

Jefferson County Public Schools
IROQUOIS HIGH
School Leadership Assessment Report



01/23/2011 - 01/28/2011



School Leadership Assessment Executive Summary

IROQUOIS HIGH

Jefferson County Public Schools School District

1/23/2011 - 1/28/2011

Joey Riddle, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of IROQUOIS HIGH during the period of 1/23/2011 - 1/28/2011. 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	The principal, school council and all stakeholder groups do not work collaboratively in making decisions that impact student learning.
Next Steps	The principal, all school administrators and leadership teams should lead a collaborative process involving representation from all stakeholder groups in the ongoing analysis of student achievement data. This process should include shared decision making, measures to evaluate the effectiveness of all programs and methods to identify areas of need in curricular, assessment and instructional programs. The school council should require the principal to provide monthly reports on how instructional practices are impacting student achievement. The principal and school council should actively engage school committees in the decision-making process.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal does not hold school council members and teachers accountable for the success of all students and school improvement.

Next Steps	The principal should establish a shared leadership process to increase the ownership and accountability of all stakeholders for the school's success. The principal should hold teachers and staff accountable for moving all students toward proficiency by frequent monitoring of instructional strategies, student engagement, results of classroom assessments and classroom management. The principal should deliver immediate prescriptive feedback addressing observed deficiencies. The principal should ensure all school staff consistently and equitably enforces the school and district code of acceptable behavior.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal has not ensured all teachers have delivered a consistent fully aligned curriculum using effective and differentiated instructional and assessment strategies to meet the learning needs of all students.
Next Steps	The principal should work with staff to ensure consistency in the delivery of a curriculum aligned with Kentucky standards and supported with assessments that are rigorous, relevant and authentic. The principal should collaborate with staff to develop a consistent schoolwide process for teachers to use when assessing students in the Goal-Driven Mastery Learning Model. The principal should reorganize schedules to enable students who have mastered standards to be regrouped and moved on to the next standard. The principal should monitor all classroom instruction and assessments to ensure the use of varied strategies, including technology, are used to engage students and elicit high levels of critical thinking to meet the diverse needs of learners.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal does not effectively monitor programs and procedures to enhance student achievement.

Next Steps	The principal should develop a comprehensive process to monitor the implementation of all programs and instructional and assessment practices to ensure the intended impact on student achievement. The principal should engage the Instructional Leadership Team and staff to monitor and measure the impact of professional development on instructional practice and student achievement. The principal should develop a procedure to monitor the school improvement plan to determine appropriate allocation of resources. The principal should monitor the roles and expectations for staff to consistently implement the discipline code.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal and school council do not work as a corporate body to intentionally and consistently focus on developing a culture of high behavioral and academic expectations.
Next Steps	The principal, school council, teachers and staff should focus on making decisions that intentionally, consistently and strategically address higher academic achievement and behavior standards throughout the school. Decisions must include low performing, struggling students identified in No Child Left Behind data. All stakeholders should embrace an urgency to improve student achievement without regard to external barriers. Principals and teachers should be held accountable for their roles in the success or failure of each student. The principal should ensure teachers' lessons are rigorous and aligned to standards.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	The principal has not fostered a culture and climate that is conducive for instruction and closing the achievement gap of targeted populations.

Next Steps	<p>The principal should engage all stakeholders in developing a school community focused on high expectations for all students. The principal should utilize the district's Cultural Competency Institute to foster understanding, respect and sensitivity by all stakeholders in an effort to build relationships that will engage the entire school community. The principal's focus should be to develop a school community built on respect and support that holds stakeholders accountable for high achievement for all students. The principal should provide clear, concise communication which delineates explicit expectations from all stakeholders.</p>
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

IROQUOIS HIGH

KDE 2011 School Leadership Assessment Report At-a-Glance

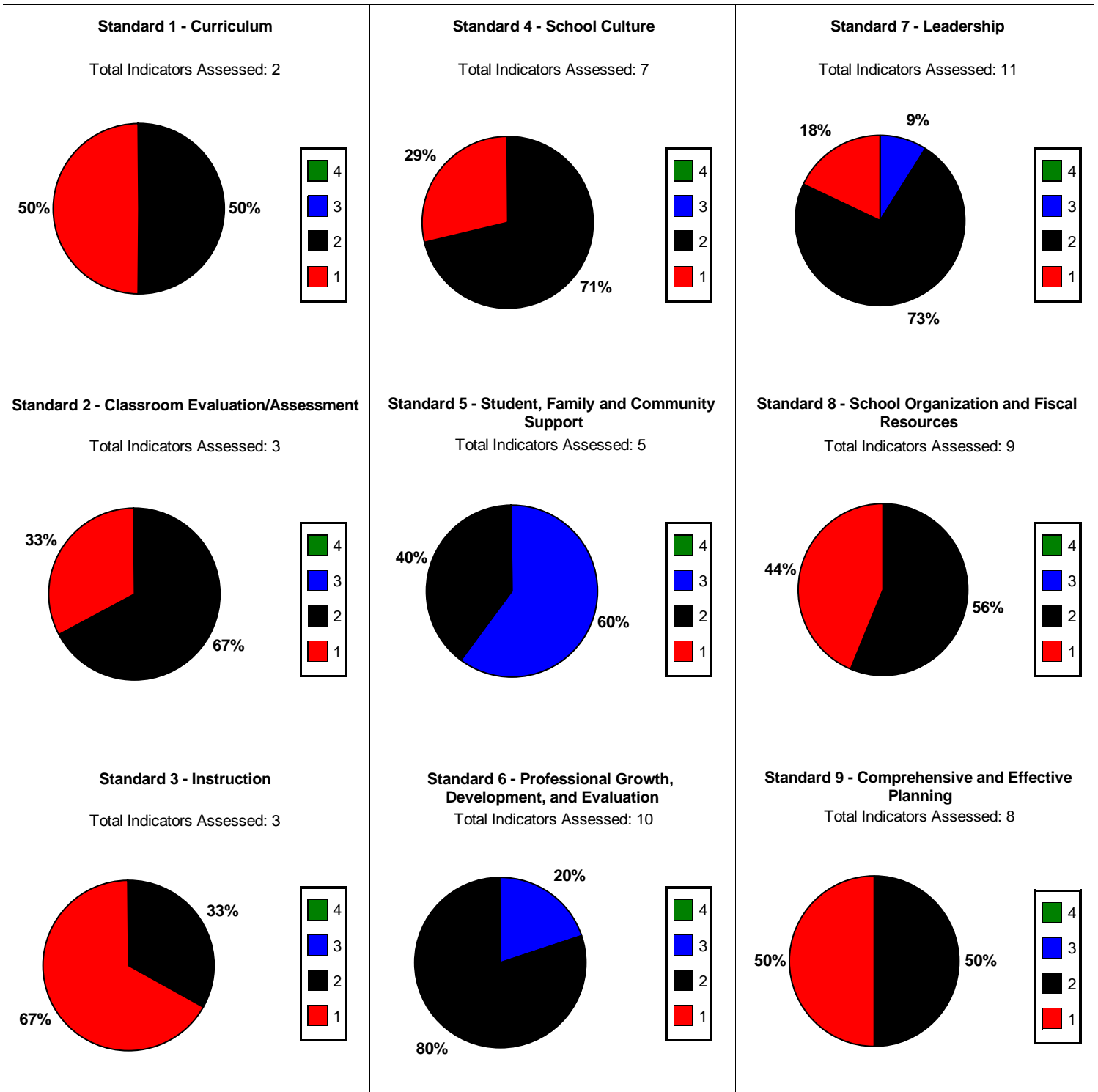
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

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 - IROQUOIS HIGH

<p>Standard - 1 - Academic Performance</p> <p>Curriculum</p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment</p> <p>School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency</p> <p>Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance</p> <p>Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment</p> <p>Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p>Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>

<p>Standard - 3 - Academic Performance Instruction</p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div> <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 Professional Development</p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p>Professional Growth and Evaluation</p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p>Implementation and Documentation</p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>
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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
IROQUOIS HIGH
Jefferson County Public Schools School District

1/23/2011 - 1/28/2011

Introduction

The Kentucky Department of Education conducted a school leadership assessment of IROQUOIS HIGH during the period of 1/23/2011 - 1/28/2011.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (86) and formal interviews and informal discussions with teachers (91), students (152), parents (6), Youth Services Center staff members (2), central office personnel (16), support staff members (55), assistant principals (3), counselors (4) and the principal.

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

The chairperson of the team was Bill R. Morgan - Higher Education Administrator. The other team members were Margaret K. Dotson - Building Administrator, Sheree W. Thompson - Teacher, Margaret Cleveland - Parent, Gwen Buffington - Kentucky Department of Education Representative, Carolyn S. Falin - Building Administrator, Carolyn Sholar - Building Administrator, Carol McKee - District Administrator, Marilyn Cunningham - Building Administrator, Floyd Hines - Building Administrator, Rhonda Marshbanks - Teacher, Carolyn Spangler - Educational Recovery Leader, Linda Hall - Educational Recovery Specialist, Pebbles Lancaster - Educational Recovery Specialist and Dr. Marlene Helm - Consultant.

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, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, teacher portfolios, The Missing Piece of the Proficiency Puzzle and Working Conditions Survey results

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

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

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 has not developed a systematic process to address curriculum transition points between resides area middle school and high school staffs. Teachers are seldom provided opportunities to discuss vertical alignment with curriculum standards, sequencing, overlaps and gaps between schools. Some vertical communication regarding curricular issues occurs between grade levels within the school, primarily between 9th and 10th grade teachers and 11th and 12th grade teachers during Quality Team meetings. The principal offers limited curricular support and insight during these meetings.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 1

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

The school council has adopted several curriculum policies (i.e., Curriculum Senior Math Requirements, Dec. 12, 2007; Curriculum Determination of the Schedule of School Day and Week, Jan. 14, 2008; Curriculum Three Trimester Credit, May 14, 2008; Curriculum Social Studies Courses Sequence June 11, 2008). The school council has not developed a policy to ensure curriculum is monitored, evaluated and reviewed to meet student needs. The principal does not have a systematic process to assure an aligned curriculum is implemented and monitored in all content areas.

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal should develop a systematic plan to enable resides area middle school and high school staffs to discuss curricular transition points.

The school council should develop a policy to ensure curriculum is aligned, monitored, evaluated and revised to meet student needs.

Resources:

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

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

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>

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Pa rents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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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, class rosters, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, eWalk data, examples of school to home communications, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, professional development records, rubrics, 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 improvement planning team meeting minutes and agenda, School Report Card data, staff development agenda, student homework with teacher feedback, Student Performance Level Descriptors, student work, student/teacher ratio and The Missing Piece of the Proficiency Puzzle

Interviews with assistant principal, central office staff, curriculum resource specialist, district leadership, school leadership, students and teachers

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

Performance Rating 2

2.1d Test scores are used to identify curriculum gaps.

The principal reviews the results of some test data (e.g., Interim Progress Report, No Child Left Behind, Classroom Assessment System Community Access Dashboard for Education, ACT, Goal-Driven Mastery Learning assessments) with the school staff primarily during faculty meetings, Instructional Leadership Team meetings, department meetings and Quality Team meetings. Results of these assessments are analyzed to monitor student progress and sometimes used to identify curricular gaps. The principal does not have a systematic process to ensure data from test scores are always used to determine if the curriculum is taught or to make curricular modifications as needed. The principal shares some assessment data with the school council to keep members informed of student and school progress.

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

The principal or principal designee does not monitor classroom instruction,

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

lesson plans or teacher-designed assessments on a regular basis to ensure teachers make students aware of performance level standards. Some teachers share rubrics with students prior to assessments and describe the expectations of assigned tasks. Rubrics often show point values for specific criteria rather than descriptions of performance levels (e.g., distinguished, proficient). Few rubrics are posted in classrooms or commons areas of the building. The principal has not ensured samples of proficient student work accompanied with rubrics are visible in the building to help students understand the requirements for proficiency. Some teachers distribute a student self-checklist, "Roadmap to Successfully Completing This Class", to enable students to understand expectations for demonstrating mastery of a standard.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 1

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

The principal articulates the expectation that teachers administer district-developed common assessments aligned with Kentucky's core content during each grading period. The principal, the Instructional Leadership Team and teachers review the results of student progress on common assessments every six weeks using the Classroom Assessment System Community Access Dashboard for Education. The principal and staff implemented a Goal-Driven Mastery Learning model in 2010 requiring each class of students in core areas to demonstrate a minimum of 80 percent mastery of teacher-selected standards assessed through teacher-made tests, common assessments or tasks derived from textbooks or programs. Teachers must re-teach concepts and re-test students until this 80 percent goal is met. Students who have demonstrated mastery of standards usually remain in the classroom during re-teaching of the same content instead of moving on to the next standard. The principal has not ensured teachers use a consistent schoolwide process for determining standards or a consistent method for assessing students for mastery. Assessments for mastery learning are not always linked to core content or require students to perform tasks similar to those on the Kentucky Core Content Test. Resource teachers, instructional specialists and department chairs occasionally review classroom formative and summative assessments, but this practice does not occur on a regular basis. Teacher-developed assessment tasks often lack rigor and authenticity and do not always require students to use critical thinking skills at a proficient level. The principal does not have a process to assure all teachers receive meaningful feedback regularly to enhance the development of rigorous, relevant and high quality assessment tasks.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

The principal should develop a consistent schoolwide process for teachers to use when assessing students in the Goal-Driven Mastery Learning model. Assessment tasks should be monitored by the principal or principal designee to ensure test items are aligned with state standards and similar to those on state assessments. The principal should collaborate with staff in reorganizing schedules to enable students who have mastered standards to be regrouped and moved on to the next standard.

The principal or principal designee should ensure all classroom assessments are rigorous, relevant and authentic. Teachers should design assessments that require students to use problem-solving and critical thinking skills at a proficient level. The principal should assure assessments are designed to measure what students should know and be able to do as required by the school's curriculum. The principal and instructional leaders should provide meaningful feedback to teachers regarding the quality of assessments.

The principal should develop and implement a systematic process to ensure analyzed test data are used to identify curricular gaps and make modifications and revisions in the curriculum to meet all student needs, especially those identified in the targeted populations.

Resources:

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

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

Cawelti, G. (2004). Handbook of Research on Improving Student Achievement (3rd ed.). Alexandria, VA: Educational Research Service.

<http://www.ers.org/CATALOG/items.phtml?CA=Student%20Achievement%20and%20Learning>

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:

Performance Rating 2

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

The school council has developed an instructional policy, March 5, 2008, specifying that the principal in collaboration with the Instructional Leadership Team and staff will identify instructional practices that are aligned with state, district and school curricula to be utilized to enhance student learning. The principal has not ensured effective, student-centered, culturally responsive, research-based instructional strategies are used in all classrooms. Most classroom instruction is textbook-driven and does not include a variety of effective instructional strategies that directs students to higher-order thinking. Few teachers consistently use engaging and research-based instructional strategies (e.g., cooperative learning groups, hands-on activities, higher order questioning) in classrooms. Some math teachers use a research-based approach, College Preparatory Mathematics. Several English teachers differentiate instruction through Ramp Up to Advanced Literacy which provides basic reading comprehension and higher-level literacy skills. Scientific Instructional Learning Teams are implemented in limited science classrooms to stimulate student engagement in learning.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 1

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

The principal has not ensured teachers use a variety of instructional strategies that address rigor and higher-order thinking skills and meet the needs of all students. Instructional strategies and learning activities are not always intentionally aligned with state standards. The principal does not formally monitor lesson plans, classroom instruction and assessments to ensure teachers connect core content to the learning objectives. Teachers sometimes require students to complete tasks similar to state assessments but do not always provide opportunities for students to demonstrate learning in a rigorous, authentic environment. 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) but have not always impacted instruction to increase student achievement. The Goal-Driven Mastery Learning model is not directly sequenced with the chronological district pacing guide and curriculum maps.

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

The school council has not adopted a required technology use policy (KRS160.345.) to define the effective use of instructional technology strategies in teaching and learning. The principal has not implemented procedures that define and evaluate the effective use of technology in instruction. Most teachers have instructional resources (e.g., graphing calculators, liquid crystal display projectors, mobile computer labs) to support delivery of instruction; however, technology is not consistently used to enhance the rigor of teaching and learning. Some teachers design student activities (e.g., presentations, PowerPoints, Web-based research) and require products for a variety of purposes or audiences (e.g., job applications, college applications, individual learning plans) to extend student learning. Students have limited usage of technology to enhance their learning experiences in most classrooms.

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal and Instructional Leadership Team should research, identify, implement and monitor the use of varied instructional strategies (e.g., inquiry, cooperative learning, learning styles, flexible groupings of students, higher-level questions) to promote a more student-centered learning environment.

The principal should monitor classroom instruction to ensure teachers are using learning strategies and activities that differentiate instruction to challenge students and meet their diverse learning needs.

The principal and school council should develop a required technology use policy. The principal should monitor classroom instructional practices to ensure students use technology to enhance their learning experiences.

Resources:

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

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

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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School Leadership Assessment Summary Report

IROQUOIS HIGH

Jefferson County Public Schools School District

1/23/2011 - 1/28/2011

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

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 facility is well maintained and recently underwent a 10 million dollar mechanical systems renovation. Three security officers and a safety resource officer monitor the building and grounds. The main entrance opens into a foyer with locked doors leading into the hallways of the school. All other outside doors are kept locked. The district has developed a comprehensive safety plan that is modified with school-specific information. Safety drills are conducted as required. The district's code of acceptable behavior is reviewed by parents and students. The principal, administrators and teachers do not consistently enforce the district code of acceptable behavior (e.g., students using cell phones, classroom disruptions, tardies) and school dress code. Procedures (e.g., beginning of day announcements, limited classroom phone calls) are in place to minimize classroom disruptions. The district provides learning environment surveys when requested and comprises data from the surveys for the school.

- 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 has embraced 80 percent Goal-Driven Mastery Learning and communicates the expectation that teachers use this strategy in instruction. Students may not progress to the next standard until they demonstrate 80 percent mastery. Some students, who have reached this goal, wait without enrichment, while teachers re-teach the standards. There are multiple partnerships (e.g., vocationally and technically oriented local businesses, social service organizations) working with individual school programs and organizations (e.g., home and school coordinator, Youth Services Center, School of Engineering and Technology Academy). The principal and leadership are not using these available community and school resources (e.g., Louisville Education and Employment Partnership, Youth Services Center) to extend the reach of business leaders, community members and families into the entire school community. The principal does not actively engage managers of programs designed to address barriers to learning in a

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Standard 4 **School Culture**

Performance Rating 2

collaborative effort to develop a school community focused on student achievement. District leadership and the principal provide opportunities (e.g., Quality Team learning walks, streamline video models) for teachers to observe instructional practices of their peers. Assistant principals and department chairs are available to model teaching strategies. The principal provides Mastery Mavens, an interactive online program allowing teachers to observe their instructional practices and receive feedback from unbiased peers, to assist them in refining their skills.

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

The school council has adopted a Staffing and Scheduling Policy, April 4, 2007 and Assignment of Students Policy, Jan. 14, 2004. The principal has not implemented the procedures outlined in the policies. The principal has designated the assistant principal of the freshman academy to schedule and group freshman students according to their needs and teacher strength. Students are assigned to the academy of interest (i.e., School of Arts and Leadership, School of Engineering and Technology) after freshman academy. The principal does not intentionally match staff to students in grades 10 through 12. The school has adopted the district's plan of trimester scheduling to meet the needs of students. The principal does not use student achievement data to place students in flexible groups.

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

The principal recognizes, through morning announcements and newsletters, students who have scored distinguished on accountability testing, achieved academic accomplishments and earned perfect attendance. The principal and staff celebrate student accomplishments at the end of the year. The freshman academy recognizes the Student of the Year. The principal disseminates newsletters during the school year announcing various academic successes of students. Student work is seldom visibly displayed throughout the building.

- 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.

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Standard 4 **School Culture**

Performance Rating 2

The principal is a part of the district's Cultural Competency Institute to address the diverse needs of the school. The principal has not demonstrated a focused intentional effort to provide support for the diverse needs of the student population. Cultural responsiveness is reflected in some instruction and textbooks. The school has an English as a Second Language program that provides instructors to work with students as translators in various classrooms and individually with students in a resource setting. The school has a diverse staff who assist in addressing various needs of students.

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Standard 4 **School Culture**

Performance Rating 1

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

The principal and the Instructional Leadership Team serve as the decision-making body for the school. The principal has not developed a collaborative process involving all staff in making decisions regarding teaching and learning. Certified staff and some non-teaching staff members are included in faculty meetings and retreats but are rarely consulted when making decisions that affect the teaching and learning environment. The principal has not developed a culture where all stakeholder groups are active participants in the decision-making process.

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

The principal has not developed a communications plan. The principal has not established clear and consistent communication to facilitate two-way dialogue with all staff and administration. The principal disseminates some information (e.g., quarterly newsletter, e-mail, school Web site) to stakeholders.

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Summary of recommendations in: **Learning Environment**

Standard 4 School Culture

The principal should ensure the district code of acceptable behavior and school dress code are fully and consistently enforced. The principal should guide staff in implementing and enforcing a schoolwide behavior management plan.

The principal should exercise active oversight of business and community partnerships to maximize those resources in extending the school's outreach into the community.

The principal should develop a comprehensive, communications plan to engage all stakeholders (e.g., teachers, classified staff, parents, community members) in collaborative decision making. Two-way communication should occur to ensure support and participation for successful implementation of decisions regarding teaching and learning. Communications should include all facets of school life (e.g., recognitions, athletic events, input on decisions, requests for support).

The principal should utilize the district's Cultural Competency Institute to assist the faculty and staff in addressing the cultural and instructional climate of the school.

Resources:

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

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

The Cultural Diversity Institute (Jefferson County Public Schools)

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Performance Rating 3

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

The principal has established and implemented written referral forms for entering and exiting support programs. Most staff use personal contact (e.g., phone calls, e-mails) to refer students for guidance and Youth Services Center services. Some students sign in when receiving services from the Youth Services Center. The guidance counselors provide support for students (e.g., developing individual learning plans, class assignments, acquiring scholarships, applying for postsecondary institutions, connecting with outside agencies, individual counseling). The Extended School Services after school programs provide tutoring in English, math, science and social studies. Students enter Extended School Services programs by student choice and teacher referral. Title I monies are used to fund additional teachers (i.e., English and math). Youth Services Center director, home and school coordinator and career planning coordinator collaborate with community agencies (e.g., Neighborhood Place, counseling centers, tutoring centers, Iroquois Medical Center, South Louisville Ministerial Association) to reduce barriers to learning.

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

The assistant principal meets with students from their respective academy and their families when transitioning back to school from other settings (e.g., alternative schools, home school, hospitals). Guidance counselors meet with transitioning students to review grades and determine academic placement. Students have opportunities for additional assistance (e.g., Extended School Services, PLATO credit recovery, ACT prep e-school, tutoring services) to support their learning beyond the classroom instruction. The principal has incorporated some organizational structures and programs to foster student learning (e.g., trimester schedule, academies, collaborative teaching, Getting on Academic Level reading class, Ramp-Up to Advanced Literacy, pull-out for math). Students have opportunities to take honors, advanced placement and career and technical classes. Students have many avenues for receiving

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

Performance Rating 3

assistance in preparing for postsecondary school and acquiring scholarships (e.g., advocacy program, Gear-Up College Club, Louisville Education and Employment Partnership, Girl Power, Men of Quality). Some co-curricular opportunities (e.g., Beta Club, Navy JROTC, band, orchestra, art club, drama club, Future Business Leaders of America) are offered that intentionally support classroom instruction.

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

The principal and records clerk comply with board policy for the maintenance, security and quality of student records. All student records are maintained in secure file cabinets in the record clerk's office. The clerk ensures procedures are followed when records are accessed. The clerk keeps a notebook to show when records have been released to or received from another school. The clerk uses Infinite Campus to maintain attendance, academic and medical records. Freshman students are enrolled in a one trimester computer class where individual learning plans are updated with assistance from the computer teacher and counselor. Guidance counselors pull sophomores, juniors and seniors from the advocacy period to update individual learning plans.

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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 adopted a Committee System Policy, March 6, 2007, which identifies the membership requirements and responsibilities of each committee. However, the principal has not implemented a fully functioning committee structure. The principal has implemented procedures to ensure every child has been assigned an adult advocate to support the student's academic progress. Staff has received professional development and the principal has implemented curriculum. Staff members meet with their assigned students during an advocacy period added to the schedule on Wednesday. Sophomores, juniors and seniors complete a three year individual growth file advocacy folder. Youth Services Center director, home and school coordinator and career planning coordinator make many connections with families (e.g., open house, home visits, Parent Teacher Association, parent workshops, Title 1 activities, truancy diversion program). The principal has not implemented written procedures for parents to voice complaints, concerns and suggestions. These needs are addressed through phone calls and e-mails. Youth Services Center director, home and school coordinator and career planning coordinator collaborate to partner with local businesses, ministerial associations and government agencies (e.g., South Louisville Ministerial Association, Neighborhood Place, tutoring centers, counseling services) to support the needs of children and families. The school council adopted a Truancy Procedures Policy, Jan. 10, 2007, that includes levels of discipline consequences for violations. The attendance clerk monitors attendance and phones families when students are absent. The truancy diversion committee targets 9th grade students entering high school with excessive absences and provides counseling and other services to address needs.

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

The principal has not ensured all staff members are regularly trained to identify students with unaddressed special needs. Some freshman academy staff received professional development in recognizing mental health needs. Some staff members collaborate with Exceptional Child Education staff for

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

Performance Rating 2

assistance in meeting student needs. District procedures are followed when students are referred for testing or screening (e.g., academic, behavioral, emotional). The principal has established and implemented written referral forms for use when referring students for guidance and Youth Services Center services; however, most teachers use phone calls and e-mails for referrals. Youth Services Center director and guidance counselors make student referrals for health and social services. Guidance counselors review transcripts and Infinite Campus reports to determine academic placement for students who transfer into the school. Guidance counselors fill out an Iroquois High School (IHS) Course Progression Form on students to inform them of classes needed to graduate. Youth Services Center director provides school supplies, uniforms and other needed services for transfer students. The principal has implemented a schoolwide advocacy program to ensure all students have an adult advocate to assist them in meeting academic needs.

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Summary of recommendations in: **Learning Environment**

Standard 5 Student, Family and Community Support

The principal should implement committees and ensure member representation from all stakeholders. The principal should schedule regular meetings of these committees in order for all representatives to contribute to the decision making process for school improvement.

Resources:

Barr, R. & Parrett, W. (2006). The Kids Left Behind. Bloomington, IN: Solution Tree.

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

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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Summary Findings in: **Learning Environment**

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

Findings For This Standard Are Based On:

Performance Rating 3

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

The school and district have a clearly defined board adopted evaluation process. The principal included the evaluation process as an agenda topic in the opening school meeting held August 13, 2010. The principal delegates certified staff evaluation to his designees. Designees conference with their assigned staff to review improvement objectives, procedures for achieving the objectives, appraisal methods and target dates.

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

The principal ensures that professional development funds are utilized for professional development activities. The required 10 percent of Title I regular and stimulus funds are expended to provide for substitute coverage allowing core content departments the ability to meet one day a month to assess student work, plan instructional protocols for enhancing student achievement and self-assess instructional strategies. School leadership expends funds to support the training related to the school's High Schools That Work (HSTW) initiative. Funding is sometimes provided to address specific needs of individual teachers.

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Summary Findings in: **Learning Environment**

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

Performance Rating 2

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

The principal and school council adopted a professional development policy, April 4, 2007. The policy is not implemented as written. The Instructional Leadership Team plans and implements professional development in the absence of a professional development committee. The principal informs the faculty of the forthcoming schoolwide plans and offers teachers an opportunity to lay the groundwork for their annual individual growth plans at the staff retreat. Teachers select individual professional development from a menu of programs prepared by the district and school. The principal provides support for teacher leaders to work collaboratively (e.g., Quality Teams, More-on Mondays, department chair coaching). The principal has not implemented a systematic schoolwide process to communicate the effectiveness of these professional development opportunities as they connect with motivating students to higher levels of learning. The district and school collaborate to offer professional development for some of the classified staff according to individual needs.

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

The principal has not collaboratively designed a professional development plan to communicate, monitor, evaluate and celebrate effectiveness as it promotes and impacts schoolwide competence in the instructional staff. The principal assigns administrative staff to lead the professional development for each of the Small Learning Communities, (i.e., freshman academy, School of Arts and Leadership, School of Engineering and Technology). The Instructional Leadership Team offers professional development sessions every Monday afternoon for the faculty. These More-on-Monday sessions are intended to be practical and highlight instructional strategies that are successful and are easily implemented. The Small Learning Communities coordinator facilitates a New Teacher Cohort for all teachers new to the profession or school. The principal implements a master schedule providing time for lead teachers to deliver instructional feedback, complete learning walks and model and demonstrate effective lessons.

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

Performance Rating 2

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

The principal and the Instructional Leadership Team ensure the school improvement planning process aligns the staff development and individual growth plans with the student learning goals. The principal or principal designee conducts a schoolwide needs assessment to identify a menu of programs for learning opportunities for all staff. The Instructional Leadership Team meets monthly to discuss and review data and to monitor continuous improvement of instructional practices. The Instructional Leadership Team does not always analyze student achievement data and formulate intentional connections among staff development, individual growth plans and professional evaluations.

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

The principal and the Instructional Leadership Team intentionally plan time in the regular school day for teachers to learn from each other. The principal provides substitutes to cover classes for English, math, social studies and science teachers when they engage in full day job-embedded professional development. The principal offers a Web-based, interactive video system that allows teachers to video entire lessons or lesson segments for the purpose of self-reflection, peer collaboration and continuous improvement in their classroom instruction. The principal has hired lead teachers in math and reading whose direct responsibilities are to provide instructional support for teachers. The principal has not implemented a schoolwide monitoring system to evaluate the effectiveness of these job-embedded professional development activities.

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

The principal and the Instructional Leadership Team lead the staff to connect professional development planning to improve student achievement. Their guideline for student achievement is 80 percent Goal-Driven Mastery Learning, 80 percent of a class will score 80 percent or higher on a summative assessment of non-negotiable standards before the class moves on to the next instructional standard. The principal, school council and staff seldom analyze the impact of professional development on staff instructional

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

Performance Rating 2

practice and student achievement in order to develop a systematic multi-year plan for allocation of resources.

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

The principal does not collaborate with staff members to develop professional growth plans. Most staff members write their professional growth plan based on self-reflection done in isolation. The principal or principal designee conferences with staff to sign-off on the plan and provide feedback. School leadership feedback is often in the form of technical assistance (e.g., wording, format, clarification) and does not consistently account for individual and school goals. Some classified staff have no formal professional growth plans and receive little meaningful feedback related to their work proficiency. The principal or the principal designee conferences with all first year teachers to review their professional growth plans.

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

The principal ensures that evaluating supervisors complete the required annual training and that personnel evaluations meet state standards set in statute and regulations. The district uses an evaluation plan based on the Effective Instructional Leadership Act to identify and support the needs of instructional leaders. Strategies used to support and foster instructional leadership growth include a focus on the core practices (i.e., ability to track proficiency, learning from student work, improvement of teaching and building community). The principal meets on a regular basis with his district supervisor and accountability team cohort to review student achievement data, personnel evaluations, share ideas and resources. The principal does not always ensure personnel evaluations are administered consistently (e.g., timeliness, format).

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

The principal monitors teacher growth primarily through formative evaluations. The principal or his designee visits classrooms occasionally on an informal basis providing minimal feedback to teachers regarding changes

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

Performance Rating 2

to instructional practices. Feedback often lacks the specificity necessary to foster growth.

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Summary of recommendations in: **Learning Environment**

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

The principal and school council should establish a viable and active professional development committee. The principal and school council should oversee the work of the professional development committee to ensure a comprehensive planning process is used to monitor the impact professional development has on instructional practices and student achievement.

The principal should ensure the school council takes a more active and involved role in reviewing the annual professional development budget with attention to specific details (e.g., cost, focus, intended outcomes that impact student learning).

The principal should increase his visibility in classrooms to strengthen his role as an instructional leader, committed to enhancing student achievement and facilitating professional growth.

The principal should provide both certified and classified staff with specific and timely evaluation feedback with intentional connectivity to professional growth.

The principal should provide a professional development needs assessment to support the consideration of a multi-year, job-embedded plan providing the staff with professional development to accommodate their individual needs. The plan should reflect professional development that is research-based and targeted to affect student achievement.

Resources:

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

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

Guskey, T. R. (1999). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, Inc.

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

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

Results-Based Staff Development. National Staff Development Council.
<http://www.nsd.org/connect/projects/resultsbased.cfm>

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Performance Rating 3

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

The principal articulates to all administrators that individual administrative growth plans are to be developed with a focus on the goals of their particular Small Learning Communities. Administrators submit their growth plans to the principal, and the principal sometimes provides feedback on the identified areas of professional growth. The principal's growth plan is collaboratively developed with district leadership and it is reviewed and revised to maintain a focus on continuous growth.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal has not led all stakeholder groups in a collaborative process to develop the mission and vision statements for the school. The Instructional Leadership Team revised the mission and vision statements on July 14, 2010; however, the council has not approved the revised statements. The principal and some staff members can articulate the meaning of the C.O.R.E. (consistency, ownership, relationship and expectations) theme included in the mission and vision statements of the school. The mission and vision statements are posted in some classrooms as well as some commons areas in the school. Decision making is not intentionally guided by the school mission and vision statements.

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

The principal has not involved the school council in a collaborative process to analyze student data. The principal does not have a systematic plan for analyzing student performance data, for using data to modify instructional practice or for measuring the impact on student achievement. Quality Teams meet during the school day at least once per grading period to review common districtwide assessment data, and department chairs sometime guide teachers in the analysis of student assessment data (e.g., Classroom Assessment System and Community Access Dashboard for Education (CASCADE) generated data, classroom assessments, Interim Performance Report, No Child Left Behind). Department chairpersons and representatives from Small Learning Communities share assessment data at Instructional Leadership Team meetings, but not all administrators are included in these meetings. Most departments have implemented the Goal-Driven Mastery Learning model to assess student performance. The principal has not clearly defined schoolwide implementation and monitoring procedures for the mastery learning assessment process and requirements for skill standards mastery vary by department (e.g., 80 percent of the class performing at 80 percent mastery, 80 percent performing at 70 percent mastery, 100 percent performing at 85 percent mastery). Students who do not reach identified mastery learning goals are provided some second-chance learning and intervention opportunities (e.g., re-teaching strategies, Extended School Services, pull-outs). The principal has not implemented a process to share

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Standard 7 **Leadership**

Performance Rating 2

learning results with stakeholder groups at regular intervals and implement next steps.

- 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 principal, in collaboration with the testing coordinator, submits student assessment data (e.g., Interim Performance Report, No Child Left Behind) to department chairpersons, and they review the data with their department members. The principal shares state assessment data with the faculty each fall, and departments review and compare the academic achievement within diverse populations (e.g., free and reduced lunch, ethnicity, gender, students with disability). The principal sometimes uses disaggregated data to inform decision making, but he does not share these data with the school council and other stakeholder groups. Student performance data (i.e., No Child Left Behind reading and math, Kentucky Occupational Skill Standards Assessment) and non-cognitive data (e.g., attendance, dropouts) are identified in the school improvement plan, but the plan has limited explanation of how the activities and strategies will be monitored and how the impact on student achievement will be measured. Most departments and Quality Teams meet at least once per grading period to analyze some student performance data (e.g., Classroom Assessment System and Community Access Dashboard for Education, (CASCADE) generated data, classroom assessments). Some school initiatives (e.g., PLATO credit recovery, remediation pull-outs) are implemented as a result of individual student data analyses.

- 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.

Most teachers have online access to curriculum and resource documents (e.g., Jefferson County Public Schools Web site, pacing guides, core content guides, lesson plan banks, handbooks, SharePoint). The principal provides human, fiscal and physical resources (e.g., department chairpersons, instructional specialists, testing coordinator, district resource staff, professional development) to provide training on the use of curriculum and

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Standard 7 **Leadership**

Performance Rating 2

management of data for some staff. The principal has not developed a systematic process to ensure all staff members are sufficiently trained in integrating curriculum-related materials into classroom instruction and assessment to meet student learning goals.

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

The school council has not adopted a policy to protect instructional time. The principal does not consistently monitor the implementation of bell-to-bell instruction and lesson plans to ensure there is an effective use of instructional time and an intentional focus on content standards. The principal does not always require agenda and minutes for instructional meetings to ensure staff time is focused on instructional and curricular issues. The principal ensures common planning time is allocated for some staff (i.e., freshman academy teachers, most math teachers, some 9th and 10th grade English teachers, English and math Exceptional Child Education teachers) to design formative assessments, to discuss common assessment results and to share instructional strategies. The principal provides substitutes for Quality Team members at least one day per grading period for teachers to collaboratively plan and analyze assessment and student work data. Administrators and Quality Team members conduct informal learning walks to gather instructional data, but specific feedback is not provided to teachers.

- 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 does not always seek input from or include the school council and all administrators in decisions regarding the use of human, physical and fiscal resources. The principal meets with the Instructional Leadership Team to share his plan for the allocation of resources for school improvement, but all administrators are not included as members of this team. The council has not adopted a policy to ensure school resources are intentionally focused on reducing barriers for targeted populations (e.g., free and reduced lunch, African American, English as a Second Language, students with disabilities). The principal ensures some programs and initiatives are in place to promote continuous school improvement (e.g., freshman academy, Goal-Driven Mastery Learning, Extended School Services, More-on Mondays, Advocacy

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Standard 7 **Leadership**

Performance Rating 2

Program, Ramp-Up to Advanced Literacy, Mastery Mavens, instructional coaches). The principal does not have a formal process to monitor the impact of these resources on student achievement. The principal sometimes ensures resources are connected to the school improvement plan and based on student needs identified by some staff (e.g., department chairs, student advocates, Instructional Leadership Team). The school council and the principal have not adopted a formal needs assessment process to guide the equitable allocation of resources, to reduce barriers to learning and to plan for continuous school improvement.

- 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 school council adopted the Selection and Implementation of Discipline and Classroom Management Techniques policy that includes the Jefferson County Public Schools Code of Acceptable Behavior and Discipline, the Students Bill of Rights and the School Safety Plan, June 11, 2003. The principal does not always ensure administrators and staff consistently and equitably enforce the code of behavior included in this policy. The principal has utilized infrastructures (e.g., school resource officer, teachers of discipline, security personnel) to assist in the implementation and maintenance of a safe learning environment. The principal does not always implement and enforce established school procedures and policies (e.g., dress code, code of behavior) to support an orderly and effective environment for students and staff. The principal ensures current facility plans and maintenance records are on file in the administrative offices. The principal follows the districtwide organizational structure to monitor and maintain facilities and equipment. The main entrance opens into a foyer with locked doors leading into the hallways of the school. All other outside doors are kept locked. Staff uses security cameras to monitor commons areas and grounds. The district has developed a comprehensive safety plan that is modified with school-specific information. The principal has not established a procedure to secure the facility at the closing of the school day.

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

The school council has a standard agenda that occasionally includes

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instructional and programmatic items but does not maintain an intentional focus on curriculum, instruction and assessment to improve student achievement. The principal has not involved the school council in developing, reviewing, and monitoring programs or in the planning and allocating of resources to strengthen the school's instructional capacity. Council members did not participate in the development of the school improvement plan. The principal submits the school improvement plan to the superintendent designee for review. A district council liaison attends some school council meetings to provide guidance and support.

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Standard 7 **Leadership**

Performance Rating 1

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

The school council has adopted bylaws but has not adopted all required council policies (i.e., Program Appraisal, Technology Use and Student Enhancement). The principal has not fully implemented all adopted school council policies (e.g., Committee System, Selection and Implementation of Discipline and Classroom Management Techniques). The district council liaison attends some council meetings and provides guidance and training for council members. The principal, as chairman of the school council, has not ensured current council members have been trained. The school council has not followed the district school council administrator's recommendations for the review and revision of required and best practice council policies based on school needs.

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

The principal does not engage all staff and stakeholder groups in ongoing conversations about the improvement of student achievement and the removal of barriers for student learning. The principal does not collaboratively engage all administrators and the school council in decisions regarding programmatic and instructional modifications. The principal conveys to the staff his belief in high expectations for student achievement, but he does not systematically monitor classroom instruction and planning to ensure the implementation of these expectations. The principal does not ensure data are used to modify instructional practice and does not consistently monitor instructional programs to determine the impact on student achievement. The principal does not have a formal needs assessment process to guide the allocation of all resources. The principal does not consistently augment the instructional program by maximizing available external resources (e.g. the Louisville Education and Employment Partnership (LEEP) program). The principal does not involve representatives from all stakeholder groups in the decision-making process. The principal does not recognize the school council as the governing body of the school as required by KRS 160.345. The principal and the Instructional Leadership Team function as the decision-making body of the school. The principal delegates responsibilities to members of the administrative and leadership teams but has not ensured

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their accountability in supporting change (e.g., instruction, safety, culture).
The principal allocates funding for a variety of human resources in an attempt to support instruction but provides limited guidance and feedback to teachers on instructional practices to impact student achievement. The principal does not have procedures in place to manage and systematically monitor the effectiveness of human resources and programs as they relate to improving student achievement and reducing barriers to learning.

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Standard 7 Leadership

The principal should implement a comprehensive process to monitor the implementation of all programs, plans and instructional and assessment practices to ensure they have the intended impact on student achievement. Teachers should be given clearly defined instructional expectations, held accountable for implementation and receive specific and timely feedback on the effectiveness of instructional practices.

The principal should build a culture of collegiality among administrative staff and include all administrators as members of the Instructional Leadership Team. The principal and team members should work collaboratively with staff and school council to focus on continuous improvement in instruction, student achievement and the equitable allocation of resources. All resources should be allocated based on formal needs assessments to reduce barriers to student learning.

The principal, school council, staff and representatives from all stakeholder groups should review the school's mission and vision statements and develop belief statements to guide decision making. The principal should actively seek representatives from all stakeholder groups including the school community to have input in the decision-making process of the school.

The principal should recognize the function of the school council and ensure the council is working within the confines of the legal roles and responsibilities defined in KRS 160.345. The council should include standing agenda items that focus on student achievement and assessment results. The principal and school council should ensure improving student achievement is the primary focus of school council work.

The principal should ensure administrators, discipline support personnel, teachers and students are accountable to the directives of the Selection and Implementation of Discipline and Classroom Management Techniques policy, June 11, 2003. The principal should clarify the roles, rules and expectations for all staff in regard to student behavior and monitor frequently for consistency in applying the discipline code in classrooms and commons areas throughout the building.

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

Marzano, R. J. (2003). *What works in schools: translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

School Based Decision Making. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://education.ky.gov/KDE/Administrative+Resources/School+Based+Decision+Making/>

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

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). *The Missing Piece of the Proficiency Puzzle*
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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Summary Findings in: **Efficiency**

Standard 8 School Organization and Fiscal Resources

Findings For This Standard Are Based On:

Review of brochures, pamphlets, categorical program financial reports, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, district budget and allocations, equipment inventory, eWalk data, faculty meeting agenda, Kentucky Performance Report disaggregated data, master school schedule, needs assessment data, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda, School Report Card data, school Web pages, The Missing Piece of the Proficiency Puzzle, Title 1 program plan and Working Conditions Survey results

Interviews with central office staff, classified staff, parents, principal, school council members, school leadership and teachers

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

Performance Rating 2

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

The school council adopted a Committee System policy, March 6, 2007. The policy defines the membership roles of each committee, the method of selecting the chairperson and the length of time to serve. The policy states that all committee actions are to be approved by the school council. The council policy and bylaws do not identify standing committees. The principal has not fully established a committee structure to assist in the organization and structure of the school. The principal uses an Instructional Leadership Team consisting of some administrators and all department chairs for the purpose of communicating and facilitating administrative policies and procedures. The decisions of this team are not always presented to the school council for review and approval. The current decision-making framework does not involve representatives from all stakeholder groups. The principal has not implemented procedures to regularly evaluate the impact of team decisions on student achievement and instructional practices. The principal does not monitor the work of individual team members to ensure that members have clearly communicated his directives.

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Performance Rating 2

- 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 a Staffing and Scheduling policy, April 4, 2007, and an Assignment of Students to Courses, March 5, 2008. The principal has implemented procedures to provide scheduling practices and teacher assignments that meet the needs of the students. All students have an opportunity to pre-register for classes based on student needs and interests. The master schedule is developed based on the results of the pre-registration. Most teacher assignments are based on teacher preferences. The principal has not implemented clear procedures to ensure student needs are matched to teacher strengths.

- 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 principal implements a master schedule that provides time for teachers to meet in freshman academy teams and department teams. The principal provides funds for substitute teachers to allow core content departments to meet monthly. Instructional Leadership Teams made up of school department chairs meet monthly for planning and informational meetings. The master schedule is designed to allow opportunities for collaborating regular teachers and Exceptional Child Education teachers in mathematics and English to have daily common planning time. Individual math groups (e.g., Algebra I, Algebra II, geometry) have daily common planning time. Some teams produce meeting agendas and minutes, but the principal does not intentionally monitor to ensure time is spent on instructional issues and the components of the school improvement plan. The principal does not communicate to the school council the cumulative cost or impact these resources have on student achievement and school improvement. The principal has not collaborated with district leadership to establish procedures to allow teachers to meet regularly with resides area middle school teachers for the purpose of aligning curriculum and assessments with core content.

- 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,

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Performance Rating 2

organization based on developmental needs of students, interdisciplinary units, etc.).

The principal has implemented the 3 X 5 trimester plan for delivery of instruction. The principal designed a master schedule that allows some classes to meet up to three trimesters to provide extended time for instruction. The master schedule for the freshman academy is designed to provide opportunities for students to be grouped and regrouped for classroom instruction and interventions, but this opportunity is seldom used. The teachers' schedules allow opportunities for flex time and interdisciplinary units, but most team meetings are used to monitor student achievement and behavior. The principal does not regularly communicate to all stakeholders the school's mission and vision and the belief that these statements should drive the common decisions of the school. The Instructional Leadership Team reviewed the mission and vision statements July 14, 2010, but revisions were not made.

- 8.2d State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

The principal and a few staff members have developed and implemented a school improvement plan that integrates some local, state and federal funds to increase the impact on student achievement and instructional practices. Categorical funds are allocated based on state and federal program guidelines. The principal does not analyze and monitor the use of categorical funds for the purpose of identifying the changing needs of students and for modifying the existing school improvement plan to meet individual student learning needs. The principal does not present comprehensive financial statements on categorical funds to the school council for analysis.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 1

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

The school council adopted a Selection and Implementation of Discipline and Classroom-Management Techniques policy, June 11, 2003. The policy adopted the Jefferson County Public Schools Code of Acceptable Behavior and Discipline, the Students' Bill of Rights and the School Safety Plan to guide student behavior. The principal has created Teachers of Discipline positions to deal with rules infractions. Administrators, teachers and students do not consistently abide by the guidelines of school council policy. Some teachers manage their own classroom disruptions, but most rely on school security personnel and administrators to immediately remove students from the instructional setting. The assistant principals and teachers assign many students to the In-School Adjustment Program because of tardies. This practice increases the amount of instructional time students lose. The principal states the expectation that teachers will teach from bell-to-bell and will maintain orderly classrooms conducive to student learning. The principal does not monitor lesson plans to ensure teachers are identifying learning targets and planning appropriate instruction. The principal does not conduct frequent, targeted walkthroughs to monitor the classroom management skills of the teachers. The principal does not provide frequent feedback to teachers with suggested individual professional growth goals and available professional development activities to enhance classroom management skills.

- 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 adopted a Committee System policy, March 6, 2007, which addresses membership roles, responsibilities, and selection of the chairperson. The school council adopted policy on Developing and Administering the School Budget, June 11, 2003. The principal allows any interested teacher to attend a budget meeting where the school council allocations are shared. The principal prepares recommendations for budget items and presents the recommendations to the school council. The school council is not actively involved in the budgeting process. The school council does not conduct formal needs assessments to develop and approve a budget that is equitable and clearly connected to the school improvement

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Performance Rating 1

plan. The principal has not implemented clearly defined procedures to ensure all resources are allocated in an equitable manner. The principal allocates a specific amount of funds to each teacher at the beginning of the school year, but most instructional funds are allocated based on individual teacher requests made to the principal.

- 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 principal complies with district policy in the use and allocation of discretionary funds. Discretionary funds allocations are based on a formula which considers the number of free and reduced lunch students enrolled in the school. The district Section 7 funds are to be used in programs for school recovery and at-risk students. The principal does not use student achievement data to guide allocation of discretionary funds. The principal does not have a systematic process for monitoring and analyzing the impact of discretionary funds on student achievement and instructional practices.

- 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 does not analyze funding and other resource allocations (e.g., discretionary funds, Section 6 funds, general funds) to determine the impact on student achievement and the connections to the school improvement plan. The school council members accept assurances from the principal that the expenditures are supported by budget documents and are connected to strategies and activities of the school improvement plan to increase student achievement. The principal presents a bimonthly overview of the budget to the school council, but detailed, easily understood financial documents are not always presented with the agendas. The school council chairman and secretary do not ensure all attachments, committee reports and financial documents are filed with the council minutes for public viewing. The school council has not accepted its responsibility to expend funds based on identified priority needs to enhance student achievement (KRS158.645 and 158.6451).

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Standard 8 School Organization and Fiscal Resources

The principal should adhere to the belief that the school council is part of the governing body of the school community. The principal should ensure all school council members receive new or experienced council member training. All agenda, minutes, financial documents and committee reports should be made a part of the council minutes. The council minutes book should be kept in a common area for easy access for public review. The principal should establish a committee structure that follows school council policies and procedures. The work of the Instructional Leadership Team should be expanded to involve more staff members in the decisions about student achievement and school improvement. The principal should require all agenda, minutes and attachments from committee and team meetings. The principal should require all documents not related to individual students and staff be maintained in a common area for review by all stakeholder groups.

The principal should develop a set of comprehensive monitoring tools to ensure all resources (e.g., instructional materials provided, cost and outcomes of common planning time, personnel resources for school and classroom management, additional instructional support and resource personnel) have a positive impact on student achievement, instructional practices and school and culture. The principal should monitor the use of all resources frequently and communicate the results to school council on a regular basis. The council should use these results to review and revise school policies, the school improvement plan and the No Child Left Behind restructuring plan. The school council should make budgeting decisions based on frequent, formal needs assessments (e.g., professional development offerings, use of discretionary funds, instructional resource allocations, changes in instructional and support personnel, categorical funds).

Resources:

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

<http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/School+Finance/>

Kentucky School Board Association - www.ksba.org

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.

Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education (2007). The Missing Piece of the Proficiency Puzzle
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm>

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Performance Rating 2

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

The principal does not involve all stakeholder groups in a collaborative effort to develop shared vision, beliefs, mission and goals. The Instructional Leadership Team revised the vision and mission statements on July 14, 2010, and discussed the C.O.R.E. (consistency, ownership, relationships and expectations) component of each. The vision and mission are posted in some classrooms, and many teachers are cognizant of these statements. Goals and beliefs have not been identified.

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

The principal and Instructional Leadership Team collected data from several sources (e.g., No Child Left Behind report, PLAN, ACT, Interim Performance Report, retention data, disciplinary referral and suspensions, attendance, Technical Assistance Visit Report) to set goals, prioritize resources and identify action steps for the school improvement plan. The Instructional Leadership Team assisted with the development of the 2009-10 No Child Left Behind Restructuring Plan. The Instructional Leadership Team discusses implementation and impact of the restructuring plan at monthly meetings. These meetings involve conversations among team members regarding the improvement of instruction, development of formative assessments and standards-based learning. The school improvement plan has not been modified to include new goals and activities as a result of these meetings. Some teachers use common districtwide unit assessments and data generated from Classroom Assessment System and Community Access Dashboard for Education (CASCADE) every six weeks to assess the effectiveness of instructional practices and to monitor student progress. Teachers sometimes share instructional strategies and identify professional growth needs based upon these assessments during Quality Team meetings. Data are not regularly analyzed to identify emerging student needs to assist in making modifications in the instructional program. The impact checks of the activities identified in the restructuring plan more often reference changes

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in instructional practices rather than impact on student learning.

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

Teachers identify some strengths and limitations of the instructional program using common districtwide assessments and data generated by Classroom Assessment System and Community Access Dashboard for Education; however, the principal does not regularly use these data to make adjustments in the organizational framework (e.g., grouping and regrouping of students) of the instructional program. Data are not consistently used for the identification of student learning trends that may expedite or impede student progress in reaching proficiency.

- 9.6a The plan is implemented as developed.

The Instructional Leadership Team assisted with the development and implementation of the 2009-10 No Child Left Behind Restructuring Plan. An implementation and impact check was conducted on June 4, 2010. This check identified which activities had been implemented and how instructional strategies, curriculum or assessment were impacted. This leadership team meets monthly and sometimes discusses how student learning was impacted by the implementation of the activity, but the impact on teaching practices, formative assessments and pacing efforts are more often the focus. The principal has not developed a systematic process for holding all staff members accountable for the implementation of the action steps.

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Performance Rating 1

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

The principal has not developed a systematic process for monitoring the implementation of the school improvement plan and measuring the impact on student achievement. Most strategies and activities identified in the plan are written as future events and do not include adjustments of benchmarks as goals are met. Most activities begin on August 17, 2010, and end on September 30, 2011. The school improvement plan was last updated on December 3, 2010, and non-cognitive data were collected and added to the plan. Student achievement data were not analyzed to determine student progress through December 2010, and new benchmarks were not established. The Instructional Leadership Team discusses implementation and impact of the 2009-10 No Child Left Behind Restructuring Plan at some monthly meetings, but the team does not consistently measure the impact of the activities on student learning.

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

The principal has not established a systematic process for the management of student performance data. Some data are collected through the use of districtwide common assessments; however, these data are not used for making modifications to the school improvement plan. The principal does not communicate the expectation that data be compared at regular intervals. Benchmarks have not been adjusted to measure progress toward the goals of the school improvement plan. The school council Comprehensive School Improvement Planning Process Policy, January 10, 2007, identifies the school improvement planning committee as responsible for reviewing assessment data as they become available and recommending changes when needed to the plan; however, data are not collected throughout the school year for this purpose. The school council does not maintain an intentional focus on continuous student learning.

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

The principal does not regularly monitor the impact of the school improvement plan on classroom practices and student learning. The principal

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Performance Rating 1

does not ensure student achievement data are regularly compared and analyzed to identify needed modifications in the instructional program to address the changing needs of students. The school council does not require regular bi-monthly reports on the progress of plan development or implementation as the Comprehensive School Improvement Planning Process Policy, January 10, 2007, mandates.

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

The principal does not sustain an intentional focus on continuous improvement among all stakeholder groups. The principal does not lead the staff in comparing interim student assessment data to measure student progress toward learning goals. Differences in progress of all student populations are not regularly compared, and patterns are not clearly identified. Students are given few opportunities to celebrate their progress toward the goals of the school improvement plan.

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Summary of recommendations in: **Efficiency**

Standard 9 Comprehensive and Effective Planning

The principal and designees should regularly monitor the implementation and impact of the school improvement plan. The principal should ensure all staff members are aware of their responsibilities in implementing the action steps identified in the plan. This monitoring should include measuring the impact on student achievement as well as instructional practices. The principal and designees should provide direction and support for teachers in identifying and addressing students' unique learning needs and refining instructional practices to address these areas of need.

The school council should require that progress toward school improvement plan goals be a line-item for each council agenda. The principal or designee should provide regular reports on implementation of the activities and impact on student learning and instructional practices. New goals should be identified to promote continuous learning as objectives are met.

The principal should develop a process for the management, review and analysis of student achievement data and use these data as the basis for decision making and planning. Data should be reviewed and analyzed at regular intervals throughout the school year to ensure the school improvement plan is positively impacting student achievement. Benchmarks should be adjusted to reflect these data analyses and to promote continuous growth. Students should be given opportunities to celebrate progress in reaching goals at each interim and identify new goals to attain.

Resources:

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

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

Preuss, P. G. (2003). School Leader's Guide to Root Cause Analysis. Larchmont, NY: Eye on Education.

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Summary of Next Steps:

The principal, all school administrators and leadership teams should lead a collaborative process involving representation from all stakeholder groups in the ongoing analysis of student achievement data. This process should include shared decision making, measures to evaluate the effectiveness of all programs and methods to identify areas of need in curricular, assessment and instructional programs. The school council should require the principal to provide monthly reports on how instructional practices are impacting student achievement. The principal and school council should actively engage school committees in the decision-making process.

The principal should establish a shared leadership process to increase the ownership and accountability of all stakeholders for the school's success. The principal should hold teachers and staff accountable for moving all students toward proficiency by frequent monitoring of instructional strategies, student engagement, results of classroom assessments and classroom management. The principal should deliver immediate prescriptive feedback addressing observed deficiencies. The principal should ensure all school staff consistently and equitably enforces the school and district code of acceptable behavior.

The principal should work with staff to ensure consistency in the delivery of a curriculum aligned with Kentucky standards and supported with assessments that are rigorous, relevant and authentic. The principal should collaborate with staff to develop a consistent schoolwide process for teachers to use when assessing students in the Goal-Driven Mastery Learning Model. The principal should reorganize schedules to enable students who have mastered standards to be regrouped and moved on to the next standard. The principal should monitor all classroom instruction and assessments to ensure the use of varied strategies, including technology, are used to engage students and elicit high levels of critical thinking to meet the diverse needs of learners.

The principal should develop a comprehensive process to monitor the implementation of all programs and instructional and assessment practices to ensure the intended impact on student achievement. The principal should engage the Instructional Leadership Team and staff to monitor and measure the impact of professional development on instructional practice and student achievement. The principal should develop a procedure to monitor the school improvement plan to determine appropriate allocation of resources. The principal should monitor the roles and expectations for staff to consistently implement the discipline code.

The principal, school council, teachers and staff should focus on making decisions that intentionally, consistently and strategically address higher academic achievement and behavior standards throughout the school. Decisions must include low performing, struggling students identified in No Child Left Behind data. All stakeholders should embrace an urgency to improve student achievement without regard to external barriers. Principals and teachers should be held accountable for their roles in the success or failure of each student. The principal should ensure teachers' lessons are rigorous and aligned to standards.

The principal should engage all stakeholders in developing a school community focused on high expectations for all students. The principal should utilize the district's Cultural Competency Institute to foster understanding, respect and sensitivity by all stakeholders in an effort to build relationships that will engage the entire school community. The principal's focus should be to develop a school community built on respect and support that holds stakeholders accountable for high achievement for all students. The principal should provide clear, concise communication which delineates explicit expectations from all stakeholders.

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In Conclusion:

The members of the Iroquois High School 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 Authority:

The principal does not have the capability and capacity to continue his roles and responsibilities established in KRS 160.345.

Council Authority:

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

School council shall not be retained in an advisory capacity.

Commissioner, Kentucky Department of Education:

_____ Date: _____

Pursuant to School Improvement Grant Section 1003g (SIG) Guidance from the US Department of Education 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 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 Iroquois High School. I understand the school and district must meet the requirements listed above.

Principal, Iroquois High School

_____ Date: _____

Superintendent, Jefferson County Schools

_____ Date: _____

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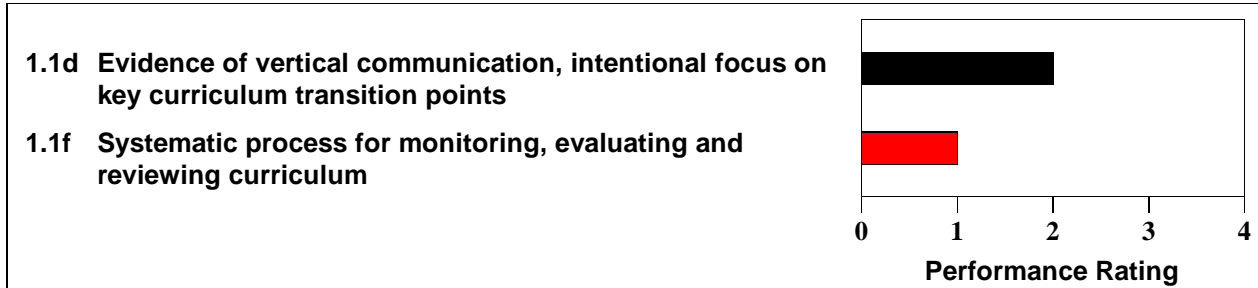
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1/23/2011 - 1/28/2011

1.1 Curriculum

Academic Performance



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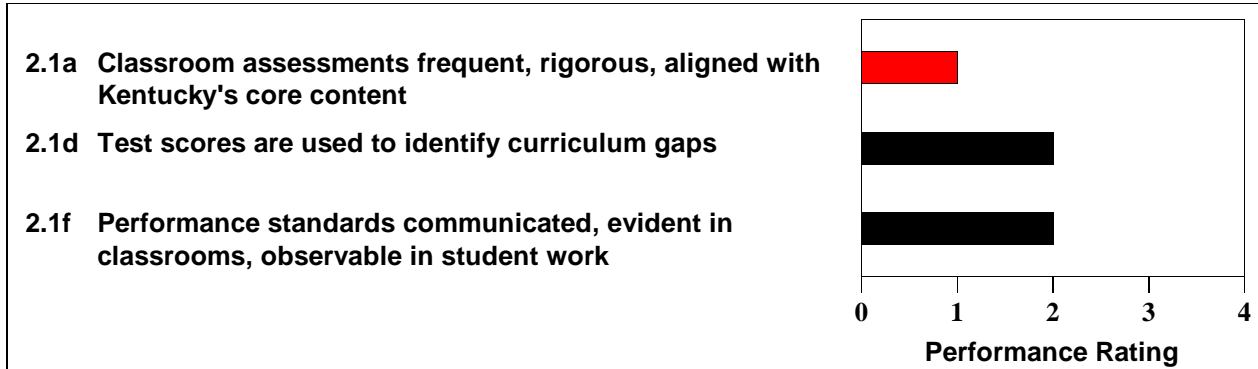
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2.1 Classroom Evaluation/Assessment

Academic Performance



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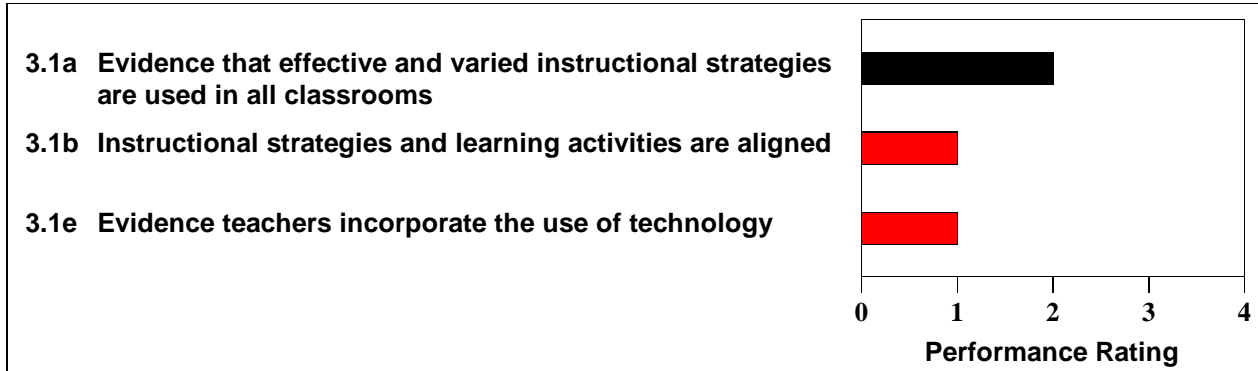
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3.1 Instruction

Academic Performance



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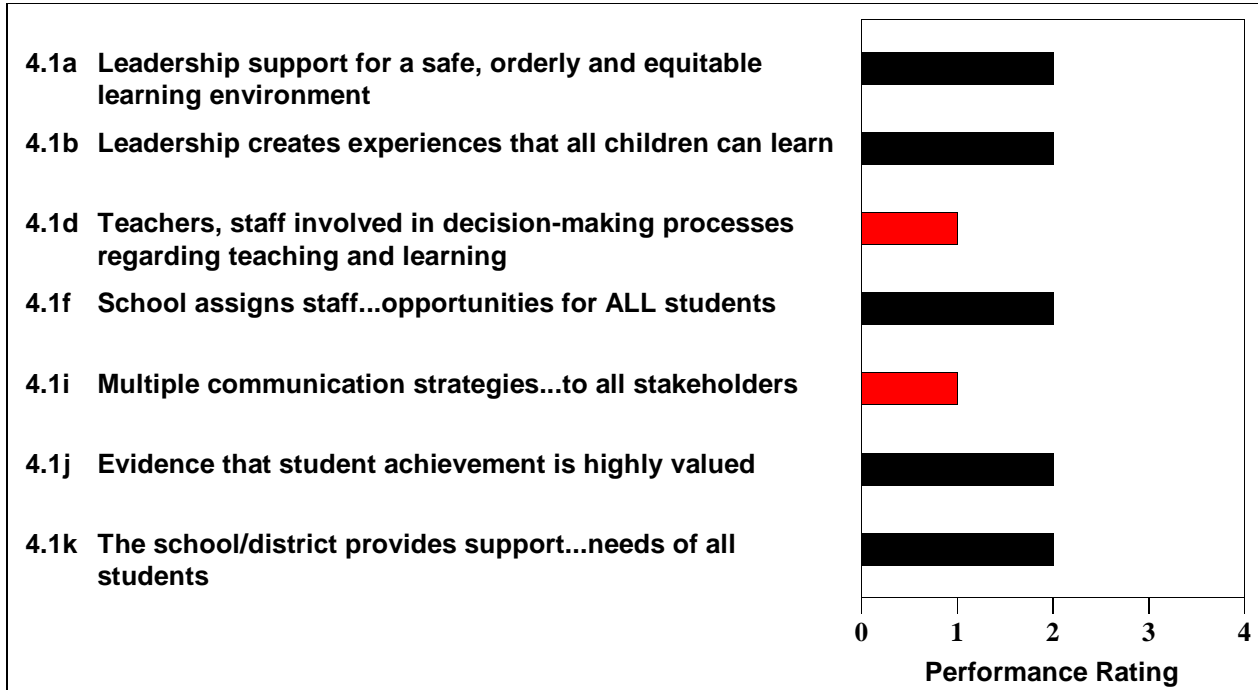
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4.1 School Culture

Learning Environment



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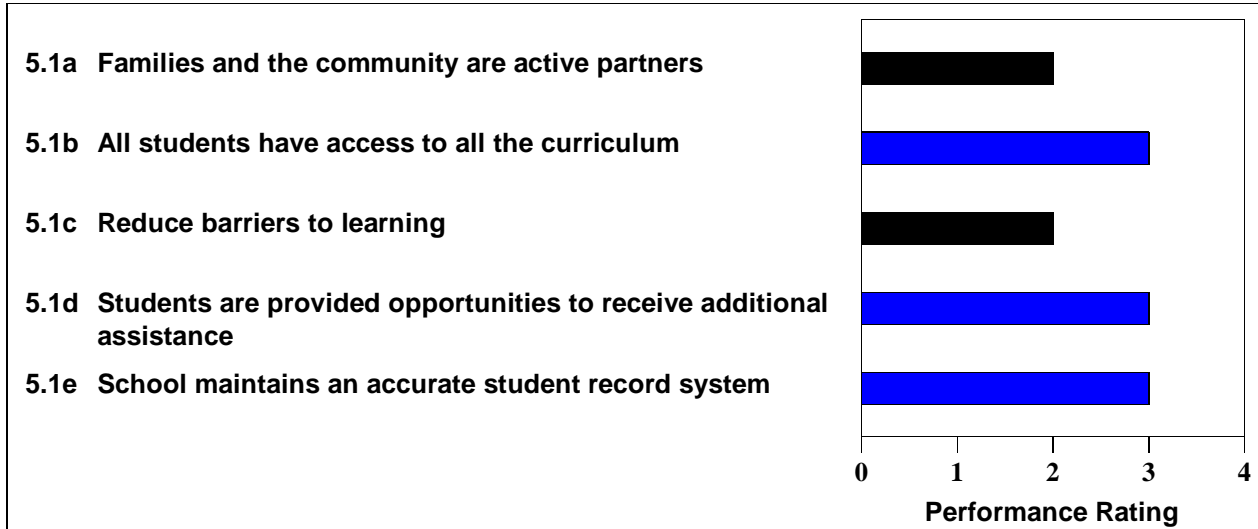
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5.1 Student, Family and Community Support

Learning Environment



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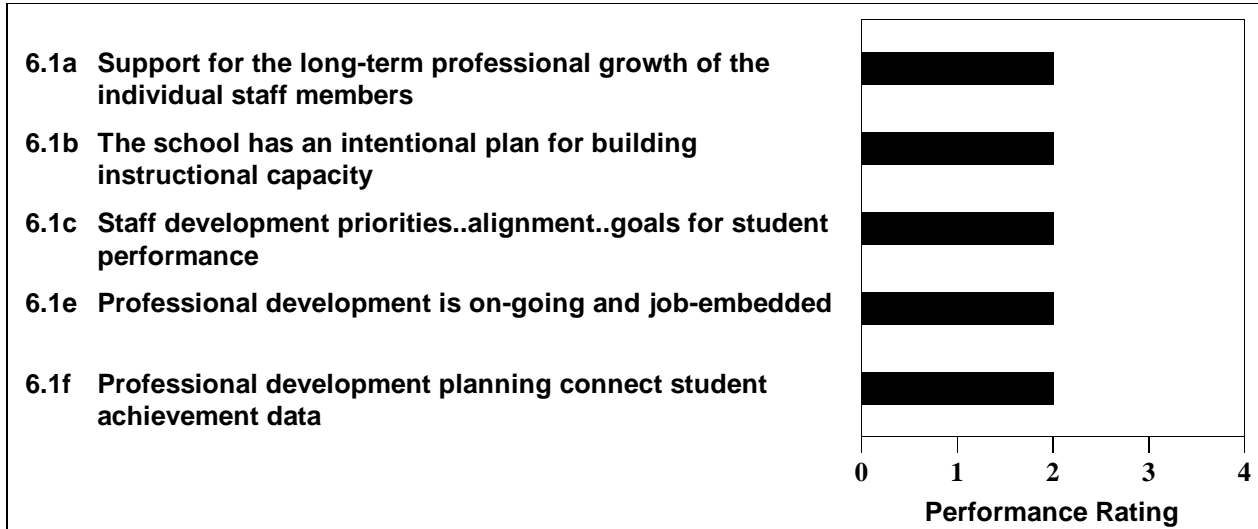
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6.1 Professional Development

Learning Environment



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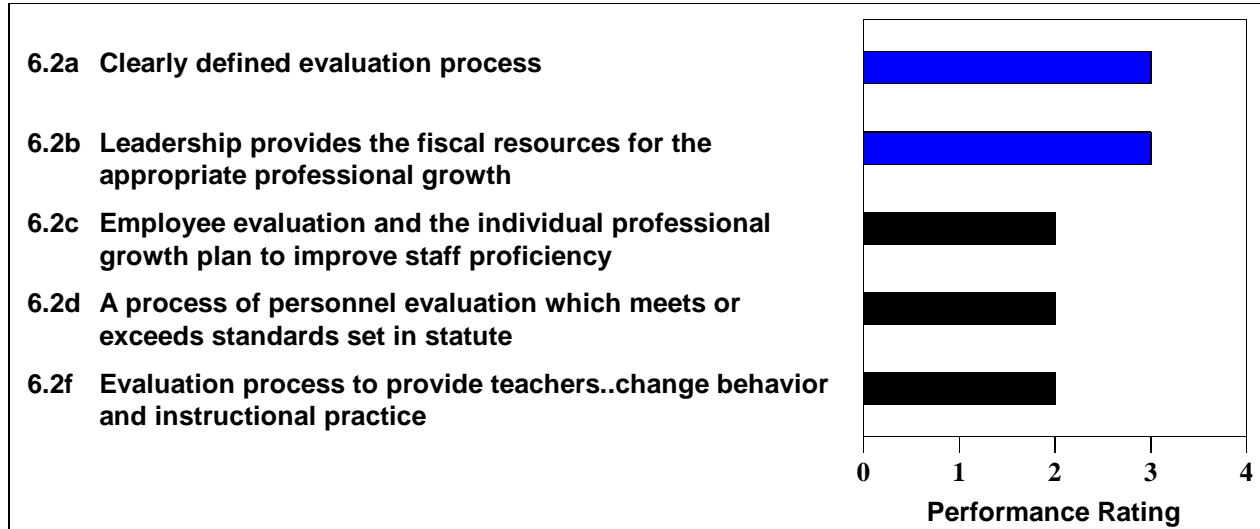
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6.2 Professional Growth and Evaluation

Learning Environment



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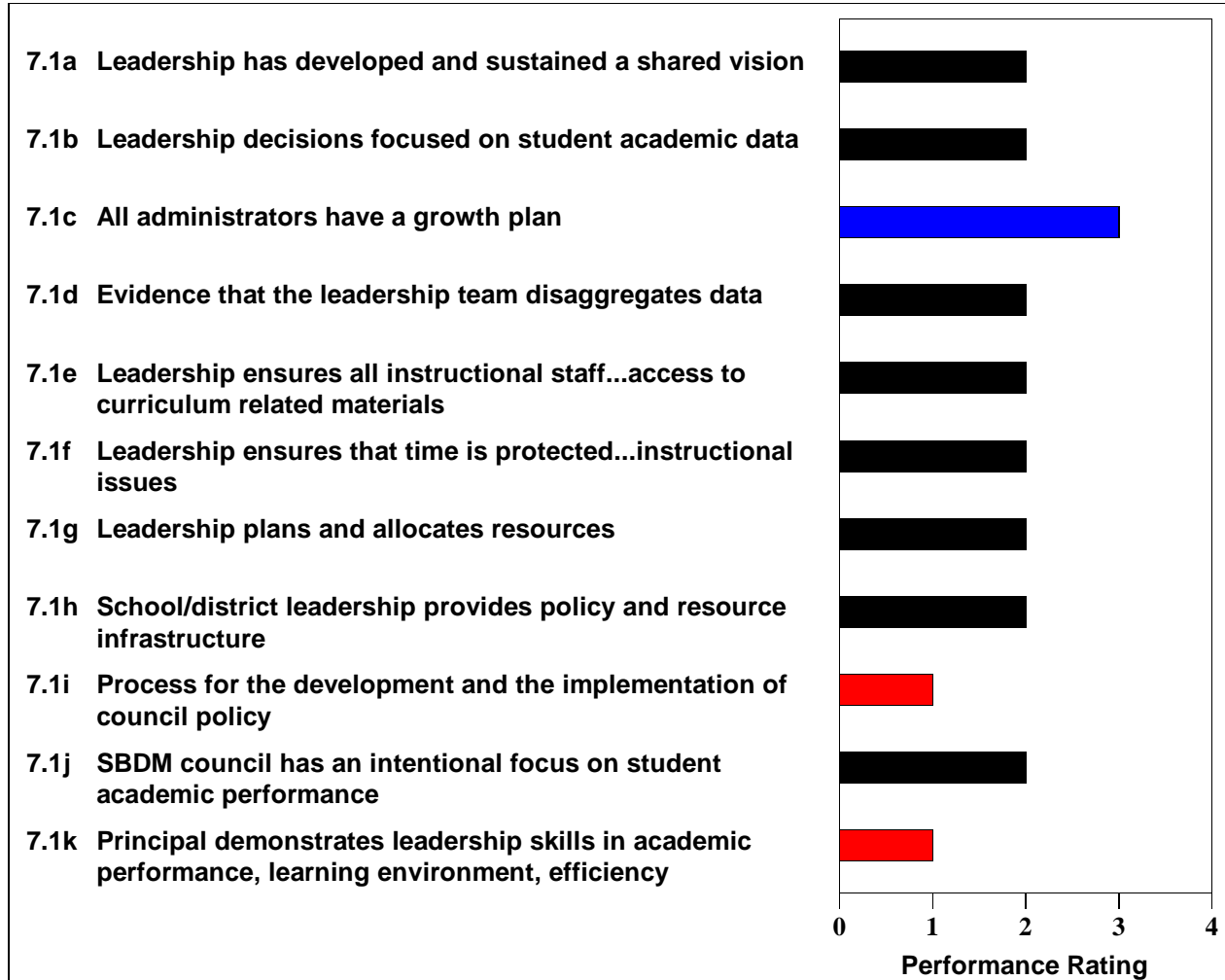
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7.1 Leadership

Efficiency



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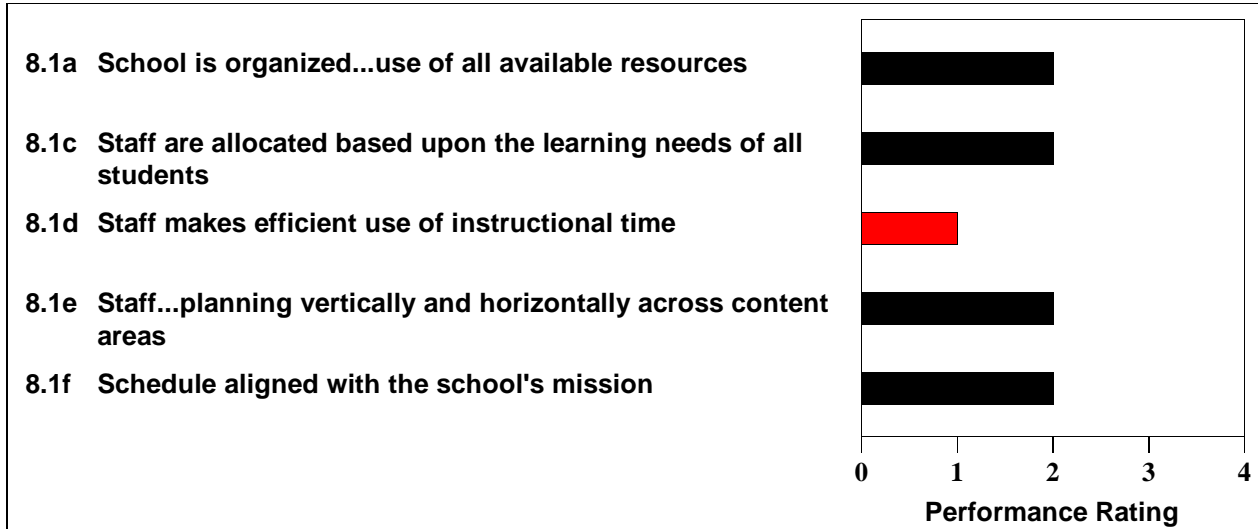
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8.1 Organization of the School

Efficiency



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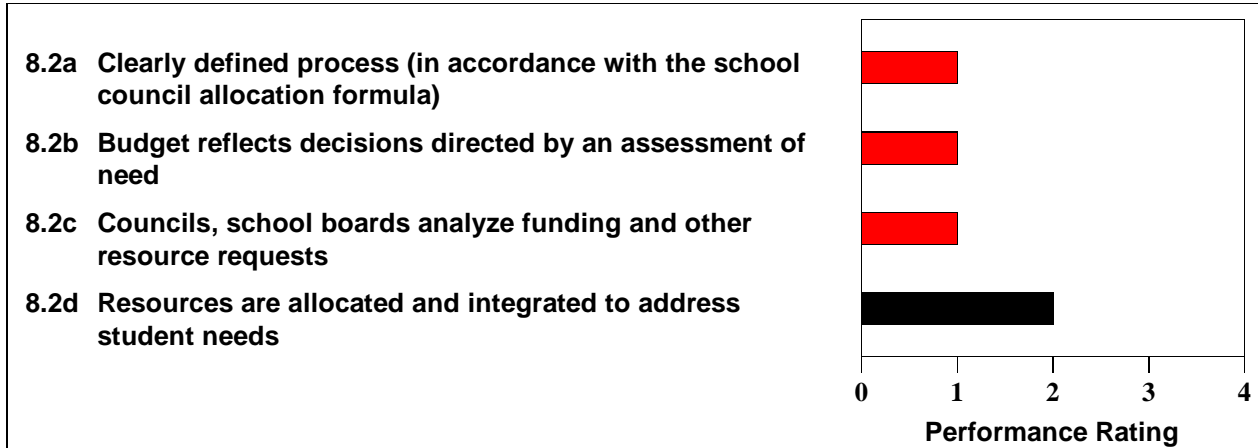
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8.2 Resource Allocation and Integration

Efficiency



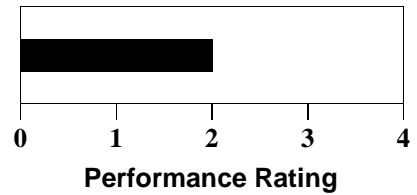
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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

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



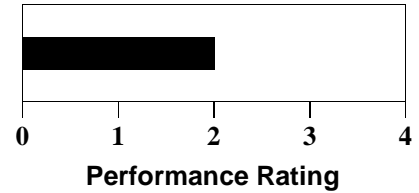
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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



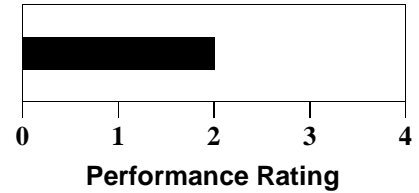
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



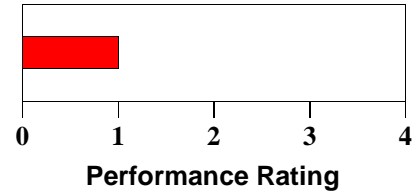
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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

