

2014 Leadership Assessment/Diagnostic Review Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Fleming County School District.

Deficiency 1: There is a lack of clarity in the understanding of roles and responsibilities among central office staff.

District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- Interview Question Examples
- District Administration Flow Chart
- OEA Correspondence
- District Communication Plan

District comments:

Clarity and understanding of CO roles has improved in the past year due to actions taken by the superintendent to rectify the findings of OEA investigations of district administrators and board members pertaining to hiring practices and administrators lacking proper certifications. The superintendent has assigned duties to various district administrators for greater specificity in job descriptions and clarified the hiring process for new employees to correct loose and inappropriate practices used in the past. Several people in key positions (Finance Director, Special Education Director, Assistant to the Superintendent, Facilities Director, Transportation Director, Instructional Supervisor, Food Service Director) have, for various reasons, left the district. Some positions were absorbed by existing personnel and others were replaced through a rigorous hiring process that included the new job requirements.

Monthly principals' meetings are held with central office administrators in attendance. The superintendent uses these meetings to stress the district's mission and focus initiatives such as improvement strategies for student and staff attendance, data analysis, and instructional improvement.

The superintendent has developed a District Communication Plan to improve communications between the central office, school administrators, district staff, parents, and community. Implementation of the plan has been much slower than anticipated. A current initiative is underway to adopt procedures based on recommended procedures from KSBA. When completed, the utilization of these adopted procedures will assist in further clarifying expectations and procedural duties for district administrators and program managers. There were no district procedures in place when the current superintendent was hired. The various departments and programs had been operating independently from each other with no clear focus on goals and mission. Administrators were approving their own expenditures and spending was rampant with no guidelines in place for supporting the needs of the students. More often than not, resources were used to support adults rather than students.

Finally, because of the seriousness of the financial difficulties and totally inadequate accounting procedures, the superintendent has worked closely with a financial consultant to revamp accounting procedures and collaboratively focus district resources toward helping students advance in academic performance and college/career readiness. The process of pulling each of these independent entities into a single collaborative team has been slow, but progress is occurring with only a handful of resistance at this point. Accounting procedures have improved to the point that program and project managers can be held accountable for budget management and success with their programs and initiatives.

Next steps identified by the district:

- Continue the work with finances to further ensure district fiscal stability.
- Continue to enforce administrator accountability toward achieving district mission/vision.
- Fully implement and utilize the district communication plan.
- Correct over/under staffing discrepancies through attrition and transfer of duties in district administrative ranks.
- Improve the effectiveness of principal and central office administrative team meetings.
- Develop new mission and vision statements that better express the beliefs of the current administration and district stakeholders (currently in progress).
- Development has begun to assemble and utilize parent and student advisory groups to help inform the superintendent in leadership efforts to develop the direction of the district and its purpose.

Team evidence:

- Review of policies and procedures
- Review of job descriptions
- Superintendent interview
- Interviews with staff
- Self-Assessments
- Stakeholder interviews
- District Communication Plan
- School and District Report Card
- Review of documents and artifacts
- Organizational Chart

Team comments:

- Since the last review, there continues to be a lack of clarity of expectations, roles, and responsibilities among central office staff.
- There appears to be inequity of job responsibilities among central office staff.
- There is a lack of transparent communication to all district and staff.
- Interviews of staff indicate that they are not held accountable for their area of responsibility and that little to no monitoring is occurring.
- From interviews and documentation, there appears to be lack of congruity among staff

responsibilities.

Deficiency 2: The school district and community do not have a shared understanding of the characteristics of high performing schools.

District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:

District Communication Plan
Board Meeting Presentations
Training Agendas
Community involvement in School/District Activities

District comments:

While our teaching and administrative staff has learned much about the characteristics of high performing schools, we have not done a good job of communicating our district goals to community members and other stakeholders. The most effective communication venue for our community has been through presentations at our board meetings and resulting newspaper articles. Each board meeting has both an instructional update from one of our schools and an Unbridled Learning report from our instructional supervisor. The instructional updates spotlight a successful school program or strategy that has had significant results. The Unbridled Learning reports have focused on the PGES pilot program and subjects such as standards-based report cards, common core standards, math and literacy collaborative initiatives, our Gates Integration work, etc. The superintendent began using a consistent message that our goal was to serve the needs of every student in every school to provide them with a quality education that would enable them to become college/career ready on opening day of the 2012-13 school year. He has continued to emphasize that message and goal in all leadership meetings and community group addresses since. We have included parent and community members in activities such as career days, our district Self-Assessment, tutoring programs, etc., but we are often preaching to the choir of stakeholders who are already involved and willing to become more involved in our schools. We have been unsuccessful in reaching stakeholders who hold low expectations for our schools and their own children’s educational success. We still have much work to do in this area.

Next steps identified by the district:

- Involve parents of at-risk students in their child’s educational process through open house venues, PTO organizations, volunteer work, and parent informational communications.
- Continue to develop parent and community advisor groups who can serve as district liaisons with our community.
- Focus on intentional implementation of the District Communication plan.
- Recruit community businesses that will support district initiatives through incentive support, displays in their businesses and marquee signs, and mentoring programs with students.

<p>Team evidence:</p> <ul style="list-style-type: none"> • Superintendent overview • Leadership Addendum • Communication Plan • Interviews with community members • Interviews with district staff • Mission, Vision, and Core Beliefs • District and School Report Card • Review of documents and artifacts
<p>Team comments:</p> <ul style="list-style-type: none"> • The district does not understand how to connect with the community for support in addressing issues standing in the way of progress (i.e. budget cuts, paying for athletics, paying student fees) • The district developed and scheduled 4 days of professional development focused on Math and Literacy Design Collaborative models. • A district self-analysis team included members from all stakeholder groups who received training on the standards and participated in the Self-Assessment process. • In December 2013, the superintendent formed a parent-student advisory committee to focus on the mission, vision and beliefs, but these committees have yet to meet.

Deficiency 3: The high school is not focused on high academic achievement for all students.

District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

<p><u>District evidence:</u></p> <ul style="list-style-type: none"> • 30-60-90 Plans • CSIP • Observation Documents • PDSAs • Quarterly Reports • Administrative and Leadership Team Meeting Minutes • PLC Calendar • PLC Meeting Agenda/Minutes • Principal PLC Meeting Notes • Faculty Meeting Agendas • CDT Agendas • Staff Training Presentation PGES 3G • Plus/Deltas For Meetings • Walkthrough Data

- EOC Benchmark Assessments/Data Analysis/Improvement Plans for Pride Period and Classroom Instruction.
- PBIS Plan
- ELA & Math Curriculum Pacing Guides
- Formative Assessment Lessons/Teacher Reflection Guides/Student Work
- School Report Card
- Review of documents and artifacts

District comments:

The district has focused on district-wide improvement in academic performance with an emphasis on our priority high school. We have participated in the Gates Integration project and used that initiative to frame the focus, especially at the high school, through the integration of CC standards, PGES improvement domains, and best practices in Math and ELA strategies. Monitoring has been done through classroom walkthroughs and PLC work where data has been analyzed and instruction in best practice strategies has been provided. Our PD at the high school has focused on domains 2 & 3. All teachers are implementing literacy strategies in classes observed by peers and administrators. The ER staff has been used to assist in PLC meetings and to provide training when needed. Our Gates Integration coach has also been used to meet with leadership teams and PLC groups to clarify goal setting strategies and help teachers identify enduring skills and critical understandings. Teachers are better able to monitor student progress through more effective common, formative assessments. The high school has implemented benchmark assessments, which have helped teachers understand the value of formative assessment in predicting student performance outcomes. There has been an emphasis on peer observations to provide teachers opportunities to learn from and assist each other in instructional improvement. A group of administrators and teachers were given the opportunity to observe classrooms in another Gates partner school in Hillsborough County Schools in Tampa, Florida and bring fresh new ideas for instructional improvement back to our district. More and more of our high school teachers are utilizing the CIITS platform for uploading lesson plans. Most of our teachers are effectively utilizing the curriculum guides in ELA and math that our Curriculum Design Team has developed and refined over the last two years. The common curriculum allows for better collaborative work in designing effective lessons. Most of our teachers are utilizing formative assessments that include the use of spiraled review questions that allow checking for retention. Feedback from students is now being utilized in planning and improving delivery in classrooms at the high school.

Next steps identified by the district:

- The Gates Integration program has been a good vehicle to help focus on high quality instruction through learning literacy strategies and implementing effective Formative Assessment Lessons. Teachers have gained a lot of understanding, but we are still not seeing those learned strategies being utilized in all classrooms on a regular basis. We are beginning to review with a focus on basic Dufour PLC cycles to make high level instructional practice become a common everyday occurrence in all classrooms.
- Likewise, the emphasis on the PGES pilot work has afforded excellent learning opportunities for our teachers, but our focus needs to be on everyday utilization of the domains in classroom practice, especially domains 2 and 3.
- We will be focusing on collaborative development of common formative classroom assessments that provide teachers with data and information that truly guides instruction and differentiation for individual student needs.

- We will be training staff in every school with professional development provided by the ER team with an intentional progression into all phases of the PLC cycle.

- Team evidence:**
- Principal Interview
 - Leadership Addendum
 - Superintendent overview
 - Staff and Community Interviews
 - Surveys
 - ELEOT Classroom Observations
 - Standard Based Grading Documents
 - School Report Card
 - Review of documents and artifacts

- Team comments:**
- Interviews, observations, and review of documentation/artifacts indicate a decline in the sense of urgency at the high school after the first year of progress of state accountability
 - Standard-Based Grading Policies are not being consistently implemented across the district.
 - Student Data Notebooks are not being used consistently across the district.
 - Few teachers differentiate or use high-yield instructional strategies to enhance student engagement in high school classrooms.
 - The superintendent did not provide walkthrough reports to the teachers “due to the lack of capacity” of the staff conducting the walkthroughs.

Deficiency 4: Instructional practice in the high school is not of sufficient rigor to create high academic achievement.

District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

- District evidence:**
 ELA and Math Curriculum Pacing Guides
 Lesson Plans in CIITS
- District comments:**
 Some classroom teachers are demonstrating excellent instructional practices that are very rigorous and result in high student achievement. Math teachers in general tend to incorporate effective Formative Assessment Lesson Strategies (FALS) in their classrooms as a result of the Gates work. However, the majority of our high school teachers tend to revert back to “old ways” that are less engaging, rigorous, and effective in helping students perform at high levels. Teachers are able to effectively incorporate

literacy strategies for prescribed and scheduled assignments, but the same kind of strategies are not utilized on a continuing basis. There are pockets of success in all content areas which we are intentionally attempting to build on. Our Curriculum Design Team and our math and literacy content initiatives have helped develop several strong teacher-leaders on our high school staff. We need to develop a plan for sharing their expertise in a more effective way. The end-of-course benchmark assessments have been effective in helping teachers more effectively utilize student assessment data to help determine best practices in their classrooms. This process has been an eye-opener for many of our high school teachers.

Next steps identified by the district:

- Our high school needs to create a stronger protocol for its PLC work to create a laser-like focus on designing instructional strategies congruent with the level of rigor and skills development for the standards they teach.
- Our professional development plan must include training in specific content to aid teachers in raising rigor and student engagement in classroom activities that require active participation in challenging and experiential strategies.
- We must develop capacity in our school and district administrators to conduct classroom visits that will provide continuous, honest, constructive criticism for helping our teachers in their professional growth for becoming highly effective teachers.
- We must use the instructional coaches (written into our SIG grant) in very focused and intentional strategies to help classroom teachers raise the expectations for their students through challenging and rigorous classroom activities and strategies. Those coaches can be instrumental in monitoring instructional development and improvement that will prove the effectiveness in raising student performance.

Team evidence:

- Superintendent Overview
- Central Office Staff Interviews
- Leadership Addendum
- Principal Interviews
- ELEOT Classroom observations
- School Report Card
- Review of documents and artifacts

Team comments:

- As evidenced through observation data and interviews, there has been a decline in the sense of urgency at the high school after the first year of progress of state accountability.
- The superintendent did not provide walkthrough reports to the teachers “due to the lack of capacity” of the staff conducting the walkthroughs
- A common understanding of the use of effective instructional strategies is not consistent across the district, but was identified as pending for development and implementation.
- PLC protocols are not currently developed.
- PLCs are in the initial stages of development for data analysis in some content areas.
- Few teachers differentiate or use high-yield instructional strategies to enhance student

engagement in high school classrooms.

Deficiency 5: The classroom assessments at the high school are not consistently rigorous authentic or aligned with current academic standards.

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		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
X	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:
Walkthrough Data
Lesson Plans
PD Plans and Notes

District comments:
This is probably the deficiency with the least progress. There are some teachers who have developed classroom assessments to a highly effective level. However, school wide improvement has not happened in this area. We still have too many teachers relying on textbook assessments in their classrooms, and the majority of the teachers are not ensuring congruency of their assessments with the demands of the standards. Most teachers are using daily formative assessment strategies such as bell-ringers, exit slips, etc., but very few actually utilize the formative assessments to guide instruction. Instead, they adjust instruction after chapter tests, unit tests, etc. There is a general deficit in skills/knowledge among our teachers in this area. Again, these kinds of skills should be developed collaboratively in PLC work and our current PLC protocol does not effectively address this work.

Next steps identified by the district:

- Develop a more effective PLC protocol that will guide teachers to a greater understanding of formative classroom assessment that reach the appropriate rigor level and skills development of the standards. We need to help teachers learn to break standards down to their key skills and required levels of rigor.
- Formative classroom assessment training must be provided in content-specific training sessions. Monitoring must be improved to make sure the training has been effective.
- We must provide teachers with modeled strategies for utilizing assessment data in the planning process for instruction and differentiation.

Team evidence:

- ELEOT Classroom Observations
- Interviews of central office and staff
- Principal interview
- Self-Assessment
- 30-60-90-150 Day Plan for Assessments
- School and District Report Card

<ul style="list-style-type: none"> Review of documents and artifacts
<p>Team comments:</p> <ul style="list-style-type: none"> Classrooms observations consistently indicated a lack of assessments being used to modify instruction and improve student performance. PLC work was initiated at the end of February to focus on EOC Benchmark assessments. The EOC Benchmark PLC evidence shows a lack of consistency in rigor. There is ERL planned training for the LDC/MDC and formative assessments. The PLC work shows limited evidence to inform future instruction. There was not a comprehensive plan for analyzing the data in PLCs. PLCs are in their initial stages.

Deficiency 6: Teachers at the high school do not routinely collaborate in a common protocol to analyze student work for the purpose of informing instruction.

District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

<p><u>District evidence:</u> End of Course Action Plan PLC Agenda Integration Plan</p>
<p><u>District comments:</u> Our high school has provided scheduled time for teachers to work in collaborative groups (PLC, Big Rock Monitoring, Leadership groups). There are at least two opportunities each week for this work to take place. During the 2012-13 school year, there was too much dependency on ER staff to facilitate the work of PLCs and little or no development of staff to direct and facilitate their own work. During that year, most of the PLC time was spent on CASL and PLC protocol training, which was highly ineffective. Leadership must be developed within the PLC teams and we must develop a strong PLC protocol that produces an effective instruction/student learning cycle that includes analysis of student work that informs instruction. Our high school is still dominated by teachers who operate within their own vacuum, never realizing the advantages of collaborative process. The end-of-course benchmark assessments have been one of the most effective strategies utilized at the high school for advancing the understanding of the importance of student work data. While still in the early stages, the document provided from the U.S. History teachers outlining their "end of course action plan" shows the understanding gained from this activity. Social Studies is one of the lowest-performing departments in the school and it has been encouraging to see them begin to plan more effectively.</p>
<p><u>Next steps identified by the district:</u></p> <ul style="list-style-type: none"> Continue the work with end of course benchmark assessments in which analysis of student work is used for intervention and informing instruction.

- Utilize similar standards-based assessments with all non-EOC teachers to produce the same understanding in designing effective instruction and intervention
- Develop a common protocol for analyzing student work and using it to inform instruction.

Team evidence:

- 5 Question Protocol for the EOC Benchmark Assessments
- Interview with Instructional Supervisor
- Principal Interview
- Interview with ERL
- Teacher Training – Protocol for Analyzing data
- Professional Development Evaluation Plan
- Coaching/Mentoring Plan
- Standard's Based Grading
- School Report Card
- Review of documents and artifacts

Team comments:

- There is no consistency of data analysis among and across grade levels.
- EOCs are the only areas having assessments analyzed – the principal indicated they would expand this analysis to other content areas.
- There is limited evidence that district leadership has provided high school teachers with real-time professional learning for analyzing results of various assessments.
- There is limited evidence that district leadership has monitored to ensure teachers have opportunities to collaborate on analysis of student work.
- There is limited evidence that any analysis is used to inform future instruction.
- There is no consistency in the coaching/mentoring plan.
- Standards-Based Grading is not consistently being used by all teachers at the high school.