

Superintendent's Report

February 25, 2013

Chair Diane Porter, members of the Board; it is my pleasure to call your attention to a few items of special interest.

Kymberly Rice is a proud graduate of JCPS. She has been an Education Recovery Leader for the Kentucky Department of Education (KDE) since 2009. Her work in this role was to provide mentoring and guidance to principals of Priority Schools in terms of instructional leadership and school improvement. She served as a middle school principal in Shelby County for eight years prior to her role of Education Recovery Leader at KDE. She began her education career in Jefferson County Public Schools where she taught math and science for four years and served as a Dean for two years.

Our Strategic Plan, and the information that informed it, is about creating an excellent school system. It is about putting the systems and structures in place and aligning our efforts to focus on the achievement of every student.

We know exactly how big the mountain is that we need to climb. In order to, as a district, meet our Annual Measurable Objective, we need to have 6,349 more students to be proficient. Each school knows their AMO.

SLIDE 1

Out of the 36 strategies, there are four high impact strategies that we are focusing on to move the school system. They are: Professional Learning Communities, Focus on the Core/Resourced Schools, Effective Strategies, and Deep Planning that touches every student.

Learning is the constant – time and support are the variables. Some students need more time and others need more time and support.

I have made 202 school visits. This last Monday, Expanded Leadership and Cabinet Members toured Layne Elementary School. We saw the Big Rocks in action:

SLIDE 2

Fourth grade teachers Anna Conley and Courtney Waller were working in a PLC focusing on three questions – What is that students need to know? Do they know it? What are we going to do?

Community Leaders have been visiting PLCs to witness firsthand the diagnosis of learning needs and the prescriptions to address them.

SLIDE 3

Present at Layne Elementary are Counselor Jodi O'Bryan and FRYSC Coordinator Brooke Burd. They work to make sure that students get the extra support they need so that they can focus on learning.

The addition of an Assistant Principal at each elementary school has supported teachers so that they can teach, and has allowed counselors to counsel and work collaboratively with the FRYSC coordinate to support students.

We know what works – What works in JCPS mirrors national research. When we study the schools that are getting improved results, those same things are happening. The national AdvancED accreditors called it “pockets of excellence.”

Those things are:

- Increased time focused on instruction. That includes extended time.
- Instruction aligned with what students are expected to know.
- Use of data to guide instruction and to create interventions.
- Collaborative work guided by a strong principal.
- A culture of high expectations.

One of the correlates of an effective school is the display of student work.

Progress will result from the use of data and planning that gets down to the level of each child – deep implementation planning. Each child needs a different level of time and support. This is Layne’s data room where Principal Marshall and his intervention lead are discussing the progress that is being made by every child.

That challenge is to bring what we know works to scale. The challenge is consistency and equitable distribution of resources support. It is not only about 18 schools and 14,862 students. It is about over 101,000 students and 155 schools. Those 18 schools have increased differentiated support that includes KDE staff. Assistant Superintendents and ETCs work closely with PLA schools coaching administrators, monitoring the 30-60-90/DIPPs/CSIP to support student achievement.

Again – the reorganization and Vision 2015 is about transforming a school system. If we don’t work on overall achievement, we will simply replace our present Priority Schools with other schools who will fall at the fifth percentile or below. The question that you have to ask yourself is would we be: If the 18 Priority Schools did not exist, would you be satisfied with our district only being at the 40th percentile? That is simply not acceptable.

The Plan has four focus areas with Success Measures.

Leading Indicator Data is tracked continuously.

I want to share with you what that tracking shows and the confidence that we have that arrows going in the right direction in the leading indicators will result in arrows going in the right direction on the annual success measures and in our PLA schools.

What we need to do:

Learning is the constant; time and support are the variables. Reducing suspensions, increasing attendance, and creating structures to give students more time to learn what is expected. We need to increase the \$\$ that increase learning time for students. We need to be sure that students are getting the targeted support they need so that they can focus on learning. Louisville Linked will do that in a very efficient way.

At this time, I recommend the consent calendar for your consideration.