

Demography of Principals' Work and School Improvement:
Content Validity of Kentucky's Standards and Indicators for School Improvement (SISI)

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Abstract

Kentucky's accountability system includes a school-processes audit known as Standards and Indicators for School Improvement (SISI), which is in a nascent stage of validation. Content validity methods include comparison to instruments measuring similar constructs as well as other techniques such as job analysis. This study used a two-phase process to validate SISI. In Phase One, the SISI were compared to the Interstate School Leaders' Licensure Consortium Standards (ISLLC) in a content analysis. Phase Two used observational and self-report data from ten selected elementary and secondary principals to map their work on both sets of standards. The indicators in SISI proved more descriptive of the observed school improvement and instructional leadership activities of principals than did the indicators in ISLLC.

Key words: Instructional Leadership, Kentucky education reform, Principal, School Improvement, School Leadership, Standards and Indicators for School Improvement

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Although student achievement tests serve as the mainstay of educational accountability measures, this paper reviews one state's attempt at introducing other evidence to monitor the results of educational policy. The paper offers the results of one study designed to serve as a validation of the attempt to increase measures of accountability beyond student-based data in one state.

Background

In 1998, Kentucky's General Assembly revamped its high-stakes accountability system to include multiple measures of school progress (Cibulka & Lindle, 2001; Hoff, 2003; Kelley, Henneman, & Milanowski, 2002; Kentucky Department of Education-KDE, 2000; White, 1998). One provision for ascertaining the extent of schools' failure to improve on student performance measures required school visits by trained teams of educational stakeholders (703 Kentucky Administrative Regulations –KAR– 5:120; Kentucky Revised Statutes –KRS– § 158.6455). Kentucky's Department of Education (KDE) created Standards and Indicators of School Improvement (SISI) as an instrument for the visiting teams (KDE, 2000, 2003a & b). KDE's initial studies of SISI measures involved comparing team scores from schools deemed successful on student achievement tests with those deemed unsuccessful in two rounds of data collection from 2000 through 2002 (KDE 2003a).

Purpose

As states search for new indicators of educational effectiveness, this paper explored the content validity of one state's new measure of school progress in the context of principals' work. This study is the first to examine the content validity of SISI through comparison to school leaders' tasks and activities in two phases. The first phase of the study compared SISI indicators to performance indicators found in the Council of Chief State School Officers (CCSSO)'s Interstate School Leaders Licensure Consortium (ISLLC)'s Standards for School Leader (CCSSO, 1996). The second phase of the study followed 10 selected Kentucky principals in their daily activities and mapped the observations over both SISI and ISLLC indicators.

Methods

ISLLC provided a psychometrically appropriate instrument for examining the content validity of SISI. Among a number of processes, content validity requires comparison of instruments to measures of similar constructs or concepts (Nunnally, 1978). Beyond the CCSSO's initial development processes for creating ISLLC, more psychometric products have been developed with the Educational Testing Service (ETS) and other partners. ETS collaborated with several states to create a principal licensing test from ISLLC (Hessel & Holloway, 2002; Holloway, 2002). In its work, ETS assessed the ISLLC standards' content validity (Iwanicki, 1999). ETS particularly sought validation for the creation of an ISLLC-based test of school leaders' knowledge in addressing instructional leadership processes focused on student achievement as well as school

improvement (Latham & Pearlman, 1999). To date, all of the validation work on ISLLC and its related products has utilized perceptual data from focus groups and surveys (CCSSO, 1996; Hessel & Holloway, 2002; Holloway, 2002; Murphy & Shipman, 1999; Murphy, Yff & Shipman, 2000). A literature review showed ISLLC validation studies in three states: Indiana (Coutts, 1997), Idaho (Keeler, 2002), Missouri (McCown, Arnold, Miles & Hargadine, 2000). All of these studies used survey data. In contrast, the study reported in the paper used data from observations and self-reports of time use from 10 Kentucky principals selected for their work within the context of comprehensive school improvement

In particular during the second phase of the study, Kentucky principals permitted observations of their workdays and provided logs documenting their activities for 15 randomly selected instructional days during the 2002-2003 school year. Data were collected for three Mondays, three Tuesdays, and so on, with no more than two non-consecutive days in the same week. The requirement of non-consecutive days and no more than two days in the same week was to ensure a sampling of activities that represented the general time use and work cycles of a principal's week. Underlying this selection of days was a working hypothesis that the principals' tasks on particular days may be qualitatively and even quantitatively different than the tasks typical to other days of the week.

The principals were selected based on characteristics typical to Kentucky's schools. Five of the principals represented typical Kentucky rural school districts as an intact set from a single district. These five principals included three elementary principals, one middle school principal, and one high school principal. These five

principals were matched with five other Kentucky principals serving in schools in other regions of the state. The selection characteristics for these principals included a match to one of the district principals' schools based on school enrollment, grade level, and staff size characteristics. Though principal characteristics were not used as selection criteria, the 10 principals included 5 women and 5 men. In this study men and women were about equally distributed across elementary and secondary schools.

Results

The two phases of the study provided grounded validation for the use of Kentucky's Standards and Indicators of School Improvement (SISI). For the purposes of this paper, the findings reported here provide detail regarding the second phase of the study. The observational data on the 10 principals' work offers insight into ways that SISI is a valid instrument to use in examining the processes of school improvement involving principals.

Summary of Phase 1. Results from the first phase of the study have been described in detail in separate reports (Lindle, Stalion & Young, 2003, 2004). Briefly, that phase of the study used comparison of SISI indicators with ISLLC's and revealed strengths and weaknesses for both measures. SISI's descriptors addressed more specific activities where school leaders participated in instructional activities with teachers and students. ISLLC's indicators stopped short of describing principals' work in instructional support, and instead expressed tasks associated primarily with curriculum planning. Both ISLLC and SISI adopted descriptors of principals' support for teacher performance that met managerial and oversight of teachers' work rather than supporting professional

development. ISLLC's performance indicators seem stronger than SISI in describing the community building and collaboration among stakeholders so essential to school leadership in school improvement strategies and implementation.

Phase 2 – Observational data findings. Comparison of the selected principals' activities mapped over SISI showed that SISI did not discriminate between the intact group of district principals and the other five from other regions of the state. Observational data yielded specific descriptions of principals' use of time.

Data were coded according to the descriptions offered in the Standards and Indicators for School Improvement document for school-level audits and reviews (KDE, 2003b). These descriptions were created through focus groups of Kentucky educators and citizens and then applied in pilot, volunteer, as well as low-performing schools from 2000 through 2002 (KDE, 2000, 2003a). The process followed qualitative procedures for coding and analyzing descriptions of qualitative data (Glesne & Peshkin, 1992; Strauss & Corbin, 1990).

The data reduction is presented here as a series of tables that highlight the connections among observational descriptions as well as the fit between those data and the indicators in SISI. First a sample of the observational fit will be presented in two tables. The first table displays observational data with indicators from SISI Standard 1: *The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.*

Insert Table 1

About Here

Table 1 shows a sample of observations across principals that mapped to the seven indicators in SISI Standard 1: *The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards*. Samples were chosen for their representation of repeated observations across the 10 selected principals. The sample observations have been ordered by the day of the week in which observers recorded principals' activities. Recorders also noted the length of time in which principals engaged in the tasks as well as the principals' perceptions of whether this was an activity they chose to engage or were forced to respond to others' agenda. The final column in Table 1 presents a step in content validity where the observations also were coded to a comparable ISLLC standard and indicator.

The analysis yielded use of five of the seven indicators for SISI Standard 1 in order to map these principals' activities. The lack of comparable ISLLC indicators for the first three indicators in SISI Standard 1 was revealed in Phase 1 of this study and described in other reports (Lindle, Stalion, & Young, 2003, 2004). Not surprisingly, the SISI Standard 1 indicator with the highest degree of activity maps well to more than one of the ISLLC indicators for monitoring and managing curriculum. Phase 1 results noted that ISLLC was stronger in describing principals' curriculum management activities than other aspects of instructional leadership related instructional delivery, assessment, or other requirements of an accountability policy environment (Lindle, Stalion, & Young, 2003, 2004).

The lack of observations mapped to two of the SISI indicators for Standard 1 may be explained by the design and purpose of SISI. That is, SISI was designed to audit

schoolwide processes, not just the activities of the principal. For example, the Kentucky Department of Education designates several of these indicators as key indicators of district level leadership rather than school level and that designation covers SISI Standard 1 indicator *1.1d: Vertical communication with focus on key transition points* (KDE, 2000, 2003a, 2003b). The lack of principal activities specifically mapped to the other indicator (1.1e) concerning connections to life and career options is more difficult to explain, especially since four of the ten principals led secondary schools and in light of Kentucky's accountability system that includes assessments of practical living and vocational studies.

Given the limits of page length and time, this paper cannot include all the analytic tables associated with the nine SISI standards for Phase 2 of this study. However, Table 2 illustrates SISI Standard 9 given its indicators provide less guidance on principals' daily observed activities and stands more as a checklist of episodic events among the principals' repertoire. SISI Standard 9 pertains to planning at the school level: *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.*

Insert Table 2

About Here

SISI Standard 9 has 16 indicators of which observational data mapped to six. That the indicator for *collaborative process* (SISI Standard 9.1a) yielded the largest sample of observations across principals should provide no surprises. Observations of principals'

work should offer insight into processes and routines of school leadership (Walcott, 1973). Similarly, indicators 9.2b - *uses data for school improvement planning*, 9.3b - *staff analyzes student learning needs*, 9.3c - *desired learning results are defined*, 9.4a - *data used to determine strengths and limitations*, and 9.5b - *plan identifies resources, timelines and person responsible*, all represent processes related to school planning, likely to result in principals' observable activities.

The samples illustrated in Table 2 also display a coding dilemma in that indicators 9.2b and 9.4a describe similar work on the principal's part. School audit teams use performance indicators specified by the Kentucky Department of Education that accumulates multiple types and sources of evidence from all members of the school community, not just the principal, across both indicators (KDE, 2003b, 2004). However, observation of principals' work illustrates both indicators given that SISI was not specifically developed for the sole purpose of depicting or predicting principals' job roles and responsibilities.

The lack of observational samples for the remaining indicators in SISI Standard 9 in some part stems from SISI's intended use in measuring school processes broader than the work of principals. For example, eight of SIS Standard 9's indicators, 9.4b - *school goals are defined*, 9.5a - *school improvement action steps aligned with goals and objectives*, 9.5c - *process to effectively evaluate plan*, 9.5d - *plan aligned with mission, beliefs, school profile, desired results*, 9.6a - *plan implemented as developed*, 9.6b - *evaluate degree of student learning set by plan*, 9.6c - *evaluate student performance according to plan*, 9.6d - *evidence to sustain the commitment to continuous improvement*,

require assessment of the plan itself, rather than reflecting on specific actions taken by the principal or processes monitored or performed solely by the principal.

On the other hand, samples for 9.2a - *planning process involves collecting, managing, and analyzing data* and 9.3a - *plans reflect research/expectations for learning and are reviewed by team*, seem oddly missing. Nevertheless, the aggregation of daily and routine data collected in the course of principals' work has not emerged as common practices as reported in the literature. That is, recent recommendations for use of commonly collected school data in addition to accountability and assessment data may not yet be fully implemented among the selected 10 principals in this study (Bernhardt, 1998; Holcomb, 1998).

Yet another explanation is that other SISI standards and indicators allowed more aligned mapping of some of the data use activities in which principals engage. For example, SISI 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*, incorporates several indicators related to principals' work with instructionally based data collection and analysis on a daily basis. In particular, 6.2f - *leadership provides evaluation follow-up and support*, provided coders the opportunity to map such principals' data based activities as walk through observations of both teaching and learning.

Tables 1 and 2 provide a sampling of the ways that observations of the selected 10 principals were coded and mapped to Kentucky's Standards and Indicators for School Improvement, also known as SISI. The display of both tables also illustrated constraints on data analysis provided by the fact that SISI's design fulfills a different set of purposes

other than monitoring principal role and job responsibilities. Figure 1 offers a view of the degree to which the 10 principals' activities were coded across SISI.

Insert Figure 1

About Here

Figure 1 illustrates the distribution of activities across the 9 Kentucky Standards and Indicators for School Improvement. Eighty-four percent of the activities mapped on to SISI. Among the 16% of activities that were described solely by ISLLC were such observations as:

- Planning meeting continued. Principal and literacy coach strategized how they would best approach difficult conferences. Each teacher will be conferenced. Positives and refinements will be given. (Mapped to ISLLC Standard III – Organizational Management and indicator III.K *the school acts entrepreneurially to support continuous improvement*)
- Principal had two students in to resolve an issue over the disputed ownership of a ring. After a problem-solving discussion, the issue was resolved (Mapped to ISLLC Standard III – Organizational Management and indicators III. O, *effective problem-framing and problem-solving skills are used*, III. P, *effective conflict resolution skills are used*)
- Principal answers phone call for mentoring program with local university. Also discusses connections to practicum students. (Mapped to ISLLC Standard IV – Collaborative Leader and indicator IV.H - *partnerships are established with area*

businesses, institutions of higher education, and community groups to strengthen programs and support school goals)

- Principal returned a phone call from the district Community Education Director.

There is concern that ESS will be cut out at the state level, and the principal was asked to be a part of a committee to appear before the State Board of Education on Wednesday to defend the importance of Extended School Services in the school.

(Mapped to ISLLC Standard VI – Community Leader, indicator VI.B,

communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate)

These examples highlight the ways in which principals provide leadership essential to school improvement that is not represented among the Kentucky Standards and Indicators for School Improvement. As noted in Phase 1, SISI does not provide descriptions of the ways principals work to identify and solve problems or conflicts as described among the ISLLC indicators for its Standard III. SISI does not specifically describe the entrepreneurial ways that principals leverage resources among school stakeholders and the community, even though arguably, school improvement depends heavily on finding means of stretching scarce resources for schooling. SISI's standard on collaboration, ironically is numbered 4 as is ISLLC's Standard IV – Collaborative Leader. Some of what ISLLC's Standard IV describes also is captured by SISI's Standard 5 – Community. Yet, SISI's descriptions of collaboration among its Standard 4 or 5 indicators is not as rich or diverse as ISLLC's in capturing the ways that principals can link to the community in addressing students' needs and school improvement. The final example offered here illustrates the kinds of broader political involvement described by

ISLLC but not illustrated among SISI's standards and indicators. Despite these weaknesses in SISI's usefulness in mapping principals' work, SISI was applicable to a high percent of the observations as shown in Figure 1.

Although SISI Standard 4, Culture appears as the largest slice of activities among the principals, this result was due to the mapping of many of the principals' disciplinary duties to only one of SISI Standard 4's indicators, 4.1a - *leadership support for safe, orderly environment*. In some schools, the principals spent considerable time patrolling various parts of the school building for a large part of the day. Middle and high school principals did a lot of this kind of preventative supervision, but the six elementary principals also spent time in this kind of activity.

The other large chunk of Figure 1, SISI Standard 6 – *Professional Growth, Development, and Evaluation*, occupied a lot of principals' time because of significant observed activities in supervising instruction, as noted previously, through walk throughs and other evaluation strategies. Even though KDE separates Standard 6 from the “academic” Standards numbered 1 (Curriculum), 2 (Assessment) and 3 (Instruction), the degree to which these principals' observed activities involved the supervision and evaluation of instruction, suggests that their time across all four standards, SISI 1, 2, 3, and 6, could, and arguably should, be aggregated as a indication of school improvement for teaching and learning. If aggregated in such manner, then these 10 selected principals spent as much as 33% of their observed activities focused on instructional improvements.

Turning to the parts of Figure 1 that show very little mapped from observations of these principals, Standards 9 (Planning) and 5 (Community) each averaged only 3% of the observed activities. The coding and mapping issues with the indicators of Standard 9

have already been discussed. Standard 5's coding and mapping challenges connect to the issues raised among the activities that mapped only to ISLLC standards and indicators.

For the most part, the kinds of activities that could be mapped to SISI's Standard 5 include these observations:

- Attendance clerk entered office and discussed some attendance problems. Letters were signed by the principal to be sent home to parents with attendance problem children. Principal expressed concern that the school's attendance percentage was lowest in district.
- Discussion with attendance clerk about student and unexcused absence. A letter was sent to parent of student had several unexcused absences. Father sent a letter stating these should be excused; clerk researched it
- In outer office talking to the secretaries concerning a few situations that had come up regarding attendance and registration.
- In outer office area, checking through some of the enrollment information. Also doing a check on immunization records for current dates and completeness.

All of these activities map to SISI Standard 5 – *the school works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students* and indicator 5.1e - *accurate student record keeping system*. While each of the examples shows some connections to the community, the indicator describes a systemic operation rather than community collaboration over removing barriers to learning. This is yet another example how the community and collaboration descriptors of SISI's Standard 4 and 5 fail to provide much

insight into the work of principals that connect to school communities over efforts for school improvement. This Phase 2 finding supports the findings of Phase 1.

Limitations. The limited sample of principals involved in this study warrants caution in over-interpreting results. In addition, though care was taken in matching school characteristics for the two sets of principals, the selection criteria did not control for principal characteristics, such as years of experience, tenure at their particular schools, and other personal features. Despite these cautions, the findings from this comparison among observational data for both sets of principals suggest that SISI's validity requires further investigation.

In summary, Kentucky's Standards and Indicators for School Improvement proved useful in describing more than 80% of the observations of the selected principals' activities. The results of mapping these observations to SISI supported initial content analysis comparing SISI to the Interstate School Leaders Licensure Consortium's Standards and performance indicators for school leaders. SISI's content validity indicates that its indicators provide language useful to describing principals' work primarily in areas related to the improvement of teaching and learning. However, SISI is weak in its descriptions of principals' work related to problem solving and involvement with stakeholders and the community focusing on school improvement. The weakest portions of SISI appear to be in Standards 4 and 5, two standards that were designed to deal with the learning environment. Standard 6 also seems to link more closely in content as supported by observational data on principals' work to the academic standards (1, 2, and 3) than to Standards 4 or 5.

Significance and Conclusions

SISI's content validity rests at a very early stage. The work for this study suggests SISI has strengths for its use in building instructional capacity in schools. On the other hand, SISI seemed to provide less direction for school leaders in specific community building activities than ISLLC. Moreover the results in this study show that the standards designated as learning environment standards seemed less articulate than ISLLC about the issues associated with building healthy school-community relations and professional learning communities.

SISI's indicators seem to provide more explicit benchmarks for principals' work in building instructional capacity than do ISLLC indicators. The observational data indicate that Kentucky principals spend time in activities in classrooms and with teachers that align with SISI's processes for school improvement. This result can be interpreted as one positive step in establishing SISI's content validity to serve as a measure of educational policy accountability. While more content validity studies should be undertaken, SISI seems essential in Kentucky's move to multiple measures of school performance and educational accountability policy.

Other content validity studies are necessary in that this study was based on an extremely small sample of principals in Kentucky. Among the other necessary steps to content validity for SISI, observational studies of principals from other states engaged in their work with differing accountability requirements should be undertaken. Unlike ISLLC, SISI has not been submitted in systematic data gathering process to groups of practicing administrators for their expert perceptions of the validity of SISI descriptors. While observational data of principals' work is more desirable than perceptual surveys

(Lindle, in press), a degree of face validity concerning the relevance of the SISI's descriptors is necessary in establishing content validity (Babbie, 1998).

For Kentucky principals, the two sets of standards can be viewed as complementary guides for their work. However, Kentucky's policy makers need to cull through the 88 SISI indicators and more than 90 ISLLC performance indicators to identify only those most salient and descriptive for guiding Kentucky school leaders' work. This study showed that both sets of standards carry indicators that do not describe principals' work and some of the indicators are so episodic, that principals may perform certain tasks only ceremonially or periodically, not routinely. Such indicators raise questions about their saliency for leading and improving schools. These findings beg for further investigation and research to extend content validity for both sets of standards.

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Table 1, Sample Illustration of Fit between Observational Data and SISI Standard 1:

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

SISI Indicator	Brief description of activity (Number each example/incident)	Duration [mins]	Control Y/N	Related ISLLC
1.1a - Aligned with academic expectations, core content, program of studies	<u>Wednesday.</u> Principal met with special teachers to help them incorporate their disciplines into school America's Choice curriculum. Documents: standards book, American Choice Standards, core content. She interacted with teachers as ideas were expressed. Teachers examined materials. Sharing ideas and discussion as to how integration can work. Principal offered bulletin boards in hallway to any teacher not having one. Teachers were told to use the remainder of time reviewing notebooks, planning for classroom use and encouraged to use the internet. Principal left room to get more materials for teachers.	60	y	noISLLC
1.1b - Discussions among schools regarding curriculum standards	<u>Wednesday.</u> Met with a third member of the leadership team and design the set of questions. Some member of the leadership committee had developed a set of questions for the upcoming visit to another district. They wanted additional input from the third member; 3 rd member of leadership team; team will be prepared for the visit.	30	y	noISLLC
1.1c - Discussions among schools to eliminate overlaps, close gaps	<u>Tuesday.</u> [After lunch update] Meeting with special ed teachers to update them on the Sp Ed students who was transported to the hospital; just started; needed to keep the teachers updated regarding the situation; teachers; will impact teachers, class, attention to other students. <u>Wednesday.</u> Brief conference with teachers in hallway Science/social studies curriculum alignment (2 nd grade)	30 10	n y	noISLLC noISLLC
1.1d - Vertical communication with focus on key transition points				
1.1e - Links to continuing education, life and career options				

Table 1, continued

SISI Indicator	<u>Day of Week and Brief description of activity</u>	Duration [mins]	Control Y/N	Related ISLLC
1.1f - Process to monitor, evaluate and review curriculum	<p><u>Monday.</u> Visiting the ESS class; to monitor the activities in the ESS program; ESS teachers and students will ensure that students are getting proper ESS services.</p> <p><u>Tuesday.</u> Observing in the first grade. Student instructing the principal on world wall</p> <p><u>Wednesday.</u> Made an announcement thanking the teachers for their committee work; asked them to turn in their recommendation as they were finished. If not they were to wait until their group had completed their work.</p> <p><u>Wednesday.</u> Walked around the building, going from meeting to meeting to be available to offer input and answer any questions.</p> <p><u>Wednesday.</u> Spent about 20 minutes in the science dept. meeting on curriculum</p> <p><u>Wednesday.</u> Teachers were released by principal to go and plan individually with materials and new ideas. Principal returned to large group meeting. She moved from group to group as well as individuals interacting as to how curriculum development was progressing. Continued to circulate among groups and individuals listening to ideas and offering suggestions.</p> <p><u>Wednesday.</u> Principal reoriented groups and shared what had been accomplished with the special teachers group. She gave them the opportunity to either stay and continue to work with resources or go to their individual rooms and continue their work. Most teachers elected to remain in library as a group. While remaining went to rooms. Principal shared her time between circulating and assisting groups in library. Also she went on visits to teachers who elected to go to their classroom.</p> <p><u>Thursday.</u> Teachers reported to meeting in the conference room. Principal enters the meeting and calls to order. This meeting concerned ESS waiver. The purpose was to be assured that each teacher understood that the exact expectations of the waiver and that it must be reported to the State Dept. in this exact manner. Principal reported to group that she had given a report to the State Board on last Thursday on the school's daytime waiver and they had responded very positively. Principal and teachers continue discussion on the positive impact the daytime waiver is making. In essence, targeted students are given additional writing conference time. A resource teacher that is participating in this waiver discussed how she felt things were progressing and principal & teachers gave her positive feedback on her performance. The reporting form to the State Department was examined item by item.</p>	<p>35</p> <p>15</p> <p>10</p> <p>30</p> <p>20</p> <p>120</p> <p>60</p> <p>55</p>	<p>y</p> <p>y</p> <p>y</p> <p>y</p> <p>Y</p> <p>y</p> <p>y</p> <p>y</p>	<p>II.M</p> <p>II.Q</p> <p>II.M</p> <p>II.M</p> <p>II.M</p> <p>II.M</p> <p>II.M</p> <p>II.M</p>
1.1g - Common academic core for all students	<p><u>Monday.</u> Returning phone call to discuss the gap data for SB 168; alone in office will affect teachers and students at in terms of test scores.</p> <p><u>Tuesday.</u> Worked with a new student who was registering</p> <p><u>Wednesday.</u> Visit to the library; no classes today.</p>	<p>15</p> <p>10</p> <p>5</p>	<p>y</p> <p>n</p> <p>n</p>	<p>I.K</p> <p>II.F</p> <p>II.K</p>

Table 2, Sample Illustration of Fit between Observational Data and SISI 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.

SISI Indicator	<u>Brief description of activity (Number each example/incident)</u>	Duration [mins]	Control Y/N	Related ISLLC
9.1a - Collaborative process	<p><u>Monday</u>. Invite other teachers to drop by office and look at colors for stage curtains.</p> <p><u>Monday</u>. After retrieving central office e-mail] reviewing list of notes from meeting and getting ready to re-issue agenda to leadership team. To send agenda to leadership team, team will be able to prepare for meeting using agenda</p> <p><u>Tuesday</u>. Writing an agenda for faculty meeting to prepare an organization of faculty meeting ; no one; will ensure that the faculty meeting goes smoothly</p> <p><u>Tuesday</u>. Conducting faculty meeting; just started; has a monthly faculty meeting to share items and discuss issues</p> <p><u>Tuesday</u>. Brief meeting with some members of the leadership team to discuss questions; just started; leadership team respected a brief meeting to discuss question and to get additional feedback. Two teachers on leadership team question will be used while visits another district to gain more information.</p> <p><u>Wednesday</u>. Teachers are to work in groups on their part of the Comprehensive Plan. They are to provide gap reports, etc. Also gave out research on brain research and another one on same sex classes and effect on achievement.</p> <p>Wednesday. She explained that the teachers would be divided for professional development. Principal takes part of the group to meet with her in the conference room</p> <p><u>Thursday</u>. Next principal discussed the immediate need of working on the Consolidated plan. She advocated pulling a small group of people together during school day to work on plan. Subs would be called. It was decided on two days in March to work on Consolidated plan.</p>	11 15 10 30 15 20 10 15	y n y n y y y y	III.Q III.Q III.Q III.Q III.Q III.Q III.Q III.Q
9.2a - Planning process involves collecting, managing, and analyzing data				

SISI Indicator	<u>Brief description of activity (Number each example/incident)</u>	Duration [mins]	Control Y/N	Related ISLLC
9.2b - Uses data for school improvement planning	<p><u>Tuesday.</u> Called the Central Office about the meeting that is to be held that afternoon at 4:00 concerning the BCMS gap report. This is a public meeting required by law. Then he left the office to make copies to hand out at the meeting. Then he put copies together and stapling – He doesn't expect a big turnout, but wants to be prepared in case.</p> <p><u>Wednesday.</u> Faculty meeting started at 2:00. Teachers are to work in groups on their part of the Comprehensive Plan. They are to provide gap reports, etc. Also gave out research on brain research and another one on same sex classes and effect on achievement. Asked groups to have one person write down any changes groups may recommend. Groups then met in different parts of the school.</p>	20 30	y y	V.O I.K
9.3a - Plans reflect research/expectations for learning and are reviewed by team				
9.3b - Staff analyzes student learning needs	<p><u>Tuesday.</u> Meeting with one of the teachers and the community education coordinator; they talked about the ESS program and the 21st century grant. Trying to get the right mixture of skills help and fun stuff for the combined programs after school. Decided to cut Friday out of the program as it is not well attended. Then use the money for an incoming 5th grade transition program. This program would especially focus on lower achieving level students</p>	70	y	I.K
9.3c - Desired learning results are defined	<p><u>Tuesday.</u> Chaired the meeting for the community concerning the gaps in the testing results. There were only four people that attended the meeting, even though it had been announced several times. Discussed the analysis of the gaps of the subgroups of people. An area of special concern was the act that the gap between the reduced/free lunch count student's scores compared to the rest of the students' scores had increased in the last few years. Also focused on what would improve the scores and lessen the gaps. Decided that one possible solution was to use the ESS program for focusing on students that needed more help. Possibly a portfolio preparation assistance class. Another suggestion was that there was possibly too much homework and not enough instruction prior. Need to think about implementing ethical motivational practices for both the group and for more individual attention to at risk students.</p>	50	y	I.K

SISI Indicator	<u>Brief description of activity (Number each example/incident)</u>	Duration [mins]	Control Y/N	Related ISLLC
9.4a - Data used to determine strengths and limitations	<p><u>Tuesday.</u> Called the Central Office about the meeting that is to be held that afternoon at 4:00 concerning the [school's] gap report. This is a public meeting required by law. Then he left the office to make copies to hand out at the meeting. Then he put copies together and stapling – He doesn't expect a big turnout, but wants to be prepared in case.</p> <p><u>Wednesday.</u> Faculty meeting started at 2:00. Teachers are to work in groups on their part of the Comprehensive Plan. They are to provide gap reports, etc. Also gave out research on brain research and another one on same sex classes and effect on achievement. Asked groups to have one person write down any changes groups may recommend. Groups then met in different parts of the school.</p>	20 30	y y	V.O I.K
9.4b - School goals are defined				
9.5a - School Improvement action steps aligned with goals and objectives				
9.5b - Plan identifies resources, timelines & person responsible	<p><u>Wednesday.</u> Preparing materials for the faculty meeting that afternoon. This is an early release day. Every other Wed. This afternoon faculty will work on comprehensive plan as soon as the students have left at 1:35.</p> <p><u>Thursday.</u> At 5:30 the principal met with the Superintendent and the State Dept to discuss accountability index. It was decided that the State Dept. person will be able to render assistance to the school. It will begin by assisting in the consolidated plan update</p>	30 60	y n	I.J III.D
9.5c - Process to effectively evaluate plan				
9.5d - Plan aligned with mission, beliefs, school profile, desired results				
9.6a - Plan implemented as developed				
9.6b - Evaluate degree of student learning set by plan				
9.6c - Evaluate student performance according to plan				

SISI Indicator	<u>Brief description of activity (Number each example/incident)</u>	Duration [mins]	Control Y/N	Related ISLLC
9.6d - Evidence to sustain the commitment to continuous improvement				

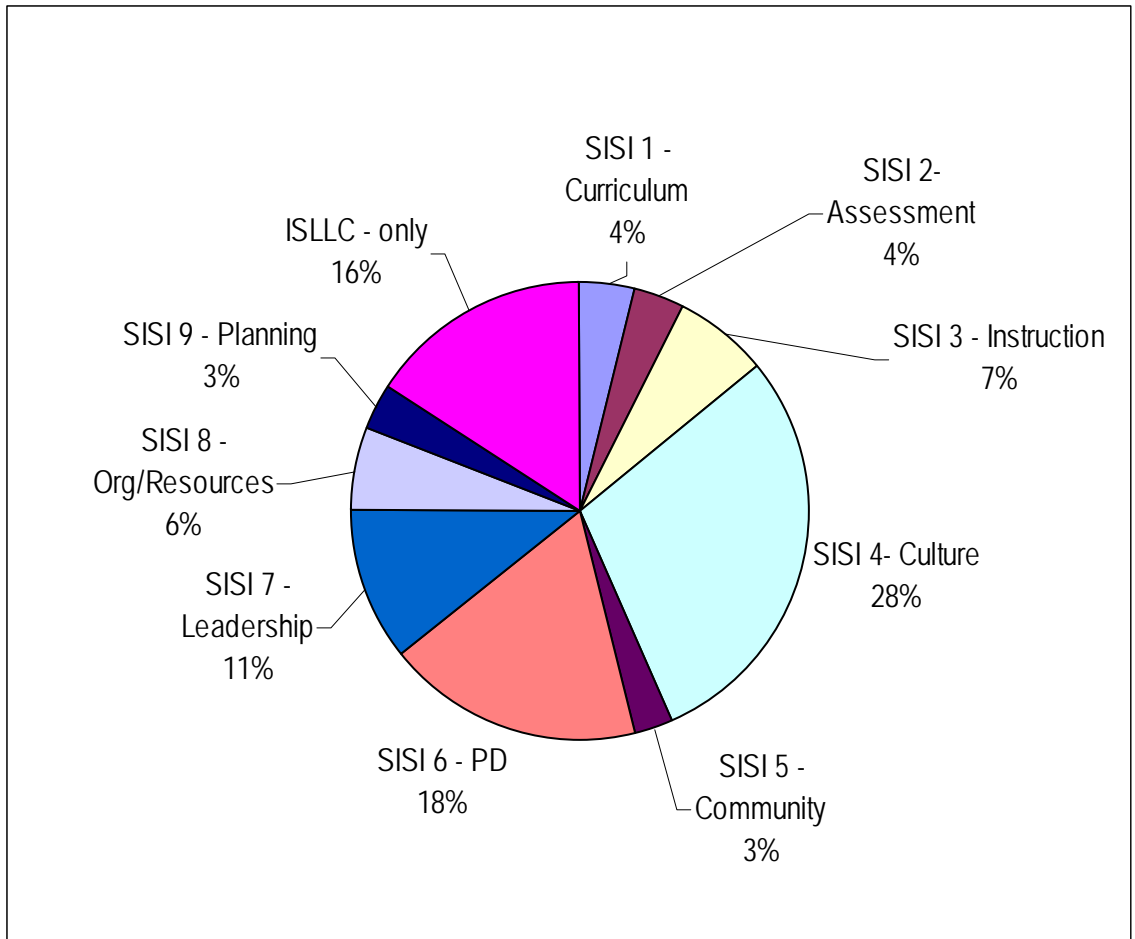


Figure 1, Distribution of Observations of Principals' Activities across Kentucky's Standards and Indicators for School Improvement