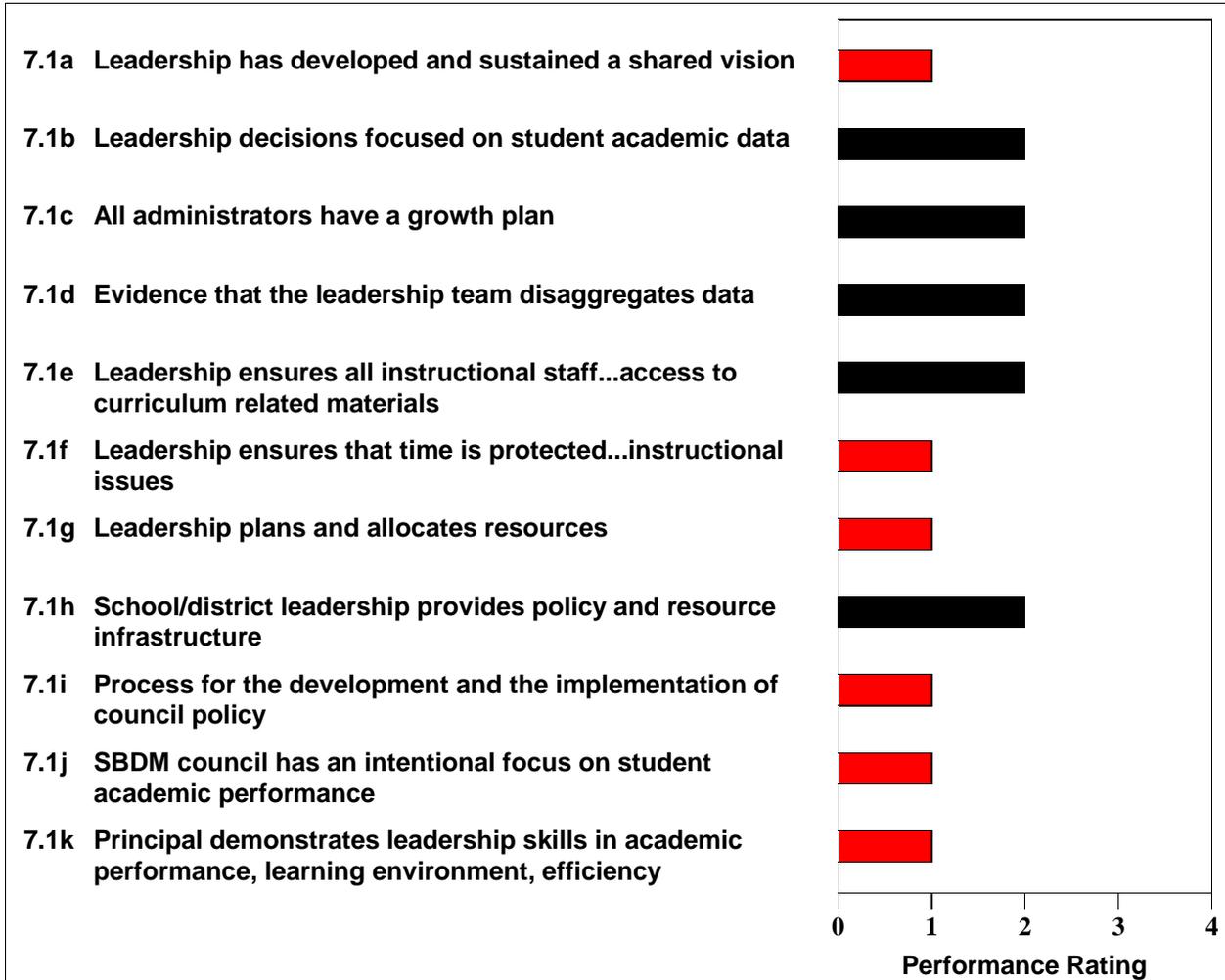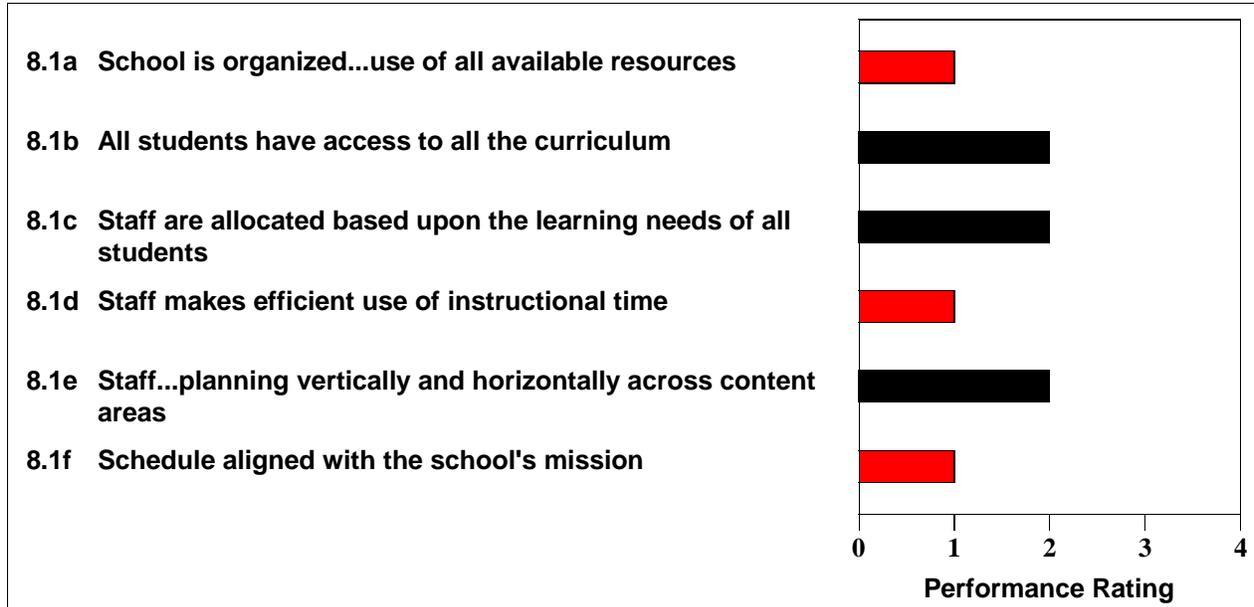
Performance Rating

Kentucky Department of Education

Scholastic Audit Summary Report

Southern Leadership Academy

Jefferson County School District

10/15/2006 - 10/20/2006

8.1 **Organization of the School**   **Efficiency**

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**

Performance Rating

0   1   2   3   4

8.2   Resource Allocation and Integration   **Efficiency**
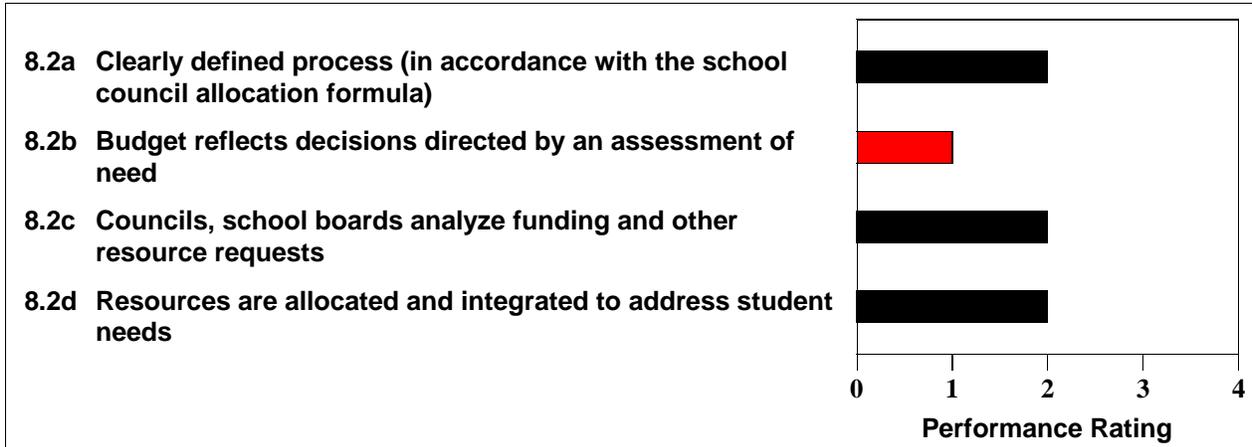
8.2a   Clearly defined process (in accordance with the school council allocation formula)

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

Performance Rating

9.1   Defining the School Vision, Mission, Beliefs   **Efficiency**

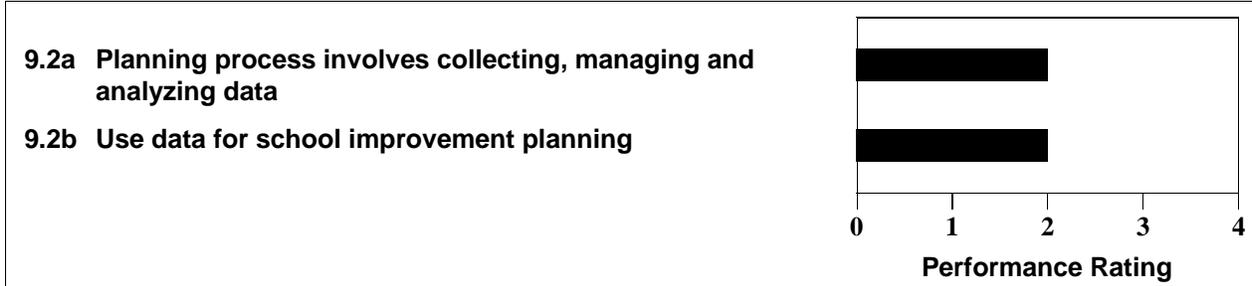**9.1a   Collaborative process used to develop the vision, beliefs, mission**

Performance Rating: 0 1 2 3 4

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

Performance Rating

9.3 **Defining Desired Results for Student Learning** **Efficiency**
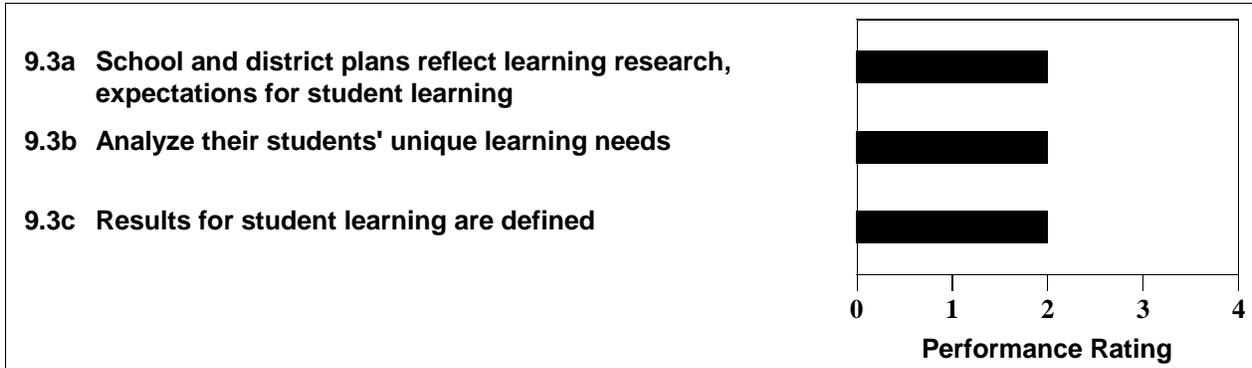
9.3a **School and district plans reflect learning research, expectations for student learning**

9.3b **Analyze their students' unique learning needs**

9.3c **Results for student learning are defined**

Performance Rating: 0 1 2 3 4

9.4 **Analyzing Instructional and Organizational Effectiveness** **Efficiency**
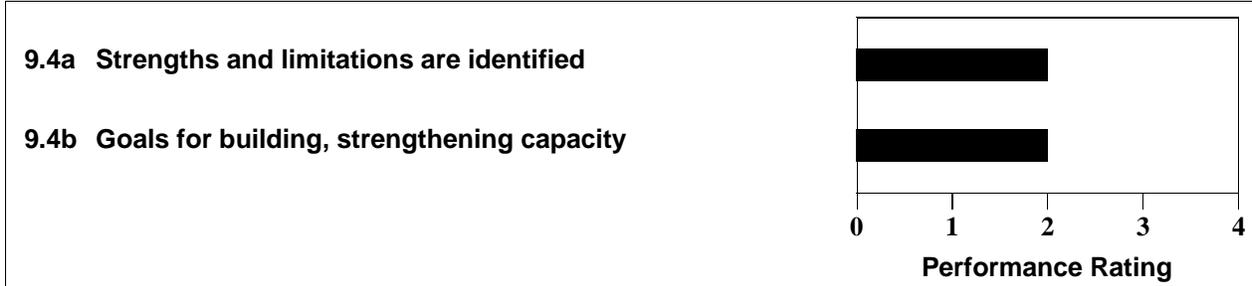
9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity

Performance Rating: 0 1 2 3 4

- 9.4a: 2
- 9.4b: 2

9.5   **Development of the Improvement Plan**   **Efficiency**
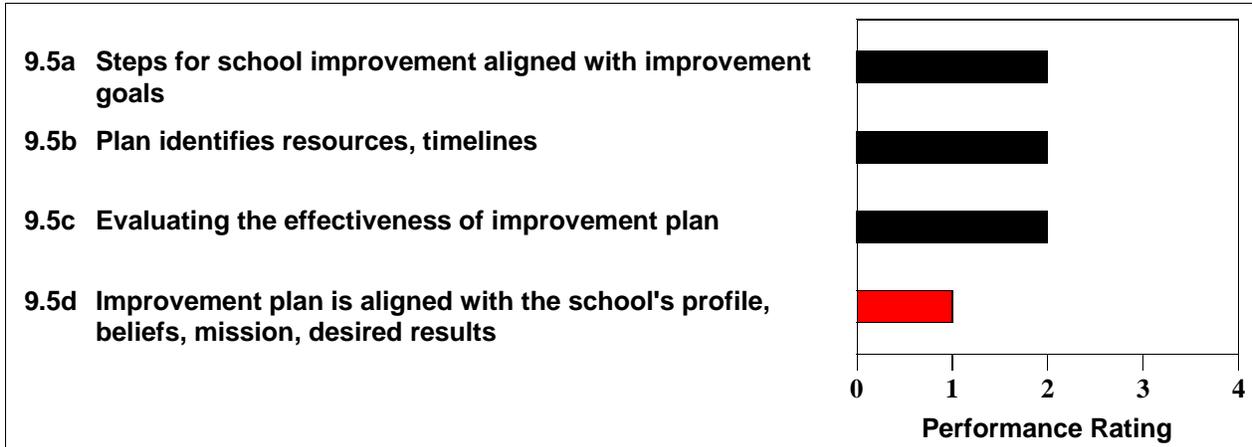
9.5a **Steps for school improvement aligned with improvement goals**

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**

Performance Rating

0   1   2   3   4

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

Performance Rating