

Jefferson County Public Schools
DOSS HIGH
School Leadership Assessment Report



12/05/2010 - 12/10/2010



School Leadership Assessment Executive Summary

DOSS HIGH

Jefferson County Public Schools School District

12/5/2010 - 12/10/2010

Glenn Baete, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of DOSS HIGH during the period of 12/5/2010 - 12/10/2010. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	Classroom instruction frequently lacks rigor, is not student centered and is not engaging.
Next Steps	The principal and the leadership team should monitor instruction to ensure that rigorous, varied, student-centered strategies and meaningful learning activities are used daily in all classrooms to engage all students and meet their diverse learning needs. The principal should monitor classroom instruction to ensure that technology is incorporated frequently and appropriately to support and enhance student learning, including student use of technology as a learning tool. Constructive feedback and appropriate support should be provided to faculty in a timely manner.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	Disruptive behavior hinders instruction and daily progress in many classrooms.
Next Steps	The principal should work collaboratively with staff to develop a comprehensive classroom management program to address persistent and ongoing classroom disruptions that hinder classroom instruction and daily progress. This program should include instructional strategies to increase student engagement since this is a contributing factor to the disruptive behavior that is present in many classrooms.
School Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
3. Deficiency	Formative and summative classroom assessments frequently lack sufficient rigor and relevance to drive instruction and challenge students.
Next Steps	The principal and the leadership team should ensure that teachers develop formative and summative assessments that are rigorous and relevant to the standards addressed and to the objectives of the unit or lesson. Rubrics should be developed and shared with students before classroom assessments and assignments. Teachers should instruct students on strategies to understand and to use these rubrics for self-assessment and for communication of what they are to know and be able to do. Formative assessments should be frequent, tied to instruction and used to inform instruction. The principal should ensure that performance standards, rubrics and models of proficient student work are displayed in all classrooms and common areas. All students should be able to articulate what proficient work is and why it is proficient.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	Monitoring of school programs lacks sufficient consistency to create appropriate accountability.
Next Steps	The principal should lead the management team in developing a comprehensive systematic process to monitor all programs (e.g., instructional and assessment strategies, professional growth plans, comprehensive school improvement plan) and funds for effective implementation and impact on student learning or organizational efficiency. The principal should establish procedures to ensure that accountability follows the assignment of responsibility for school initiatives. For example, common agenda and minutes formats would provide a systematic way to enable him to monitor the actions of all committees and to provide structure to committee meetings.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	There is a general lack of parent involvement.

Next Steps	The principal should lead the school in adopting a “customer satisfaction” model in order to become more welcoming and family-friendly, to build relationships and to expand their system of two-way exchange of information and ideas. This might include holding parent meetings in neighborhood churches, community centers, community agencies or elementary and middle feeder schools to reduce the barriers parents might face when coming to the high school; publishing data on family and community involvement on the school website and other media; increasing home visits by a larger variety of instructional staff members and inviting identified parents to host parent coffees in their homes where the principal could converse with small groups of parents in an informal setting to identify strengths and areas of need for the school.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The impact of Project Proficiency is limited to a few classes.
Next Steps	Project Proficiency has redefined conversations regarding student learning at Doss High School in the classes where it has been implemented. The principal should lead the staff in a collaborative effort with district leadership to expand the scope of this program into all content areas at all levels. Central to this effort should be an ongoing focus on ever increasing rigor in all content areas.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

DOSS HIGH

KDE 2010 School Leadership Assessment Report At-a-Glance

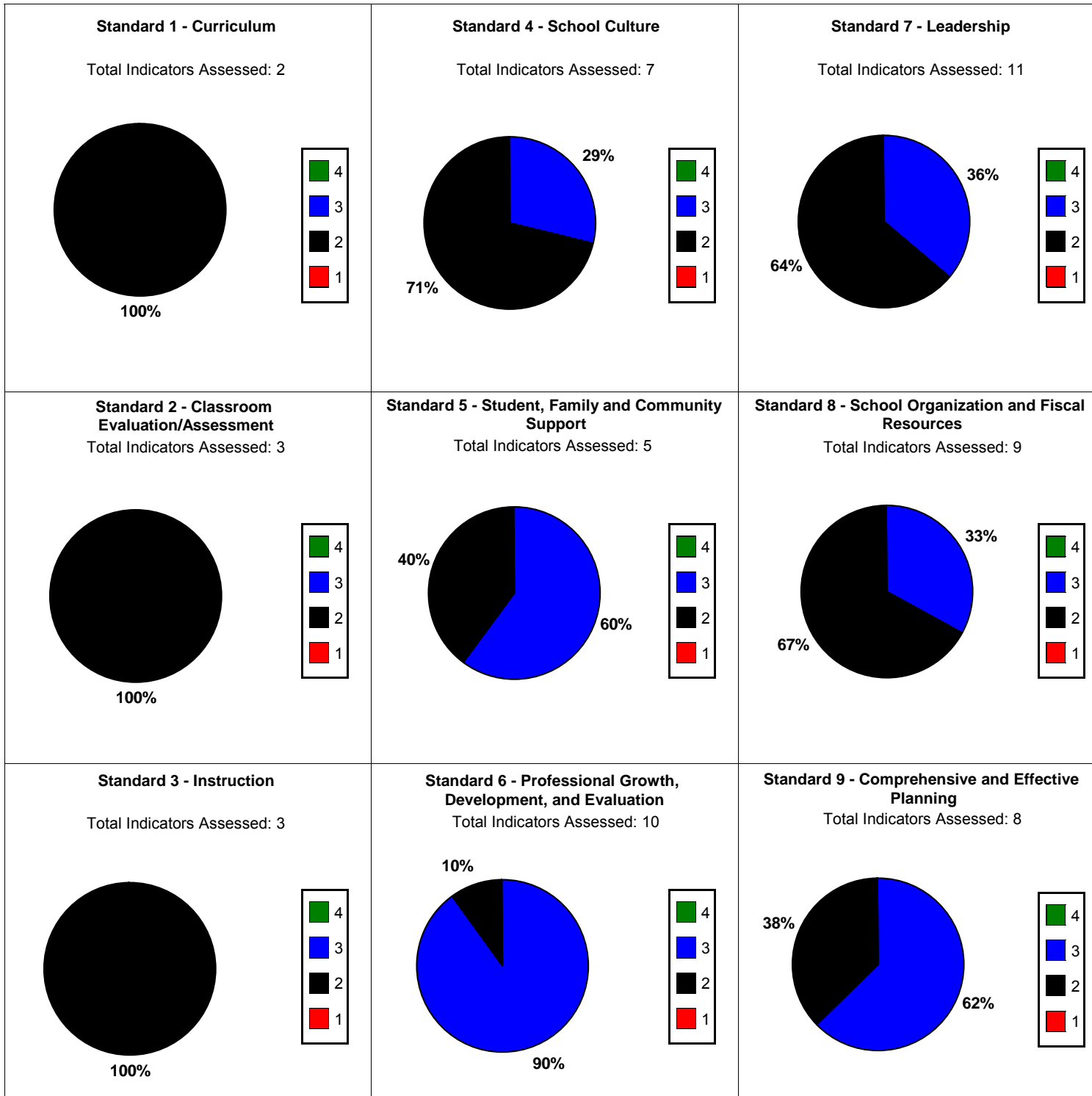
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Jefferson County Public Schools - DOSS HIGH

<p>Standard - 1 - Academic Performance</p> <p><u>Curriculum</u></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment</p> <p><u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency</p> <p><u>Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance</p> <p><u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment</p> <p><u>Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p><u>Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><u>Resource Allocation and Integration</u></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance</p> <p><u>Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="73 1596 535 1974"> <p>Legend</p> <p>Grey - No Assessment Made</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</p> <p><u>Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning</p> <p><u>Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><u>Implementation and Documentation</u></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Focus on Student Academic Performance

The school leadership assessment 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
School Leadership Assessment Summary Report

DOSS HIGH

Jefferson County Public Schools School District

12/5/2010 - 12/10/2010

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Doss High School Magnet Career Academy during the period of 12/5/2010 - 12/10/2010.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (113), e-walk observations (59) and formal interviews and informal discussions with teachers (57), students (121), parents (17), Youth Services Center staff members (2), central office personnel (21), support staff members (37), SBDM members (9), media specialist (1), athletic director (1), community/business members (6), building assessment coordinator (1), school technology coordinator(1), Smaller Learning Communities coordinator (1), School of Study leads (2), content specialists (2), assistant principals (3), counselors (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 working conditions surveys, leadership assessments and efficiency reviews. All of these results were considered in the development of this report.

The school leadership assessment 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 Fred M. Simpson - District Administrator. The other team members were Randell E. Harrison - Building Administrator, Joseph Rocky Wallace - Higher Education Representative, Natasha Murray - Parent Representative, Veda McClain - Higher Education Representative, Nancy Gilligan - Teacher Representative, Patricia H. Hale - Building Administrator, Jean Roberts - Teacher Representative, John A. Roberts - Higher Education Representative, Sharon Baker Knight - Building Administrator, Venessa Coner-Worley - Educational Recovery Specialist.

Academic Performance

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

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

Learning Environment

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

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

Efficiency

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

- Standard 7:** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
- Standard 8:** The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.
- Standard 9:** The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, eWalk data, Kentucky's Core Content for Assessment, lesson plans/units of study, professional resource materials, protocols for analyzing student work, School Report Card data, Working Conditions Survey results and Kentucky Interim Performance Report disaggregated data

Interviews with central office staff, curriculum resource specialist, students and teachers

Observations of classrooms, computer lab and media center

Performance Rating 2

- 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).

The principal does not ensure that regular discussions to identify curricular gaps and overlaps or key curriculum transition points within or between Doss High School Magnet Career Academy and the feeder middle schools occur. School leadership involves all faculty members in School of Study teams and learning teams that meet weekly. The learning teams, consisting of teachers who teach the same course, discuss curricular and instructional issues. District leadership initiates opportunities for the exchange of information between high schools to address curricular and instructional issues. Content leads representing all district high schools meet periodically, and content focused professional development is provided. In some classes, connections are made between content and career and life skills (e.g., Business and Information Technology Career Academy, Senior Seminar, Men of Quality, Ladies of Leadership). The trimester structure of the school calendar supports efforts to ensure that all students have access to a common academic core.

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

The school council has adopted a curriculum policy (071211b) which was reviewed on August 10, 2010. The policy adopted several district endorsed programs (e.g., College Preparatory Math Curriculum, Ramp Up to Advanced Literacy, It's About Time, Biological Sciences Curriculum Study for Science, Facing History and Ourselves, Plato Learning), as well as the Jefferson County Public Schools content pacing guides. School leadership monitors the

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

implementation of these programs through lesson plans and learning walks. Teachers collaborate in their learning teams and School of Study groups to develop lesson plans and plan interventions for students not mastering the standards. The district leadership has correlated the pacing guides with Kentucky's standards documents but does not reference this alignment in the pacing guides themselves. Many teachers do not identify a connection between Core Content, version 4.1 and what they are teaching. The ewalk observation data shows only 5% of the teachers identified core content addressed in their lesson plans.

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should ensure that all teachers develop an understanding of and effectively use all Kentucky standards documents in the development of their units of study and accompanying lesson plans.

The principal should ensure that he and his staff participate in opportunities to meet with the feeder middle schools to discuss curricular gaps and overlaps. A comprehensive and systematic plan should be developed and implemented with the feeder middle schools to address key curricular transition points.

Resources:

Core Content for Assessment 4.1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/ Core+Content+for+Assessment+4.0/default.htm>

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

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

Program of Studies. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+ Studies/default.htm>

Carr, J. F. & Harris, D.E. (2001). Succeeding with Standards: Linking Curriculum, Assessment and Action Planning. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-509-2

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, Extended School Services assessment data, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, professional development records, professional resource materials, protocols for analyzing student work, roster of teaching assignments, rubrics, samples of classroom assessments, samples of student work products, School Report Card data, school Web pages, student handbook, teacher portfolios, Project Proficiency: Guaranteed Competency in Reading and Math, Working Conditions Survey results and Kentucky Interim Performance Report disaggregated data

Interviews with central office staff, classified staff, students and teachers

Observations of cafeteria, classrooms, common areas and computer lab

Performance Rating 2

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

The school council has adopted a Classroom Assessment policy (090414c) that, if followed, ensures best practice in assessment in all content areas. The policy also addresses many of the components of the Project Proficiency initiative that is being implemented at Doss High School Magnet Career Academy. This initiative involves sophomore level students in mathematics and reading, specifically English, Algebra 1, Geometry and Algebra 2. A district diagnostic assessment is administered during the third week of the grading period and a proficiency assessment is given at the end of six weeks. In other content areas, district developed common assessments are administered each six weeks. These common assessments are similar to the Kentucky Core Content Test (KCCT) assessments and are aligned with Kentucky Core Content for Assessment, version 4.1. Teachers use the Classroom Assessment System and Community Access Dashboard for Education (CASCADE) data collection system to track student progress and identify learning gaps in student performance on both the proficiency assessment and the common assessments. Teachers meet in learning teams to look at the results of these assessments and to determine how to best use their findings to modify instruction. Learning teams meet weekly to analyze student work samples and reflect on instruction. Some teachers share in the development of multiple formative assessments that are used in all

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Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

classrooms (e.g., journals, sponges, exit slips, textbook quizzes); however, many lack rigor and are not always aligned to Kentucky standards. The principal and assistant principals do not systematically monitor to ensure that classroom assessments are rigorous, frequent and used to inform instruction.

2.1d Test scores are used to identify curriculum gaps.

The school council has adopted a curriculum policy (071211b) that identifies the Jefferson County Public Schools content pacing guides as the adopted curriculum that is aligned with Kentucky Core Content, version 4.1. Results of the Kentucky Core Content Test and No Child Left Behind assessment are disaggregated and analyzed by the instructional leadership team. The team develops a process for each department head to use with their department in analyzing Kentucky Core Content Test and No Child Left Behind scores. The information gleaned from these analyses is used to develop the comprehensive school improvement plan component in each core content area. Other assessments (e.g., Kentucky Core Content Test, No Child Left Behind, American College Test, PLAN, Project Proficiency) are used by school leadership and staff to identify gaps in learning and instruction, but curriculum gaps are not always addressed.

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

Teachers who use the Classroom Instruction Framework (CIF) model of lesson planning identify lesson objectives but do not always make the connection to Kentucky Core Content for Assessment, version 4.1. Objectives are displayed in a few classrooms, and a few lesson plans give the connection to the standards. This connection is not always present in classroom instruction and assessments. Students often do not know the performance expectations (e.g., rubrics, models, performance standards) before working on assignments or being assessed. Many classroom assessments do not challenge students to achieve mastery, and students are not always able to show what they can do because of the low rigor of the assessments and assignments. The monitoring process does not ensure that students are given rigorous assessments and assignments that allow demonstration of learning at high levels. A few students can articulate what they should know and be able to do, and some students can describe proficient work. Students who are participating in the Project Proficiency initiative, however, do show ownership of their work and knowledge of their progress toward proficiency in the three standards being addressed in that six

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Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

weeks period.

Performance standards and models of proficient student work are rarely displayed in classrooms or common areas. The principal does not ensure that these standards and examples of proficient work are displayed in all classrooms and common areas so that students can make the connection to Kentucky standards.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should ensure that performance standards and models of proficient student work are displayed in all classrooms. All students should be able to articulate what is proficient work and why it is proficient.

The principal and assistant principals should ensure that teachers develop assessments, both formative and summative, that are rigorous and relevant to the standards addressed and the objectives of the unit or lesson. Rubrics should be developed and shared with students before classroom assessments and assignments. Teachers should instruct students on strategies to understand and use these rubrics for self-assessment and for communication of what they are to know and are able to do. Formative assessments should be frequent, tied to instruction and used to inform instruction.

Resources:

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

eWalk walkthrough observations for schoolwide improvement, John Fields, Office of Leadership and School Improvement, Kentucky Department of Education, 502-564-4201.

KCCT Coach. Triumph Learning.
http://www.triumphlearning.com/c/@36bvQ9ga_z4h./Pages/home.web?nocache@2

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

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

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Summary Findings in: **Academic Performance**

Standard 3 Instruction

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, district technology plan, documentation of parent contacts, equipment inventory, eWalk data, examples of school to home communications, Implementation and Impact Checks, individual professional growth plans, lesson plans/units of study, master school schedule, media materials and inventory, professional development records, protocols for analyzing student work, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school profile, School Report Card data, school Web pages, student homework with teacher feedback, student work, teacher portfolios, Working Conditions Survey results and Kentucky Interim Performan Report disaggregated data

Interviews with central office staff, district leadership, school council members, school leadership, students and teachers

Observations of classrooms, common areas and computer lab

Performance Rating 2

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

The school council has adopted an Instructional Practices policy (080310b). The principal has implemented several initiatives with the intent to ensure that effective instructional practices are present (e.g., e-walks, snapshots, learning walks, Science Inquiry Learning Teams, 13 Literacy Strategies, Mastery Maven). The principal and assistant principals conduct e-walks frequently and provide feedback. Some teachers participate in learning walks and provide feedback to their colleagues. Some teachers vary their instruction using research-based instructional strategies (e.g., cooperative learning, essential questions, hands-on, authentic, inquiry-based). However, many teachers are using traditional instructional practices that do not engage or address their student's diverse learning styles and needs (e.g., lecture, note taking, worksheets, answering questions at the end of the chapter). Disruptive behavior is present in many classrooms when students are not engaged in the learning. Sufficient instructional resources are available to support the curriculum (e.g., textbooks, College Preparatory Math, Ramp Up to Advanced Literacy, math manipulatives, Plato Learning).

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

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

Teachers are expected to follow the district pacing guide which has been aligned to district, school and state learning goals. The principal expects all teachers to submit weekly lesson plans to their designated administrator. Teachers do not always identify the connection between core content and the learning objectives in their lesson plans. Some instructional strategies and learning activities are embedded in instructional programs (e.g., College Preparatory Mathematics, Science Inquiry Learning Teams, Ramp Up to Advanced Literacy). The programs are reviewed by district and school staff to ensure alignment with district, school and state goals. The principal expects all teachers to implement one reading strategy from the 13 Literacy Strategies weekly and attach documentation of the reading assignment along with a reflection and a sample of student work to their weekly lesson plan. In addition to the required reading strategy, some instructional teams have modified the weekly lesson plan outline to include study team strategies. Although the principal encourages teachers to assign homework, it is not an integral part of instruction. Some teachers meet regularly to collaboratively examine and analyze student work and assessment results (e.g., learning teams, School of Studies). Some teachers use this data to redesign instruction to ensure students master certain standards (e.g., Project Proficiency).

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

The principal has provided sufficient technology resources and if requested is willing to provide additional technology resources to effectively deliver instruction. All classrooms are equipped with a laptop and projector. There are two open labs, one library lab, two mobile computer labs and video conferencing capabilities available to all teachers. A few teachers have document cameras and smart boards. Some teachers use technology to deliver instruction (e.g., PowerPoint, United Streaming). Some teachers use student-centered activities (e.g., virtual field trips, blogging, book trailers) to enhance instruction. Core content teachers use technology to track student proficiency (Classroom Assessment System and Community Access Dashboard for Education). The school council has adopted a Technology Utilization policy (100914c) stating that teachers will implement technology as defined in the Kentucky Teacher Standards. Effective use of technology is

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Standard 3 **Instruction**

Performance Rating 2

embedded in the comprehensive school improvement plan and will be monitored by the council through implementation and impact checks.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should monitor to ensure that effective and varied instructional strategies are used daily in all classrooms to meet the learning needs of all students and to ensure that instruction is supported with meaningful learning activities that engage all students. Constructive feedback and appropriate support should be provided to faculty in a timely manner. The principal should monitor classroom instruction to ensure that technology is incorporated frequently and appropriately to support and enhance student learning.

The principal should use the district evaluation process, including the procedure for addressing noted significant deficiencies, to make certain that every teacher is using instructional strategies that reflect best teaching practices and is meeting the needs of diverse learners every day in every class.

The principal and the leadership team should ensure that instruction is student-centered, rigorous, and addresses the learning needs of all students. Student use of technology as a learning tool should be a focal point of this initiative. The principal should use a systematic and comprehensive process to monitor and document instructional practices to ensure the accountability of all staff.

Resources:

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

Gay, G, and Banks, J. A. (2000). *Culturally Responsive Teaching: Theory, Research and Practice*. NewYork, NY: Teachers College Press.

Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-342-1

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

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

Zemelman, S., Daniels, H. & Hyde, A. (2005). *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.

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Summary Findings in: **Learning Environment**

Standard 4 School Culture

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, classroom assignments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, district technology plan, documentation of referrals to health and social services, employee handbooks, enrollment data, eWalk data, examples of school to home communications, Extended School Services program overview and data, facility inspection reports, facility work orders, Family Resource Youth Services Center documentation, fire marshal reports, health department inspection reports, Local Educator Assignment Data Report (LEAD), master school schedule, media materials and inventory, needs assessment data, newspaper clippings/press releases, newspapers, parent and community member workshop schedule, records of teacher certification/experience, report cards/progress reports, safe schools data reports, samples of classroom assessments, school calendar with motivational and celebratory events, school event calendar, school mission, belief and vision statements, school newsletter, school procedures manual, School Report Card data, school Web pages, school/district safety plan, student academic records, student discipline reports, student handbook, student homework with teacher feedback, student/parent/staff handbooks, transportation records for Extended School Services, trophy cases, yearbooks, Working Conditions Survey results, The Missing Piece of the Proficiency Puzzle and Kentucky Interim Performan Report disaggregated data

Interviews with central office staff, community members, counselor, Family Resource/Youth Services Center personnel, parents, school council members, students and teachers

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

Performance Rating **3**

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

The principal and his leadership staff articulate a clear process for teachers to communicate with parents (e.g., 24-hour response). The school provides two-way communication with parents and community stakeholders through a variety of venues (e.g., e-mails, weekly newsletters, school and teacher Web sites, blogs, telephone calls, home visits). The school staff regularly communicates with parents regarding their academic progress (e.g., 3 week proficiency check, 6 week progress reports, and 12 week final grade). The Jefferson County Public Schools comprehensive school survey and the

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Standard 4 **School Culture**

Performance Rating 3

Leadership Assessment Working Conditions Survey indicate that parents are informed of school events. The school provides a welcoming environment that engages members of the community in partnerships (e.g., Class Act Federal Credit Union, University of Louisville, Young Men's Christian Association, Dixie Kiwanis, Ignite Louisville, Dragon Club, Jewish Hospital Sports Medicine) for the benefit of students.

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

The principal and school staff have a systematic process to celebrate student academic and athletic achievements [e.g., display case, newspaper articles, assemblies, Class Act, Star of the month, honor roll, Curriculum Enhancement Advisement Planning for Future Success in Structured Study (CAPS) Superstar program, National Honors Society and Senior's Who's Who program]. The Dragon of the Month program allows any student to receive special recognition. Student assemblies include an outlined agenda.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

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

The principal and leadership team ensure that a secure and well maintained learning environment is provided. School policies and procedures are distributed at the beginning of the year to parents, students, and staff (e.g., student code of conduct and staff handbook). Students, parents and staff report on surveys and in interviews that they feel safe in school, and they can articulate what to do in the event of an emergency. The school council has adopted the Discipline/Classroom Management/School Safety Policy (071211c) which incorporates the district code of conduct, but this policy is not consistently implemented by all staff. Some students and staff members report that the consequences for discipline are not consistent. The August to November 2010 behavior report shows “disruptive behavior” and “failure to obey staff” are still major concerns. In some areas of the building, a limited number of staff members are visible during student transition between classes. Emergency and crisis drills are conducted as required by the Jefferson County Public Schools. School safety procedures are posted in classrooms and common areas. All outside doors remain locked after 7:40 a.m. and visitors are required to sign-in at the main office and receive an identification badge.

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

The principal and staff express high expectations for students; however, these expectations are not consistently communicated through practice in the classroom or to other members of the school community. Students articulate that some teachers are willing to provide extra help with assignments. Parents report that some teachers provide support to ensure their child is prepared for life after high school.

The principal encourages teachers to collaborate and to bring new ideas to learning team meetings about best practice (e.g., technology integration, 13 Literacy Strategies, Ramp It Up-Jack It Up). Through these meetings some teachers are more technologically proficient in reviewing student achievement data to inform instructional practices.

The principal does not intentionally assign observation opportunities among the teaching staff that have consistently enhanced the learning for low

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Standard 4 **School Culture**

Performance Rating 2

performing students. New teachers at this school are provided the opportunity to be mentored by content teachers.

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

The principal provides opportunities for certified staff to collaborate and make decisions about student learning (e.g., lunch and learns, Project Proficiency checks, common planning periods). Non-certified staff are not always involved in decisions that impact their working areas.

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

School council has adopted a staff time Assignment policy (040511a) in accordance with Article XV, Section A of the Jefferson County Teacher Association/Jefferson County Board of Education contract for certified and non-certified staff. The principal has an informal process to allow staff to identify areas of interest of teaching assignments; however, the process is not strategically designed to ensure the instructional strengths of staff are matched to enhance student achievement. As part of the Project Proficiency initiative, some math and English teachers conduct "teacher swaps" to regroup students based on academic needs.

- 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.

The district provides training to address the unique needs of diverse students to reduce academic and social gaps (e.g., Cultural Competence Institute training to teams from Tier I, II, and III schools, differentiation of instruction and cultural relevant / responsiveness pedagogy, etc). School council has adopted an Equity and Diversity policy (090414b) which was reviewed on April 14, 2009. The principal and staff provide several programs to meet the physical, socio-economic and intellectual needs of all students [e.g. Ramp Up to Advanced Literacy, PLATO Learning, peer mentoring, Transformation, Men of Quality, Ladies of Leadership, Curriculum Enhancement Advisement Planning for Future Success in Structured Study (CAPS) and Project Proficiency]. While some programs (e.g., Men of Quality, Ladies of Leadership) and celebrating Black History month are geared toward the growth of African American students have been implemented, there is not an

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Standard 4 **School Culture**

Performance Rating 2

intentional focus on multicultural education. The teaching staff rarely incorporates culturally responsive strategies to enhance teaching and learning. Display boards, classrooms, and school activities rarely reflect an appreciation for other cultures. Some teachers recognize the importance of understanding the impact of social, cultural, and economic barriers to learning, but not all. The Principal works with district leadership to recruit and retain diversified teaching staff of highly qualified individuals within the guidelines of the Jefferson County Teacher Association contract.

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Summary of recommendations in: **Learning Environment**

Standard 4 School Culture

The principal should work collaboratively with staff to foster an appreciation of cultural diversity.

The principal should work collaboratively with staff to address re-occurring classroom disruptions that hinder classroom instruction and daily progress.

Resources:

Conzemius, A. & O'Neill, J. (2001). Building Shared Responsibility for Student Learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Gay, G. & Banks, J. A. (2001). Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series, No.8). New York, NY:Teachers College Press.

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

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

Ladson-Billings, G. (1997). The Dreamkeepers: Successful Teachers of African American Children. San Francisco, CA: Jossey-Bass.

Southwest Educational Development Laboratory - Online Module for Family and Community Involvement. <http://www.sedl.org/learning/>

Whitaker, T., Whitaker, B. & Lumpa, D. (2000). Motivating & Inspiring Teachers: The Educational Leader's Guide for Building Staff Morale. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4.

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Jefferson County Public Schools School District

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, documentation of parent contacts, documentation of referrals to health and social services, examples of school to home communications, Extended School Services assessment data, Extended School Services entrance and exit reports, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, list of co-curricular offerings, parent and community member workshop schedule, policies and procedures on access to student records, record of home visits, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school mission, belief and vision statements, school Web pages, student handbook, teacher portfolios, transportation records for Extended School Services, Working Conditions Survey results and The Missing Piece of the Proficiency Puzzle

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

Observations of cafeteria, classrooms and common areas

Performance Rating 3

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

The school and district provide organizational structures and support instructional practices to reduce barriers to learning. Exceptional Childhood Education teachers attend content learning team meetings, and plans are being developed to provide content specific cohorts to increase the content knowledge of these teachers. The school leadership team has a referral process, including appropriate forms intended to ensure students are provided with needed special services. The school has secured a full-time teacher who is responsible for overseeing an intervention and recovery program using PLATO Learning software purchased with Smaller Learning Communities grant funds. Students can complete course recovery modules as well as obtain additional practice in mastering course content. The school does not provide the services of a school nurse. The district provides annual training for the attendance clerk and the school secretary to administer prescribed medication to those students who have authorization from parents

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

Performance Rating 3

or guardians. The school leadership team provides support to entering students, through the counselors and Youth Services Center director, to help them make a smooth transition to the school.

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

Students who are alienated from the school and are habitually absent or tardy are given the option to participate in the Truancy Diversion Program (TDP) through the Youth Services Center. This program is maintained through the family court of Judge Deborah DeWeese. Workshops with Judge DeWeese are scheduled during parent and teacher conferences. She explains the program and the Parent/ Child School Contract, Attendance Section. The Youth Services Center also provides additional programs such as Faces of Meth, Fatal Vision, Before Prom, peer mediation training, and conflict resolution training. School organizations that support learning include Men of Quality, Ladies of Leadership, Key Club, and National Honor Society. These organizations are open to potential participation by all students, but participation at this time is limited. Relationships with community organizations have also been developed that assist students in their learning. Programs and activities are provided through Safe and Drug Free Schools, Peace Services, TRANSFORM, Ignite Louisville and Dixie Kiwanis.

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

School leadership has implemented district procedures for maintenance, security and quality of the student record system. The school has a full-time records clerk who ensures that student records are secured. Access is available to only those individuals who have been authorized, but the records cannot be removed from the area. The district has adopted the computer program Infinite Campus and is in compliance with state mandates. All information, including Individual Learning Plans is relevant, up-to date and available for academic development.

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

The school council has a by-law, but no policy, regarding parent community minority representation on committees. There are procedures to recruit parents and community members to serve on school council committees. However, other than a core group of parents, the council has not been successful in efforts to promote parental involvement in activities at the school. Council members report that due to the demographics of the school and lack of transportation, some parents have difficulty getting to the school's location in order to participate in events at the school (e.g., sports events, musical performances, awards programs). In an effort to strengthen parent involvement, Title I funds are used to purchase postage for notifications to parents regarding school-based events, student progress and school programs. The school provides training for parents on College Preparatory Math and is planning spring training on Project Proficiency in order to help parents develop the skills to support their child's learning. Staff stipends are provided through Title I for parent involvement in after school programs. The school has an advisory program Curriculum Enhancement Advisement Planning for Future Success in Structured Study (CAPS). Students are assigned to individual teachers for weekly advisory sessions throughout the year. Students can receive assistance from their advisors with both personal and academic concerns and with plans for their future. Through this program, parents are informed of student progress and concerns. School staff are informed of barriers to learning for students and they respond to corrective action by seeking appropriate community services, usually through the Youth Service Center. This advisory program was recognized in the Southern Regional Education Board/High Schools That Work (HSTW) 2010 publication, "Implementing Strategies to Achieve Successful Student Transition," for best practices in an advisory program. School staff has established relations with community agencies such as Neighborhood Place Sites and Services to assist in core services that are related to life experiences and to provide opportunities for students to remain in school. The Student Bill of Rights is included in the student agenda books provided at the beginning of the year to all students.

- 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).

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

Performance Rating 2

The school provides an Extended School Services (ESS) program that is available to students four afternoons each week. Students can voluntarily enter this program or be referred by their classroom teachers. The ESS coordinator maintains records of student progress and reports results to the student's teachers. This program coordinates efforts with several initiatives, such as Project Proficiency for 9th through 11th grade in mathematics; Project Proficiency for 10th grade English; content specific assistance for science, social studies, and all remaining English classes; graduation requirements related to Kentucky Core Content Tests and Credit Recovery. All students enrolled in the ESS program have access to free transportation home at 4:30 p.m. The Youth Services Center staff has resources available to provide services to students who are having difficult life circumstances that interfere with learning. Title I funds have been allocated to support instructional strategies such as Ramp Up to Advanced Literacy, College Preparatory Mathematics (CPM), and PLATO Learning. In addition, the school has adopted the ten key practices of High Schools That Work (HSTW) and the Smaller Learning Communities (SLC) design as reform models. Title I funds were used to fund one full-time reading teacher for the Freshman Academy and one full-time mathematics teacher. School counselors have implemented a school-wide guidance program but allow the Curriculum Enhancement Advisement Planning for Future Success in Structured Study (CAPS) program to provide guidance to support student learning.

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Summary of recommendations in: **Learning Environment**

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

The school should adopt a “customer satisfaction” model in order to become more welcoming and family-friendly, to build relationships and to expand their system of two-way exchange of information and ideas. This might include making data on family and community involvement available on the school Website, in other media and formats; holding workshops, conferences and other school related events in the community to increase parent and community participation and increasing home visits by a larger variety of instructional staff members. They could implement a systematic, on-going student, parent and community survey to obtain information and build a database for further analysis and research.

The principal and school leadership should collaborate with district leadership to explore the feasibility of adding a school nurse to the Doss High School staff.

Resources:

Barr, R. & Parrett, W. (2006). *The Kids Left Behind*. Bloomington, IN: Solution Tree.
Christenson, S.L. & Sheridan, S.M. (2001). *Schools and Families: Creating Essential Connections for Learning*. New York, NY: The Guilford Press.

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

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

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

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, committee meeting minutes and agenda, comprehensive school improvement plan, district personnel evaluation system and documentation of implementation, Implementation and Impact Checks, individual professional growth plans, job descriptions, list of co-curricular offerings, master school schedule, needs assessment data, professional development records, protocols for analyzing student work, schedule for co-curricular offerings, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, staff development agenda and teacher portfolios

Interviews with assistant principal, central office staff, classified staff, district leadership, principal and teachers

Performance Rating 3

- 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.

The principal collaborates with the assistant principals to develop and implement a professional development calendar to support instruction. A variety of teams (e.g., learning from student work, schools of study, department teams) have been developed to analyze student data and promote higher levels of learning. Classified and certified staff members attend summer trainings with the option of attending additional professional development training throughout the school year. Leadership opportunities and content specific professional development are provided by the school and the district for both classified and certified staff through Professional Development Central. The school provides training for parents on College Preparatory Math and is planning spring training on Project Proficiency in order to help parents develop the skills to support their child's learning.

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

The principal and the leadership team met during the summer of 2010 and collaborated to design a calendar of trainings. The principal and the leadership team collaborate with staff after conducting a formative evaluation to develop professional goals. Content specific, job embedded training is offered throughout the school year by the district and the school. The school follows the Learning from Student Work Rubric and the 4 Core Practices for

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

Performance Rating 3

Building a Community of Learners to guide professional collegial meetings and conversations. Lunch and learn meetings, offered at the school level, provide additional opportunities for teachers to participate in collegial conversations. New teachers with previous teaching experience are assigned a teacher mentor to provide content specific guidance.

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

In accordance with the Professional Development Council Policy (040604j), staff development offerings are aligned with student learning goals described in the following plans: comprehensive school improvement plan and 30-60-90 Day Plan. Professional development is offered through the district (Professional Development Central) and school based on needs of the staff and student achievement data. The primary focus of professional development offerings is literacy and math. Professional development proposals are created, submitted and approved by the Professional Development Building Coordinator based on school and district staff development priorities. Administrative, certified and classified professional growth plans are created based on school and district protocol.

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

Professional development is offered at the school level by school and district staff (e.g., lunch and learn, schools of study, instructional learning teams, department teams and administrative teams). Informal calibration meetings occur after learning walks among the administrative staff to determine the topics of job-embedded, school-offered professional development. Staff members also request topics of interest or need based on teacher to teacher learning walk observations and collegial meetings.

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

The principal, assistant principals, lead teachers and district staff use student achievement data from a variety of sources [Kentucky Core Content Test, Classroom Assessment System and Community Access Dashboard for Education (CASCADE), Project Proficiency] to determine the needs of the staff for professional development offerings. Teachers participate in collegial conversations during learning team meetings to analyze the results of these assessments to determine how to best use their findings to modify instruction.

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

Performance Rating 3

The district and school initiatives are literacy and math, and professional development reflects these priorities. There is a protocol for determining the need and effectiveness of proposed professional development offerings.

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

The principal and assistant principals explain the district evaluation plan and process in a small learning community setting at the beginning of the school year. Information is shared with all staff members in accordance with district policy and state regulations.

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

The principal and his designee ensure that all professional development funds are allocated according to district guidelines, the comprehensive school improvement plan, the 30-60-90 day plan and individual professional growth plans. The professional development proposal is then forwarded to the appropriate district staff member.

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

The principal collaborates with university representatives to develop the professional growth plan for first year teachers in the Kentucky Teacher Internship Program. All certified teachers collaborate with their assigned administrator to develop professional growth plans within the first six weeks of the school year. Certified teachers develop their personal goals from the Kentucky Teacher Standards document. The administrative staff develops their professional growth plans based on the four core standards with the district liaison.

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

The principal and assistant principals conduct personnel evaluations in accordance with state statute and regulations, district personnel policies and the Jefferson County Teachers Association (JCTA) contract. The district certified evaluation plan has been approved by the Kentucky Department of Education.

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

The principal and assistant principals follow the approved evaluation process for evaluating teachers and providing feedback. Learning walk feedback is informal and is sometimes provided through optional reflective dialogue journals. The principal and his team collaborate with staff after conducting a formative evaluation to develop professional goals. Professional growth plans are collegially developed within the first six weeks and are not formally reviewed again until the end of the year. Some informal discussions about progress toward meeting goals occur.

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Summary of recommendations in: **Learning Environment**

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

The principal should create a formal process for monitoring professional growth plans throughout the school year.

The principal and assistant principals should develop and implement a system to monitor and evaluate the implementation of strategies gained from professional development.

The principal and assistant principals should develop, implement and monitor formal procedures for conferencing and follow-up conversations with teachers about learning walk findings. Conversations and written documentation should be descriptive and foster professional growth in instructional practices.

Resources:

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

Maxwell, J. C. (1998). The 21 Irrefutable Laws of Leadership. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.

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

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, categorical program financial reports, civic group programs/agenda, classroom assignments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive school improvement plan, district personnel evaluation system and documentation of implementation, employee handbooks, eWalk data, Extended School Services program overview and data, Extended School Services Schedule, facility work orders, faculty meeting agenda, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky's Core Content for Assessment, list of co-curricular offerings, master school schedule, needs assessment data, newspaper clippings/press releases, organizational charts, professional development records, protocols for analyzing student work, record of home visits, report cards/progress reports, roster of teaching assignments, samples of classroom assessments, school budget and allocations, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school procedures manual, school profile, School Report Card data, school Web pages, school/district safety plan, staff development agenda, student discipline reports, student handbook, student homework with teacher feedback, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios, trophy cases, Working Conditions Survey results, The Missing Piece of the Proficiency Puzzle and Kentucky Interim Performan Report disaggregated data

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, counselor, Family Resource/Youth Services Center personnel, parents, school council members, school leadership, school resource officer, students and teachers

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

Performance Rating 3

7.1a Leadership has developed and sustained a shared vision.

The school principal articulates and focuses on a vision of students who are technology proficient, business literate and college ready. Mastery of reading and math and transition to postsecondary education is the focus of a schoolwide culture of intervention and student support. School and community stakeholders believe and support this vision, and district and school resources are being more aligned with the individual needs of students. The current mission statement was developed by the principal, the school council and a team of teachers in 2003. The statement has since been

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reviewed several times. The current vision statement was developed last year with input from staff and community representation, and it has driven much of the work of the school. The Smaller Learning Communities grant has created momentum, and led to the Freshman Academy and an advisor/advisee program that shows vast potential. The shared vision is evident in school planning, and in conversations with stakeholders. Data driven decisions are guiding the school toward this unified vision (high school to college jump from 29% to 47 % from 2005-2009). Each of the Schools of Study in Doss High School Magnet Career Academy has developed its own mission statement in support of the total school vision.

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

The instructional leadership team regularly analyzes data from sources such as the state assessment and common assessments to inform decisions about instructional matters (e.g., formation of the watch lists and to design the “teacher swaps”). Some teachers regularly review Classroom Assessment System and Community Access Dashboard for Education (CASCADE) data to determine concepts not mastered by students to determine instructional needs. At administrative staff meetings, the staff reviews metrics data to determine the cause and source of issues such as discipline referrals and suspensions and the type and frequency of home visits by the youth service center staff. They use the information gleaned from these reviews to inform programmatic and organizational decisions.

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

The principal, assistant principals, and counselors have developed annual growth plans that target individual skills necessary to better serve the school. Each administrator has professional goals and growth areas that are directly linked to student achievement and the priorities of the school.

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

The code of conduct requires that the culture and climate committee annually review and revise, as necessary, the student handbook and school safety plan. A security team has been assigned to the school to support school

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safety and to support a safe and orderly environment for students and staff. The school received a safety audit two years ago. An organizational infrastructure has been developed to monitor and maintain facilities and equipment. The school surveillance cameras are automatically monitored daily by district staff and a work order is generated immediately when a problem is found. A plant manager and maintenance personnel are assigned to the school to provide timely intervention on equipment or facilities when needed. Work orders are produced by authorized personnel and on-line notice is given when a work order is completed. Safety drills are conducted and logged as required by statute, and district leadership reviews the logs for compliance. There is rarely any district presence at drills to monitor for effectiveness.

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Performance Rating 2

- 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.

The instructional leadership team and teachers disaggregate some data to identify learning gaps between identified groups of students. This student performance information is shared with the staff to guide planning and to celebrate "quick wins". Students in Project Proficiency are tracked for the purposes of identifying which standards have yet to be mastered. The principal and the leadership team communicates a greater interest in focusing on raising the achievement of all students than in focusing on achievement gaps, as they believe that raising achievement for all will also address the gaps.

- 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.

The principal ensures that all instructional staff have access to curriculum related materials (e.g., district pacing guides, district common assessments, Core Content for Assessment, version 4.1, textbook teacher's edition, supplementary materials). Many of these documents are also available on the district Web page. Data resources that impact instruction are provided to teachers (e.g., attendance rates, discipline referrals, Classroom Assessment System and Community Access Dashboard for Education (CASCADE), Interim Performance Report, No Child Left Behind results, PLAN and American College Test). Training in the use of these documents and the data provided is available, but the principal does not consistently ensure that all teachers make effective use of these resources to inform instruction.

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

The principal and the leadership team have established procedures to protect instructional time and to keep the focus on academic achievement. Teachers are expected to be at their doors during passing times to monitor for safety and to ensure that students move efficiently to their next class. In some areas of the building, however, not all teachers comply with this expectation. Principals conduct discipline conferences at classroom doors whenever possible to reduce student time out of class. Intercom interruptions are kept to

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a minimum and are only for emergencies. Hall passes are strictly controlled during the first and last ten minutes of class periods to support bell to bell instruction. School leadership allocates specific time to facilitate staff collaboration. For example, many staff members share common planning time, and teachers in Project Proficiency are released for a full day after six weeks grades are complete to analyze data and plan instruction and interventions. In several classrooms, however, classroom management and pedagogical problems cause severe limitation of effective instruction.

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

The principal, the school leadership team and district leadership provide a web of support for continuous improvement. The Smaller Learning Communities grant, with the inclusion of the Freshman Academy and the advisory program, Project Proficiency, Ramp Up to Advanced Literacy, High Schools That Work and Facing History and Ourselves are examples of programs designed to remove barriers to learning and to enhance student achievement. However, some programs are often not sustained or given adequate time to develop. Efforts to ease the curricular transition from middle school to high school are somewhat limited.

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

The principal has led the school council in adopting all required policies and by-laws. The principal works to ensure that policies are implemented as intended. A process to annually review and revise all policies, as needed, is in place. The district has assigned a liaison to attend school council meetings.

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

The school council is provided with a wealth of information from principal, committee and data reports. The meeting agendas and minutes reflect a focus on discussing instructional issues but do not reflect a focus on results. The council rarely acts as a body to address specific schoolwide instructional issues. Rather, these issues seem to be left to the principal to address.

- 7.1k There is evidence that the principal demonstrates leadership skills in the

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areas of academic performance, learning environment and efficiency.

The principal has worked to engage community partners in discussions about how to increase academic achievement and promote preparation for a successful life for all students. His efforts precipitated an offer from the Class Act Credit Union to establish a fully functioning branch at Doss High School Magnet Career Academy, completely staffed and operated by students. Other initiatives include partnerships with Jewish Hospital Sports Medicine and Trunnell Elementary School. He maintains the school Website, which includes staff blogs to communicate with parents and the community. Community leaders and parents see him as an effective instructional leader and as a strong advocate for their children. The Working Conditions Survey results show strong support for the school and its leadership from all role groups. Efforts to engage the parents of many reluctant learners have not been as successful, and the number of parents actively involved in the school is low. The principal has focused his efforts on attempting to build a culture of high expectations for both students and staff. He has led the creation of an extensive infrastructure to provide quality instruction and support to all students. He authored a successful, multimillion dollar Smaller Learning Communities grant through the Gates Foundation for Doss and Iroquois High Schools and has led its implementation. A Freshman Academy and a student advisement program were part of this initiative. He has recently led the school in implementation of a district program entitled Project Proficiency, which identifies key learning standards essential to student success and commits teachers and students to achieving them. The program is presently in place in selected English and math courses. This initiative has changed and focused the nature of the conversation about teaching and learning among the staff to a more results-driven, intervention rich climate. Both teachers and students express enthusiasm for this approach to their work. Interventions such as a Watch List to track progress of identified students and “teacher swaps” to match teacher strengths on specific content to student needs are school-level efforts that have been put in place in support of this initiative. The principal enjoys extensive and enthusiastic support from his staff, and many teachers credit him with being responsible for significantly improving their teaching in the last few years. He has led the development of a culture of hard work and collegiality. He focuses his instructional supervision efforts on what he perceives as the current area of greatest need—science last year and math this year—and delegates primary responsibility for other areas to his instructional leadership team. Some classrooms with demonstrated weaknesses in rigor, pedagogy, student engagement and classroom management point to gaps in the scope and consistency of these monitoring

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and accountability efforts. The principal has held his position in the school for ten years. He candidly admits that he was ill prepared for the position when he was employed. He focused heavily on the management aspects of the position in his early years. There is a consensus among him, his staff and community leaders and parents that he has grown into the instructional leadership role over the years, particularly in the last two years as he has entered a doctoral program and benefited from an influx of district support and grant opportunities. He has had more than half of his staff turnover in the past three years, and many of his current staff indicate that they chose to come to Doss because of his leadership efforts. The present staff is supportive of the changes implemented by the principal to improve student achievement. He is widely credited as being the main impetus for re-energizing and refocusing the staff and community on student proficiency in the past few years.

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Summary of recommendations in: **Efficiency**

Standard 7 Leadership

The principal should lead the management team in developing a comprehensive systematic process to monitor all programs and funds for effective implementation and impact on student learning or organizational efficiency. The principal should establish procedures to ensure that accountability follows the assignment of responsibility for school initiatives. For example, common agenda and minutes formats would provide a systematic way to enable him to monitor the actions of all committees and to provide structure to committee meetings.

The principal should lead the school staff in expanding efforts to engage parents and the community in school initiatives. For example, holding parent meetings in neighborhood churches, community centers, community agencies or elementary and middle feeder schools can reduce the barriers parents might face when coming to the high school. The principal could invite identified parents to host parent coffees in their homes where he could converse with small groups of parents in an informal setting to identify strengths and areas of need for the school.

Project Proficiency has redefined conversations regarding student learning at Doss High School in the classes where it has been implemented. The principal should lead the staff in a collaborative effort with district leadership to expand the scope of this program into all content areas at all levels. Central to this effort should be an ongoing focus on ever increasing rigor in all content areas.

Resources:

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

DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283

Whitaker, T. (2006). What Great Principals Do Differently. Larchmont, NY: Eye on Education.

Blanchard, K. (2009) Leading at a Higher Level

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Summary Findings in: **Efficiency**

Standard 8 School Organization and Fiscal Resources

Findings For This Standard Are Based On:

Review of categorical program financial reports, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, Extended School Services program overview and data, master school schedule, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, School Report Card data and Title 1 program plan

Interviews with assistant principal, central office staff, classified staff, community members, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, school council members, school leadership and teachers

Performance Rating 3

- 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).

The master schedule provides for common planning time for content teachers. Cross content planning time is scheduled after the school day. Teachers meet in various settings (e.g., schools of study, department teams, learning teams, instructional leadership team) to develop lesson plans, to share best instructional practices and intervention strategies and to discuss the strategies and goals of the comprehensive school improvement plan. The principal and assistant principals attend these planning meetings.

- 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.

The school budget developed by the principal and department heads has been approved by the council. Discretionary funds are allocated based on needs assessment data and are identified in the comprehensive school improvement plan. All state and federal requirements for discretionary funds are followed.

- 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

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Performance Rating 3

student needs identified by the school/district.

The school council and principal follow the district, state and federal programs guidelines in the allocation of all categorical funds (e.g., Title 1, Carl Perkins funds, Smaller Learning Communities grant, School Improvement Grant). The principal and budget committee integrate the funds to implement the activities and strategies in the comprehensive school improvement plan. Categorical fund expenditures are monitored and analyzed according to the program requirements.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

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

The principal has developed defined areas of responsibility (e.g., department teams, learning teams, administrative team, instructional leadership team). Each team has been charged with specific responsibilities and duties. Informal lines of communication for the effective allocation of resources are present. The department teams complete a needs assessment prior to submitting their budget requests to the Budget Committee. The school based decision making council approves the final budget. The principal has implemented an informal system that monitors and evaluates the allocation of resources to sustain continuous student improvement. The comprehensive school improvement plan identifies some community programs (e.g., Neighborhood Place, Family Intervention Services, Truancy Diversion Program) that collaborate with the school. The school has also formed a partnership with the Class Act Credit Union, Jewish Hospital Sports Medicine and Trunnell Elementary School.

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

The school council has adopted the Staff Time Assignment Policy (040511a). Staff instructional time is assigned in accordance with Article XV, Section A of the Jefferson County Teacher Association and the Jefferson County Board of Education contract for certified staff. The policy does not state that teacher talents will be intentionally matched to the specific learning needs of the students. The principal works in collaboration with the counselors and department heads in developing the master schedule and assigning staff instructional time. Teachers can make requests for teaching assignments. The principal considers teacher strengths and student learning needs when making staff assignments. Sometimes the staff implements “teacher swaps” to temporarily match teacher strengths to specified students’ needs. The master schedule is designed to ensure that all students have access to the entire curriculum.

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

The school council has adopted a Discipline/Classroom Management/School Safety policy (071211c) as their schoolwide student management system. The school council has also adopted a Protection of Instructional Time policy

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Performance Rating 2

(090414a). The policy states that the administration and teachers will take steps to help minimize disruption of instructional time. The principal has implemented informal procedures to limit the number of announcements made during the school day. Teachers are instructed not to allow students to leave class during the first and last ten minutes of class. Field trips are not allowed during the state testing window and during the first and last week of a trimester. Classroom management issues in some classes prevent students from receiving the full benefit of instructional time. The principal has communicated his expectation that the teachers are to effectively use instructional time to meet the specific learning needs of their students, but monitoring to ensure that this occurs is inconsistent. The administrative team conducts learning walks to monitor the use of instructional time and best instructional practices. Feedback regarding these learning walks is limited and informal.

- 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.).

The principal designed the master schedule in collaboration with the counselors and department heads. The schedule is divided into trimesters and organized into five 70-minute class periods. The schedule allows for expanded time on Wednesdays for the Curriculum Enhancement Advisement Planning for Future Success and Structured Study (CAPS) program. The master schedule does not include additional time for at risk students or expanded time for specific content area classes. The master schedule allows the Freshman Academy to adjust their schedule to allow for different amount of time needed to deliver the content.

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

The school council has adopted a Number of Personnel In Each Job Classification, Textbooks, Instructional Materials, Student Support Services policy (040511e) and considers it to be their budget policy. This policy makes several references to the school budget, but does not clearly define how the budget is developed, monitored and evaluated. The principal develops the school budget with the assistance of the Budget Committee. The budget is approved by the school council. The principal submits a budget report to the

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

council every other month. The principal follows district, state and federal guidelines in administering the school budget. There is an informal process to monitor the budget to determine if the resources are equitably and consistently allocated.

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

The school council has adopted a Program Appraisal policy (07121c). The policy states that the programs will be evaluated using a variety of sources of information, including, but not limited to performance data, staff evaluations, district High Schools That Work review, external researcher review and surveys and interviews. The principal has an informal process for teachers to submit requests for additional resources. The principal expects the requests to be based on identified needs of the students.

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The school council should adopt a budget policy. This policy should define a procedure for development of a budget and should clearly outline those responsible for doing so. The policy should also incorporate procedures for allocating and expending resources and monitoring the implementation and impact of these funds on student achievement and organizational efficiency. These data gathered from the monitoring process should be used to guide decisions regarding continued funding of initiatives.

Resources:

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

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

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

Plecki, M.L. & Monk, D.H. (2003). School Finance & Teacher Quality: Exploring the Connections. Larchmont, NY: Eye on Education.

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Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, eWalk data, Implementation and Impact Checks, Kentucky's Core Content for Assessment, needs assessment data, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data and Kentucky Interim Performance Report disaggregated data

Interviews with assistant principal, central office staff, district leadership and teachers

Observations of classrooms

Performance Rating 3

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

The principal facilitated a collaborative process involving the instructional leadership team, teachers and school council to develop the current mission statement during the 2003 school year in the comprehensive school improvement plan. The mission statement was reviewed by the data analysis team in 2005 and 2009. In 2009, a team comprised of representation from a variety of stakeholder groups created a vision statement related to the programs and career themes of the school.

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

School leadership collaborates through the core academic areas to collect, manage and analyze data from multiple sources [(e.g., Interim Performance Report, No Child Left Behind report, Classroom Assessment System and Community Access Dashboard for Education (CASCADE), literacy audits, numeracy and discipline statistics)] to evaluate the instructional and organizational program. Some classroom assessments and student work have been used to develop the comprehensive school improvement plan. Student population data (e.g., race, gender, disability, participation in the federal free and reduced lunch programs) are analyzed to make appropriate adjustments to the components. Some relevant educational research was reviewed by the instructional leadership team to determine current and future instructional needs. Research pertaining to the High Schools That Work and school improvements grants is among the pertinent research supporting the

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 3

current plan and the 2010-2011 plan. Disaggregated data are entered into the electronic template provided by the district establishing student achievement goals and benchmarks to assist in identifying unique student needs that will define appropriate adjustments for the 2010-2011 comprehensive school improvement plan.

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

School leadership uses multiple sources of data [(e.g., Interim Performance Report, No Child Left Behind data, Classroom Assessment System and Community Access Dashboard for Education (CASCADE), High Schools That Work, Project Proficiency)] to determine the strengths and limitations in the instructional program. The school goals in the comprehensive school improvement plan that address these strengths and limitations are stated in clear, concise and measurable terms. The action steps for school improvement are also aligned with the school improvement goals and objectives. All components identify resources, timelines and the person responsible for implementation.

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

The principal and school council review components every six weeks. The instructional leadership team and component managers use the comprehensive school improvement plan benchmarks to evaluate progress on the components of the plan. The Classroom Assessment System and Community Access Dashboard for Education (CASCADE) reports student achievement data. The school council receives and approves program reports and implementation and impact checks.

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

School leadership collects and analyzes data at least every six weeks to evaluate the degree to which the goals of the comprehensive school improvement plan are achieved. Benchmarks are established in all components to compare projected data with actual data [e.g., referrals, suspensions, Classroom Assessment System and Community Access Dashboard for Education (CASCADE), student work reflection tool, Kentucky Core Content Test].

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating **3**

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Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

9.6a The plan is implemented as developed.

The comprehensive school improvement plan is modified annually as determined by the needs assessments with continuation of some components (e.g., trimester schedule, Freshman Academy, teacher mentoring program). Most staff members are aware of some components and goals of the school improvement plan but are not necessarily involved in the ongoing implementation of the plan.

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

School leadership, component managers and the school council evaluates the degree to which the plan achieves the expected impact on classroom practice and student performance. Summaries of data collected were reviewed (e.g., literacy audit report, math report, work survey reports) and implementation and impact checks were approved by the school council during the November 9, 2010 meeting. Learning walks by school leadership monitor the impact of the components on classroom practice.

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

School leadership with the support of district leadership continues a commitment to continuous improvement by identifying areas for growth within the plan. Staff members are not always held accountable for implementation of the comprehensive school improvement plan even though data are collected through learning walks and the evaluation process. Celebrating improvement and changing the status quo are not a central part of a formal consistent process.

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Summary of recommendations in: **Efficiency**

Standard 9 Comprehensive and Effective Planning

The principal should ensure the implementation of the comprehensive school improvement plan by all stakeholders. The principal and school council should improve organizational efficiency and accountability using a formal process to actively involve all stakeholders in implementation of the plan to increase the impact of the components on instruction and student achievement.

Resources:

Comprehensive School and District Improvement Planning. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/>

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

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

Prioritizing Changes. SISI Toolkit Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/Prioritizing%20Changes.doc

Sample I & I Monitoring Checklist, SISI Toolkit, Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/Sample%20I%20&%20I%20Monitoring%20Checklist.doc

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

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Summary of Next Steps:

The principal and the leadership team should monitor instruction to ensure that rigorous, varied, student-centered strategies and meaningful learning activities are used daily in all classrooms to engage all students and meet their diverse learning needs. The principal should monitor classroom instruction to ensure that technology is incorporated frequently and appropriately to support and enhance student learning, including student use of technology as a learning tool. Constructive feedback and appropriate support should be provided to faculty in a timely manner.

The principal should work collaboratively with staff to develop a comprehensive classroom management program to address persistent and ongoing classroom disruptions that hinder classroom instruction and daily progress. This program should include instructional strategies to increase student engagement since this is a contributing factor to the disruptive behavior that is present in many classrooms.

The principal and the leadership team should ensure that teachers develop formative and summative assessments that are rigorous and relevant to the standards addressed and to the objectives of the unit or lesson. Rubrics should be developed and shared with students before classroom assessments and assignments. Teachers should instruct students on strategies to understand and to use these rubrics for self-assessment and for communication of what they are to know and be able to do. Formative assessments should be frequent, tied to instruction and used to inform instruction. The principal should ensure that performance standards, rubrics and models of proficient student work are displayed in all classrooms and common areas. All students should be able to articulate what proficient work is and why it is proficient.

The principal should lead the management team in developing a comprehensive systematic process to monitor all programs (e.g., instructional and assessment strategies, professional growth plans, comprehensive school improvement plan) and funds for effective implementation and impact on student learning or organizational efficiency. The principal should establish procedures to ensure that accountability follows the assignment of responsibility for school initiatives. For example, common agenda and minutes formats would provide a systematic way to enable him to monitor the actions of all committees and to provide structure to committee meetings.

The principal should lead the school in adopting a "customer satisfaction" model in order to become more welcoming and family-friendly, to build relationships and to expand their system of two-way exchange of information and ideas. This might include holding parent meetings in neighborhood churches, community centers, community agencies or elementary and middle feeder schools to reduce the barriers parents might face when coming to the high school; publishing data on family and community involvement on the school website and other media; increasing home visits by a larger variety of instructional staff members and inviting identified parents to host parent coffees in their homes where the principal could converse with small groups of parents in an informal setting to identify strengths and areas of need for the school.

Project Proficiency has redefined conversations regarding student learning at Doss High School in the classes where it has been implemented. The principal should lead the staff in a collaborative effort with district leadership to expand the scope of this program into all content areas at all levels. Central to this effort should be an ongoing focus on ever increasing rigor in all content areas.

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In Conclusion:

The members of the Doss High School Magnet Career Center Leadership Assessment Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

The Leadership Assessment Team has examined extensive evidence and arrived at the following conclusions:

Principal Determination:

The principal does have capability and capacity to continue his roles and responsibilities established in KRS 160.345. The principal was hired prior to July 1, 2008, to implement the district's plan for turning around Doss High School Magnet Career Center. The hire date for the principal of Doss High School was June 2001.

School Council Determination:

The school council does not have capability and capacity to continue its roles and responsibilities established in KRS 160.345.

The school council shall be retained in advisory capacity.

The current membership of the council shall not be replaced by the Commissioner.

Commissioner, Kentucky Department of Education: _____

Date: _____

Pursuant To School Improvement Grant Section 1003g (SIG) Guidance from the US Department of Education

- Pending approval from the US Department of Education, the principal of Doss High School may remain in this position for the remainder of the 2010-2011 school year and 2011-2012 school year.
 - However, after one year of implementing the intervention plan, if Doss High School has not made sufficient progress toward the annual goals and implementation of the intervention plan, the principal shall be removed.
- The district must submit an application to receive SIG 1003g funds.
 - The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).
 - The annual goals will be based on student achievement on the State's assessments in both reading/language arts and mathematics.
 - Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals with a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

I have received the leadership assessment report for Doss High School Magnet Career Center. I understand the school and district must meet the requirements listed above.

Principal, Doss High School Magnet Career Center

Date: _____

Superintendent, Jefferson County Public Schools

Date: _____

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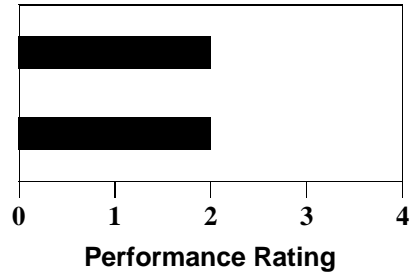
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1.1 Curriculum

Academic Performance

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

1.1f Systematic process for monitoring, evaluating and reviewing curriculum



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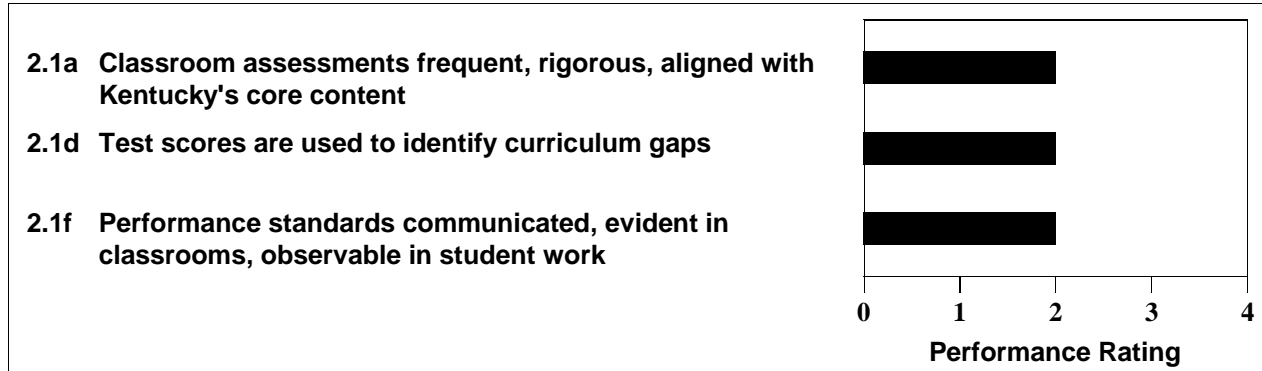
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2.1 Classroom Evaluation/Assessment

Academic Performance



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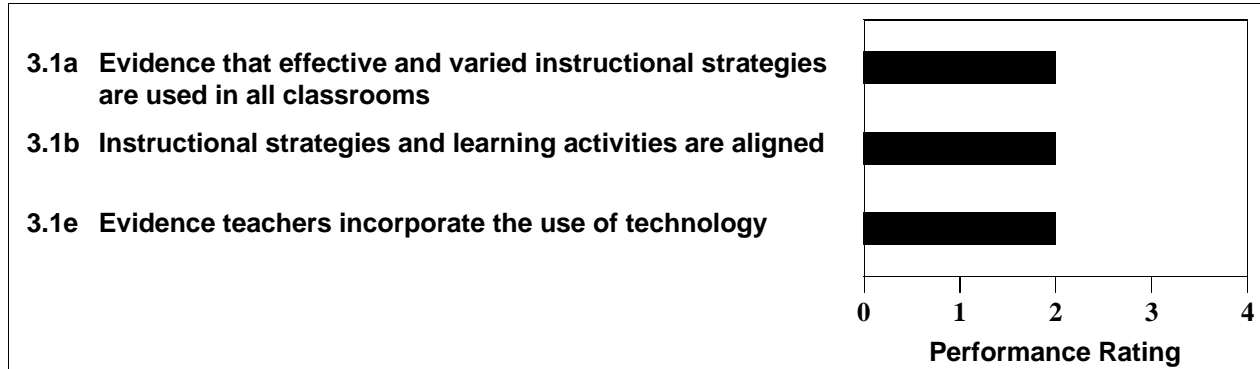
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3.1 Instruction

Academic Performance



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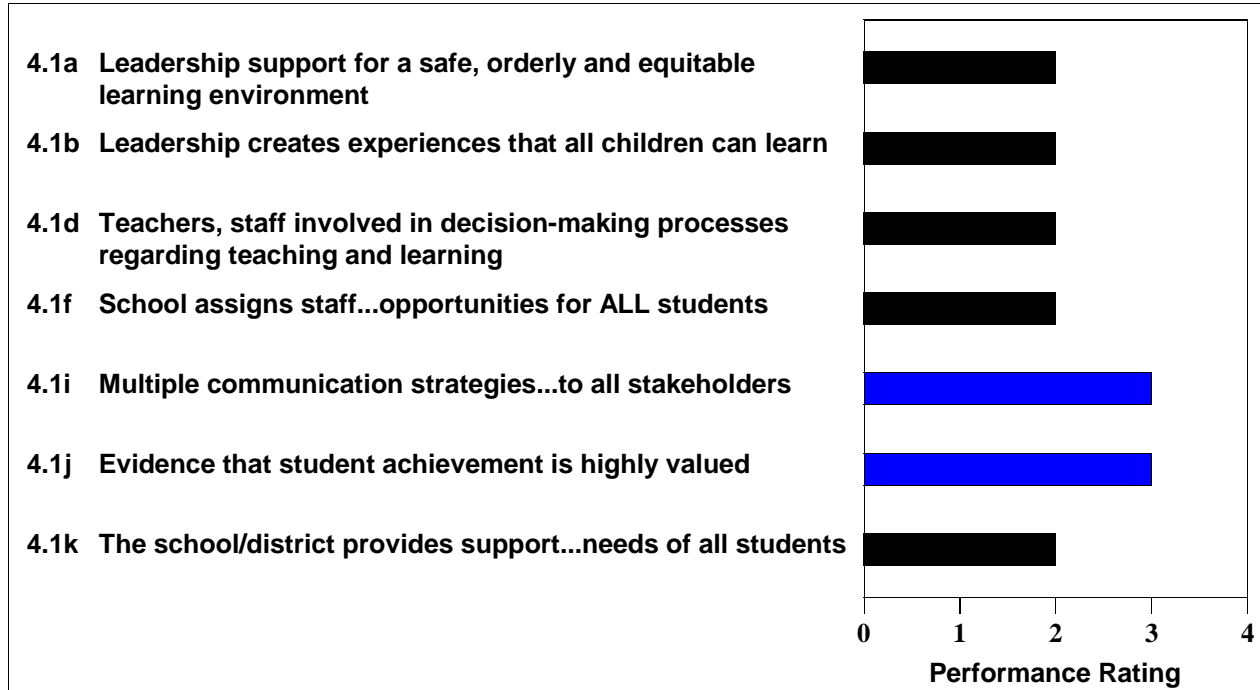
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4.1 School Culture

Learning Environment



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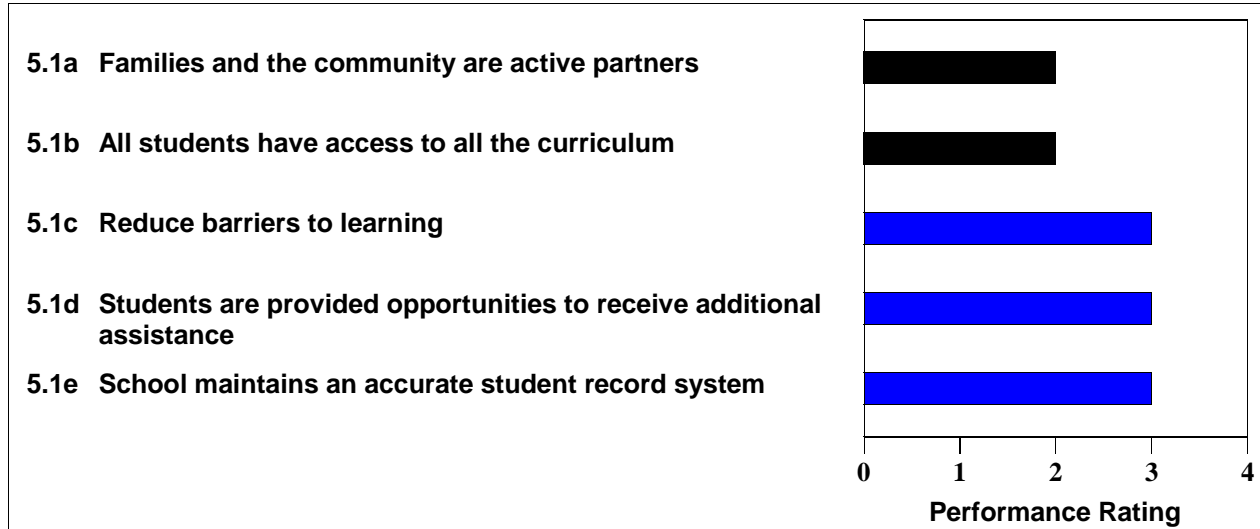
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5.1 Student, Family and Community Support

Learning Environment



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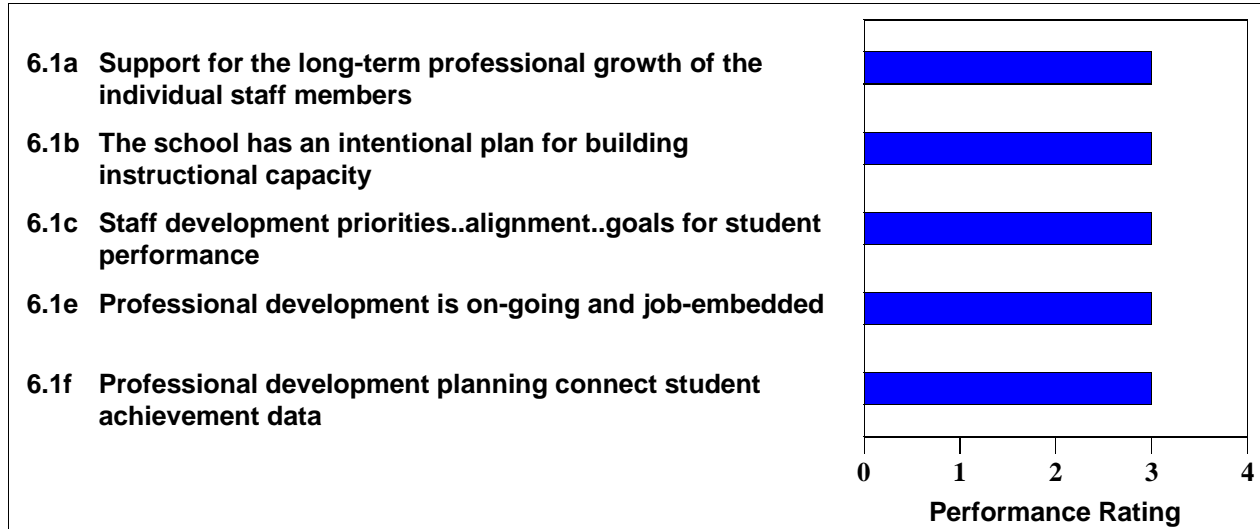
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6.1 Professional Development

Learning Environment



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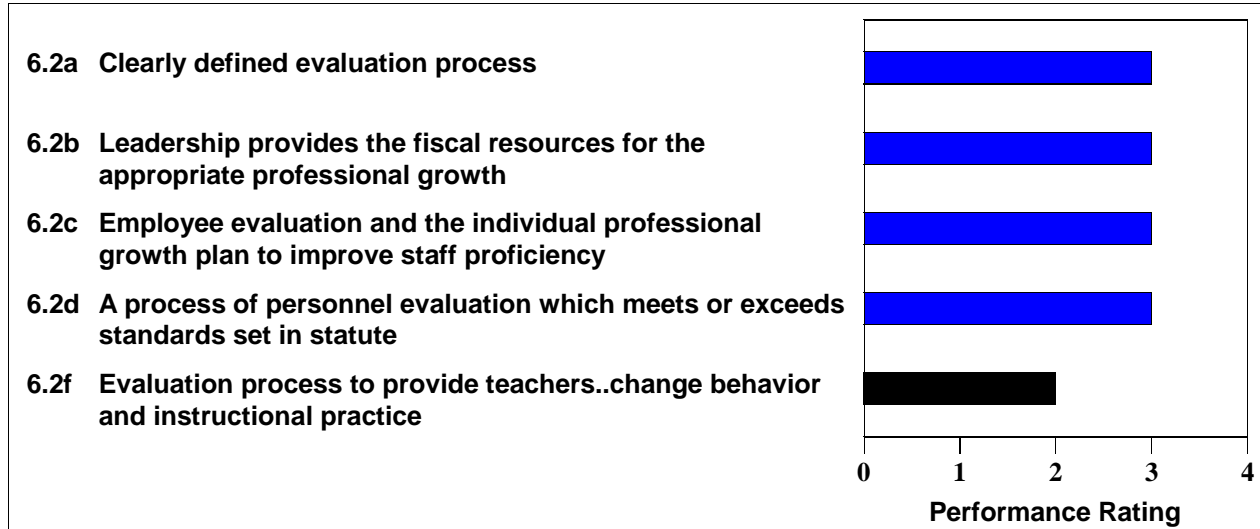
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6.2 Professional Growth and Evaluation

Learning Environment



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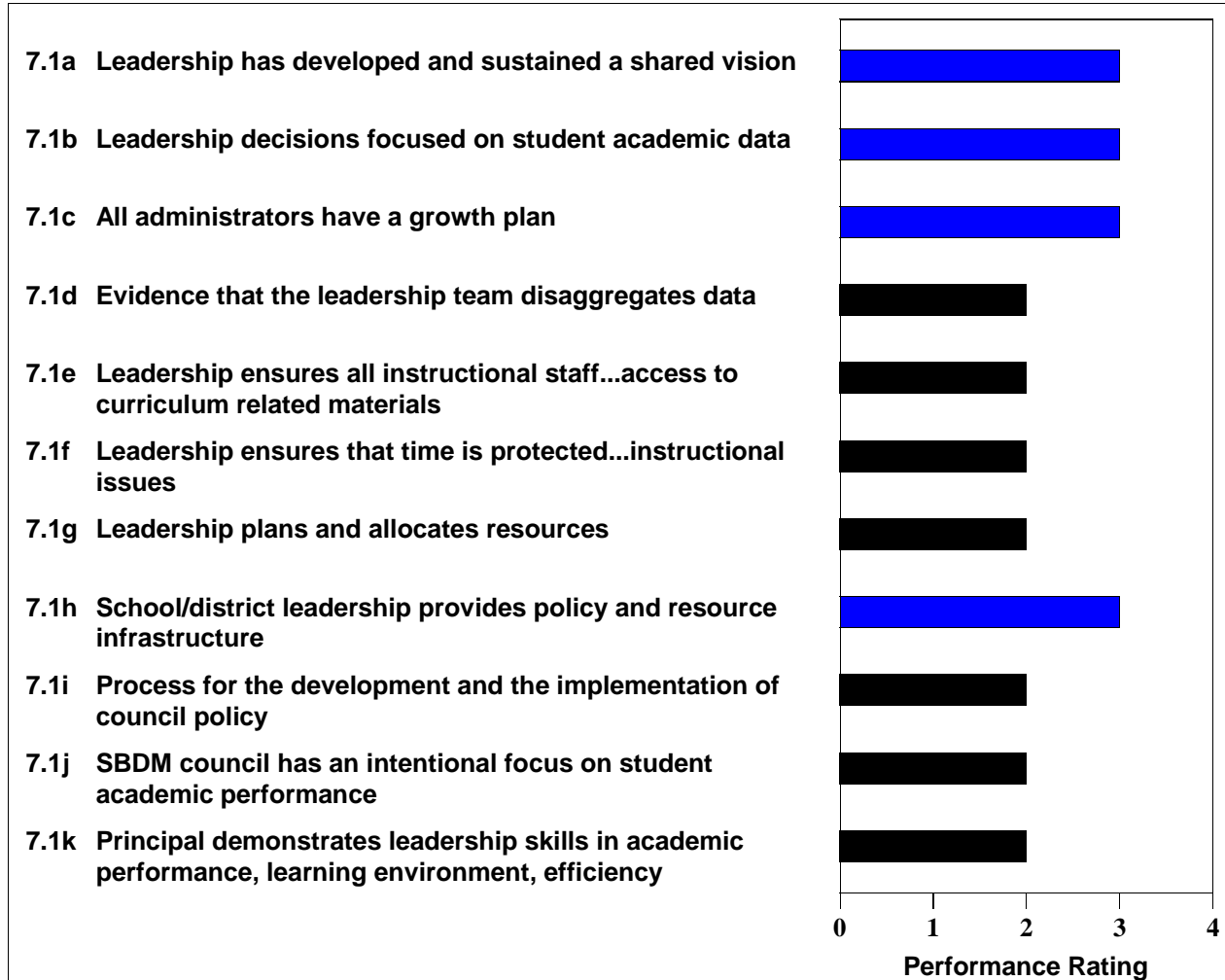
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7.1 Leadership

Efficiency



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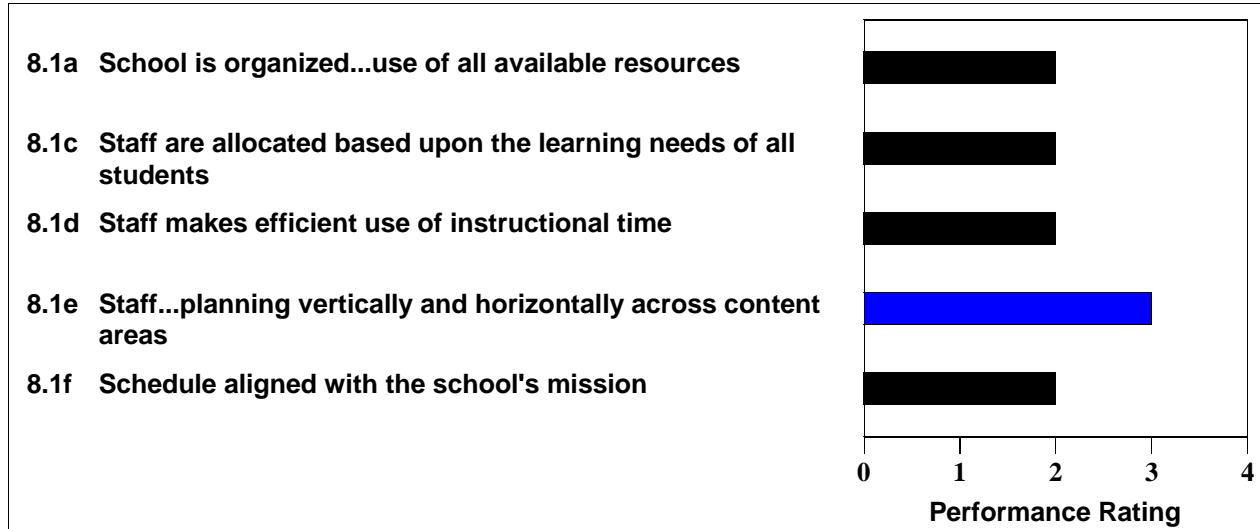
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8.1 Organization of the School

Efficiency



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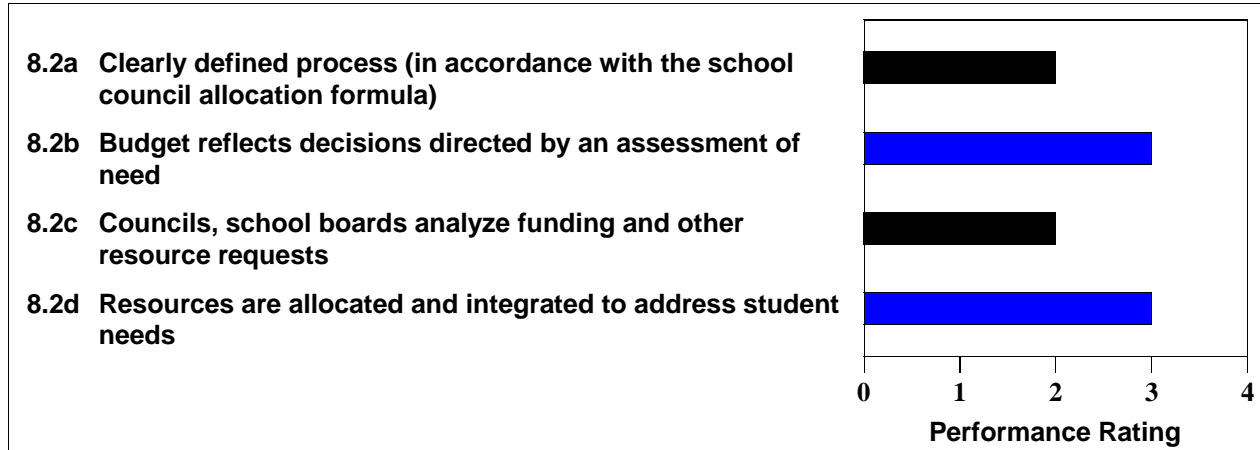
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8.2 Resource Allocation and Integration

Efficiency



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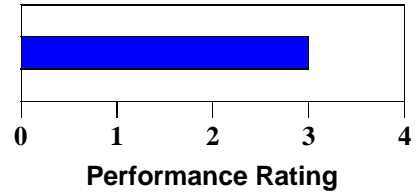
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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



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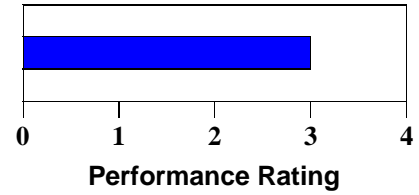
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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



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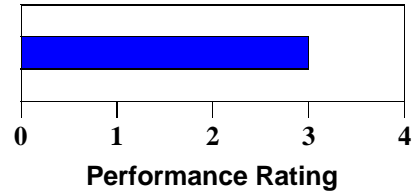
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



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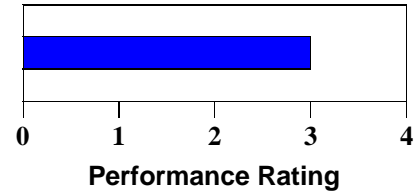
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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

