

**Superintendent's
Summative Evaluation
Process for the Fiscal Year
2012-13: Presentation of
Evidences**

Donna M. Hargens, Ed.D.

Superintendent

May 2013

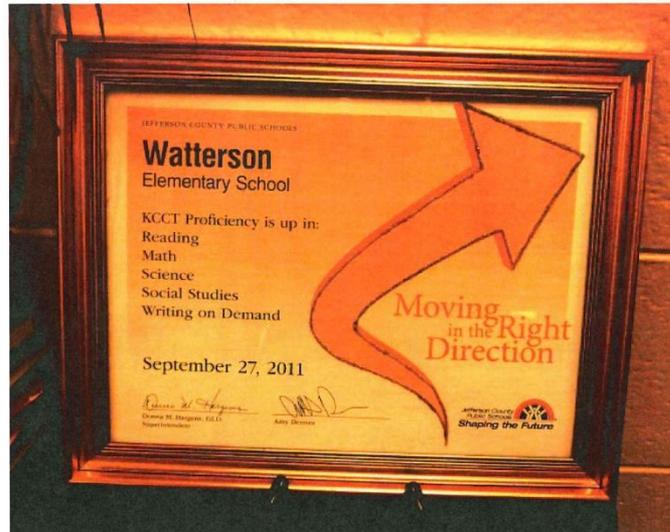
Jefferson County Public Schools

Jefferson County Public Schools

Strategic Plan **Vision 2015**

The journey to becoming the
best urban district in the nation
begins with the first step—
Vision 2015!

A Curriculum Management Audit™
of the
Jefferson County Public Schools
Louisville, Kentucky



Example of "Ramp Up Awards" given to schools that made improvement during the 2010-11 school year; this is part of the new superintendent's (Dr. Donna Hargens) emphasis on improving student achievement.



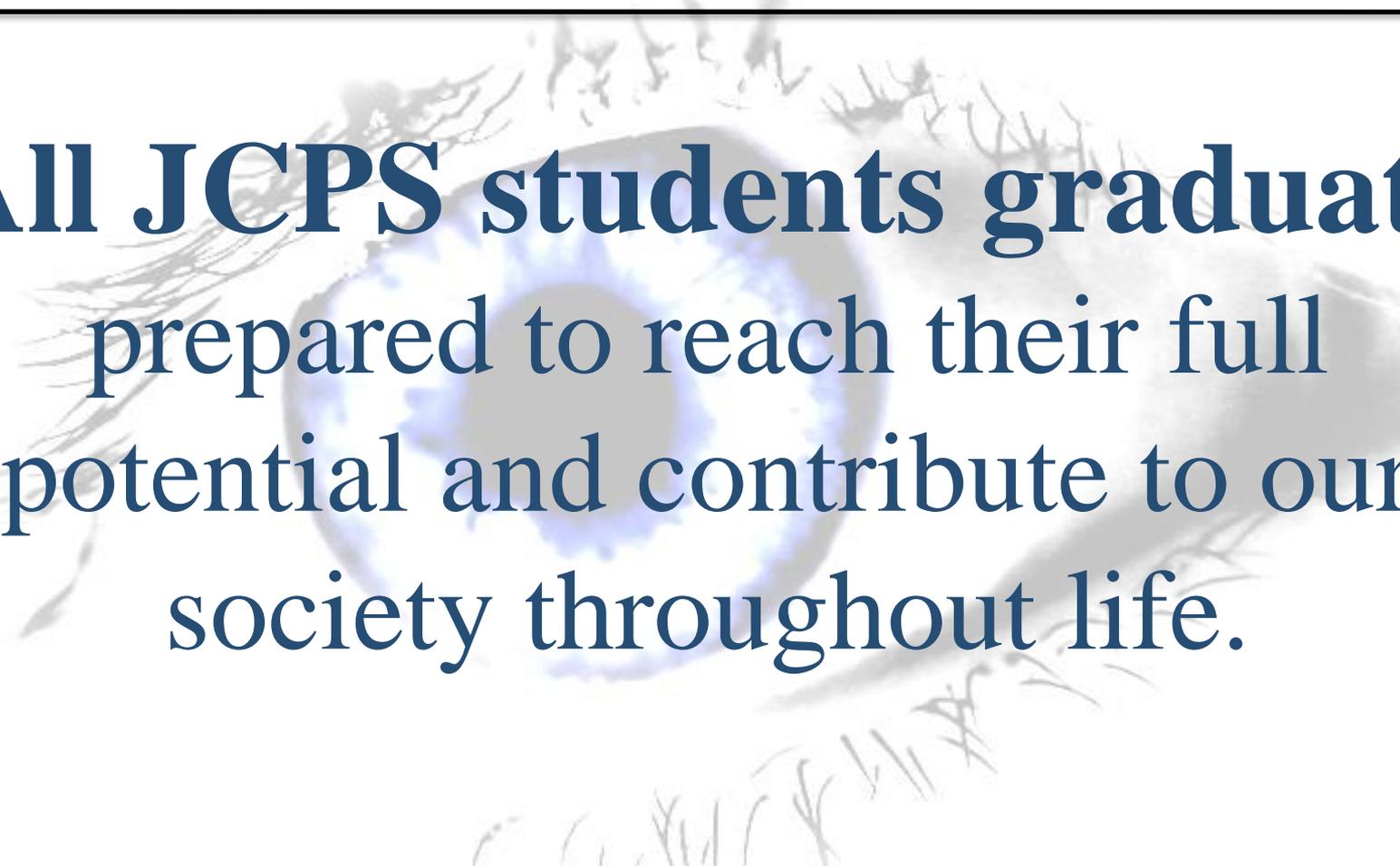
International Curriculum Management Audit Center
Phi Delta Kappa International
Eighth and Union
Bloomington, Indiana 47404

January 2012

What Works in JCPS

- 1. Focus on Standards**
- 2. Increased Focused Time on Learning**
- 3. Use of Data**
- 4. Teachers as Professionals in Collaboration**
- 5. A Culture of High Expectations for ALL Students**

Vision



**All JCPS students graduate
prepared to reach their full
potential and contribute to our
society throughout life.**

Theory of Action

- ✓ Intentional aligned actions can break the correlation between poverty and low achievement.
- ✓ Every school needs to improve.
- ✓ Schools that are not progressing get additional support, monitoring and are held to non-negotiable best practices.

Performance Objective 1:

Implementation of the Strategic Plan

Jefferson County Public Schools
STRATEGIC PLAN: VISION 2015
2012-2013 Comprehensive District Improvement Plan

FOCUS AREA: INCREASED LEARNING

GOAL: Increased Learning - Every student progresses in his or her learning and meets or exceeds proficiency in all subjects.

OBJECTIVE: Collaborate to increase our achievement total score to 65.1 (ES), 61.0 (MS), and 61.2 (HS); the growth total score to 65.5 (ES), 62.6 (MS), and 65.2 (HS); and the gap total score to 40.3 (ES), 36.3 (MS), and 37.4 (HS) by 06/05/2013 as measured by the state accountability system.

Each school (including Priority Schools) will meet their AMO and their proficiency targets.

Priority Schools will do the following: 1. Use Curriculum Maps as their guide to design instruction that is informed by student needs. 2. Participate in Professional Learning Communities. 3. Do 4 Benchmark Assessments and 2 additional school-made formative assessments and use results to inform the design of instruction. 4. Use Walkthroughs to collect data on instructional practices and document use of that data to adjust or inform practice. 5. Use a Student Response Team to intervene in regard to inappropriate behavior or support. 6. Provide extended learning and a system of targeted interventions and support. 7. Participate in the KY Professional Evaluator Growth System.

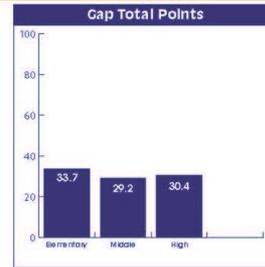
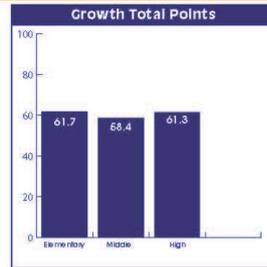
#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
1.1	Design and implement a system to align the written, taught, and tested curriculum that allows teachers to be creative and to differentiate the taught curriculum to engage and to meet the needs of the whole child.	Hensley Branham					
1.1.1	Curriculum Specialists will review and revise 2011-12 Curriculum Maps to ensure maps are congruent with KCAS. CMA A.4.5*, KDE R.1.**			7/12	6/13		Completed for 2012-13 and in progress for the 2013-14 school year. <u>Revised maps</u> are available on Gheens website.
1.1.2	Revised Curriculum Maps will be updated and posted on Gheens website prior to the opening of the 2012-13 school year. CMA A.4.5, KDE R.1			7/12	6/13		Completed for 2012-13 and in progress for the 2013-14 school year. <u>Revised maps</u> are available on Gheens website.
1.1.3	District Curriculum Committee will be established to provide ongoing feedback for update and revisions to the Curriculum Maps. CMA A.4.5, KDE R.1			7/12	6/13		Each curriculum specialist has involved teachers in the review and update of curriculum maps as part of creating district assessments for 2013-14.
1.1.4P	Priority schools will use JCPS curriculum maps to make clear to teachers, students, and parents "WHAT" students are expected to know and as the foundation to design instruction. The district will provide direct connections to Quality Core, ACT Preparation, and KCAS in the curriculum maps and assessments. Schools will be expected to follow the map and the four benchmarks with	Principal, Goal Clarity Coach, Teachers		8/13	6/14		Superintendent, Chief Academic Officer and cabinet members held a meeting in April with all Priority School Principals and Assistant Superintendents and they communicated the expectation for all Priority Schools to follow

Focus Area 1: Increased Learning

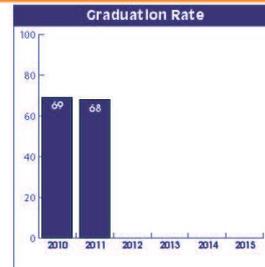
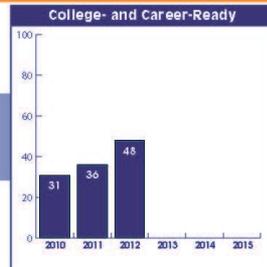
	Leading Indicators	Prior	Current	Progress																								
1	<p>Increases in achievement total, growth total, and gap total as measured by CASCADE benchmark assessments (scores reported for Math/Reading combined average % P/D current – Spring 2013, prior – Spring 2012)</p> <p><i>Note: Schools customized district benchmark proficiency assessments; work is planned for aligning district assessments with state assessments once KDE technical manual is available</i></p>	<table border="1"> <thead> <tr> <th></th> <th><u>Ach</u></th> <th><u>Gap</u></th> </tr> </thead> <tbody> <tr> <td>ES</td> <td>39</td> <td>29</td> </tr> <tr> <td>MS</td> <td>35</td> <td>25</td> </tr> <tr> <td>HS</td> <td>49</td> <td>37</td> </tr> </tbody> </table>		<u>Ach</u>	<u>Gap</u>	ES	39	29	MS	35	25	HS	49	37	<table border="1"> <thead> <tr> <th></th> <th><u>Ach</u></th> <th><u>Gap</u></th> </tr> </thead> <tbody> <tr> <td>ES</td> <td>41</td> <td>32</td> </tr> <tr> <td>MS</td> <td>39</td> <td>29</td> </tr> <tr> <td>HS</td> <td>40</td> <td>33</td> </tr> </tbody> </table>		<u>Ach</u>	<u>Gap</u>	ES	41	32	MS	39	29	HS	40	33	
	<u>Ach</u>	<u>Gap</u>																										
ES	39	29																										
MS	35	25																										
HS	49	37																										
	<u>Ach</u>	<u>Gap</u>																										
ES	41	32																										
MS	39	29																										
HS	40	33																										
2	Increase in K Readiness and K-2 measures (Fall 2012 scores reported)	NA	34%	Baseline																								
3	Increase in monthly attendance as measured by monthly attendance reports (as of 8 th pupil month)	93.8%	93.8%	=																								
4	Decrease in student suspensions as measured by monthly suspension reports (thru 8 th pupil month)	12,385	11,020																									
5	Decrease in dropouts as measured by monthly withdrawal reports (thru 5 th pupil month)	1,451	1,423																									
6	<p>Increase in number of observed instructional best practices per month</p> <p>UPDATE: A walkthrough toolkit is currently being developed</p>	NA	TBD																									
7	Increase in number of completed Curriculum Management Audit actions (current - April 2013; prior - January 2013)	20%	29%																									

Measuring Our Progress

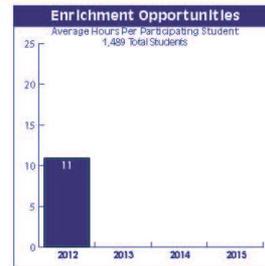
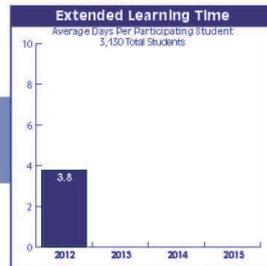
Increased Learning



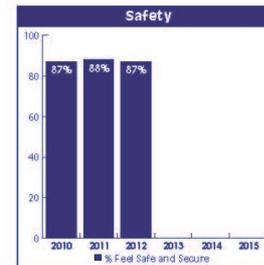
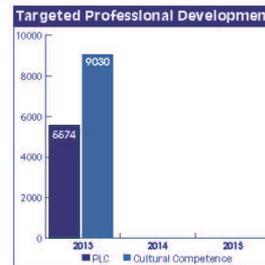
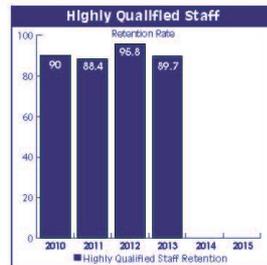
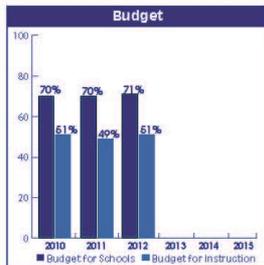
Graduation and Beyond



Stakeholder Involvement/Engagement



Safe, Resourced, Supported, and Equipped Schools



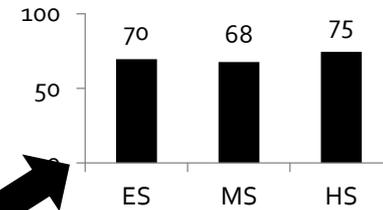
Performance Objective 2:

Student Achievement

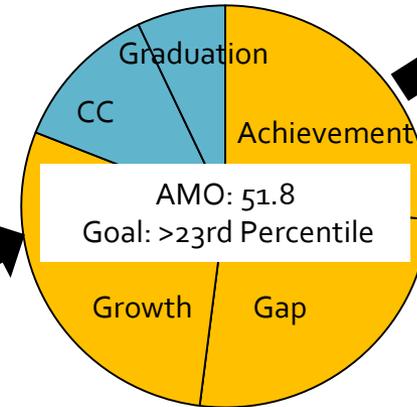
Strategic Plan Vision 2015

2017 Next Generation Learners – Delivery Targets

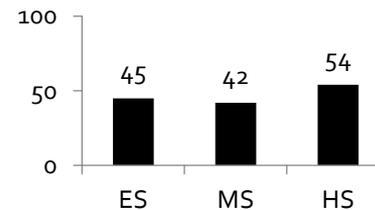
% Proficient/Distinguished –
Combined Reading & Math



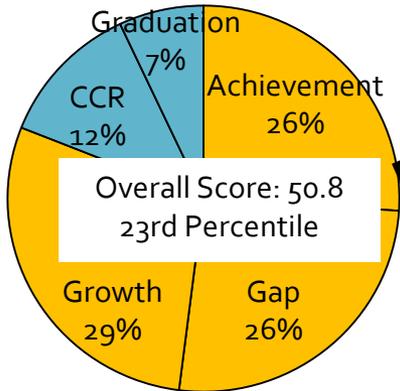
2013 Next Generation Learners



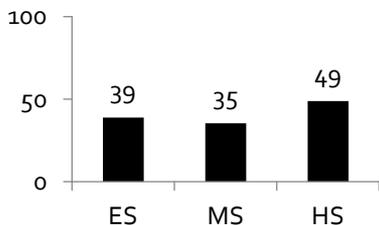
% Proficient/Distinguished –
Combined Reading & Math



2012 Next Generation Learners



% Proficient/Distinguished –
Combined Reading & Math



Increased
Learning

Graduation
& Beyond

Stakeholder
Involvement &
Engagement

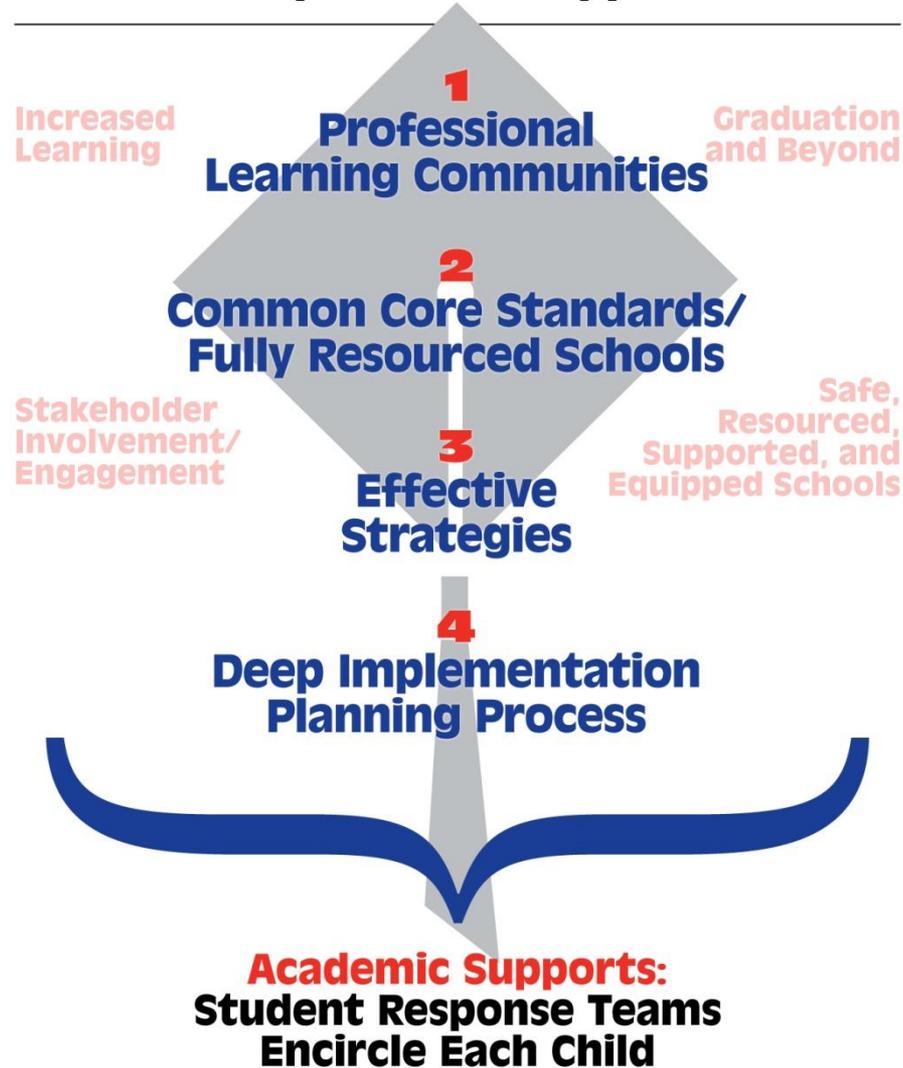
Safe,
Resourced, &
Supported
Schools

Unbridled Learning Accountability Model

2013 – Next-Generation Instructional
Programs and Support

2015 – Next-Generation Professionals

Four “Big Rocks” to Increase Achievement (A Comprehensive Approach)



CASCADE Dashboard

CASCADE



Your current location is

Cumulative Student List

This student level report provides many demographic filters. This report works by combining all items the student has answered in the current schoolyear to provide the best approximation of a KPREP-like performance level.

Show Students in Grade: All (3-5) ▼

- Show All
- Show Only Students Assessed
- Show Students Not Assessed
- Show students by gender

306 students from grade All (3-5)

Demographic Filters

- At Risk Status
- Race
- Gap Group
- ECE
- LEP

[Export to Excel](#)

[Return to Main Menu](#)

By Assessment #/Grading Period

Show students by subject

Show performance percentages by subject:

StudentNo	LastName	FirstName	Sex	Race	MA	SC	RD	SS	AH	PL
			M	W	P	P	P	P		
			M	W	A		A			
			M	W	P	A	N	N		
			F	W	P	P	P	P		
			F	H	A	A	A	P		
			F	H	A	A	P	P		
			M	B	N	N	A	N		
			F	W	A	A	A	N		
			F	W	A	A	A	P		
			F	B	A	P	A	A		
			F	W	A	N	N	A		
			F	W	A	P	P	P		
			F	W	A	P	D	P		
			M	W	P	A	P	P		
			M	W	P	D	P	P		
			M	W	P	P	A	A		
			M	W	P	D	P	P		
			F	M	A	A	A	D		
			F	B	N	A	N	N		
			M	W	A	A	A	N		
			M	W	A	P	A	A		
			F	B	A	A	A	P		
			M	B	A	A	A	N		
			F	M	N		N			

SmartED: At-Risk/Resiliency Dashboard

[District Home](#) | [School Home](#)

Jefferson County Public Schools

School Level - Student List

IROQUOIS HIGH

March 07, 2012

[Home](#)
[Dropouts](#)
[Program Details](#)
[Student List](#)

School Year:

2012

Student Number:

Last Name:

LEEP Available:

Show All Regardless of LEEP

Current Year Probability:

Minimum 0 % Maximum 0 %

Grade Level:

0

Clear Filter

Search

School Year	Student Number	Last Name	First Name	School Name	Current Year Probability %	Last Year Probability %	GPA	YTD Absences	In Leep	Grade Level
2012	[ID]	[Name]	[Name]	IROQUOIS HIGH	25.80 %	12.37 %	N/A	19	<input type="checkbox"/>	10
2012	[ID]	[Name]	[Name]	IROQUOIS HIGH	22.97 %	49.17 %	N/A	6	<input type="checkbox"/>	11
2012	[ID]	[Name]	[Name]	IROQUOIS HIGH	22.88 %	14.71 %	N/A	32	<input type="checkbox"/>	11
2012	[ID]	[Name]	[Name]	IROQUOIS HIGH	22.30 %	4.33 %	N/A	57	<input type="checkbox"/>	12
2012	[ID]	[Name]	[Name]	IROQUOIS HIGH	22.12 %	6.40 %	N/A	14	<input type="checkbox"/>	11
2012	[ID]	[Name]	[Name]	IROQUOIS HIGH	22.07 %	6.05 %	N/A	0	<input type="checkbox"/>	10
2012	[ID]	[Name]	[Name]	IROQUOIS HIGH	21.98 %	5.55 %	N/A	28	<input type="checkbox"/>	11

College/Career Ready Dashboard

1g

[Excel - Friendly Version](#)

5/13/2013 2:25:37 PM

Race	Gender	GAP Student	At Risk	ECE	ESL	LEP	MATH				READING				ENGLISH				College Ready				
							ACT (19)		COMPASS (36)		KYOTE (22)		ACT (20)		COMPASS (68)		KYOTE (20)			ACT (18)		COMPASS (74)	
							High Score	# Attempts	High Score	# Attempts	High Score	# Attempts	High Score	# Attempts	High Score	# Attempts	High Score	# Attempts	High Score	# Attempts			
							29	2	-	-	-	-	29	2	-	-	-	-	29	2	-	-	Yes
							24	2	-	-	-	-	29	2	-	-	-	-	25	2	-	-	Yes
							16	2	22	1	-	-	19	2	19	1	-	-	19	2	-	-	No
							14	1	21	1	-	-	12	1	67	1	-	-	10	1	18	1	No
							17	2	-	-	-	-	26	2	-	-	-	-	20	2	-	-	No
							16	2	40	1	-	-	13	2	36	2	-	-	15	2	73	2	No
							26	1	-	-	-	-	30	1	-	-	-	-	27	1	-	-	Yes
							15	2	15	1	-	-	15	2	57	1	-	-	11	2	2	1	No
							22	1	-	-	-	-	17	1	-	-	-	-	12	1	-	-	No
							21	2	-	-	-	-	25	2	-	-	-	-	21	2	-	-	Yes
							17	2	59	1	-	-	19	2	82	2	-	-	23	2	-	-	No
							18	1	48	1	-	-	24	1	-	-	-	-	24	1	-	-	Yes
							24	2	-	-	-	-	24	2	-	-	-	-	21	2	-	-	Yes
							18	2	34	1	-	-	24	2	-	-	-	-	23	2	-	-	No
							27	2	-	-	-	-	35	2	-	-	-	-	34	2	-	-	Yes
							17	2	-	-	-	-	21	2	-	-	-	-	23	2	-	-	No
							24	2	-	-	-	-	31	2	-	-	-	-	26	2	-	-	Yes
							32	3	-	-	-	-	31	3	-	-	-	-	31	3	-	-	Yes
							25	1	-	-	-	-	26	1	-	-	-	-	25	1	-	-	Yes
							21	2	-	-	-	-	17	2	83	2	-	-	18	2	-	-	No
							19	2	-	-	-	-	26	2	-	-	-	-	24	2	-	-	Yes

Races

Performance Objective 3:

Organization

Dr. Dewey Hensley
Chief Academic Officer



Mr. John Marshall
Assistant Superintendent for
Diversity, Equity, and Poverty



Dr. Michael Raisor
Chief Operations Officer



Ms. Christi Lanier Robinson
Executive Director of Communications and
Community Relations



Dr. Robert Rodosky
Executive Director Data Management,
Planning and Program Evaluation



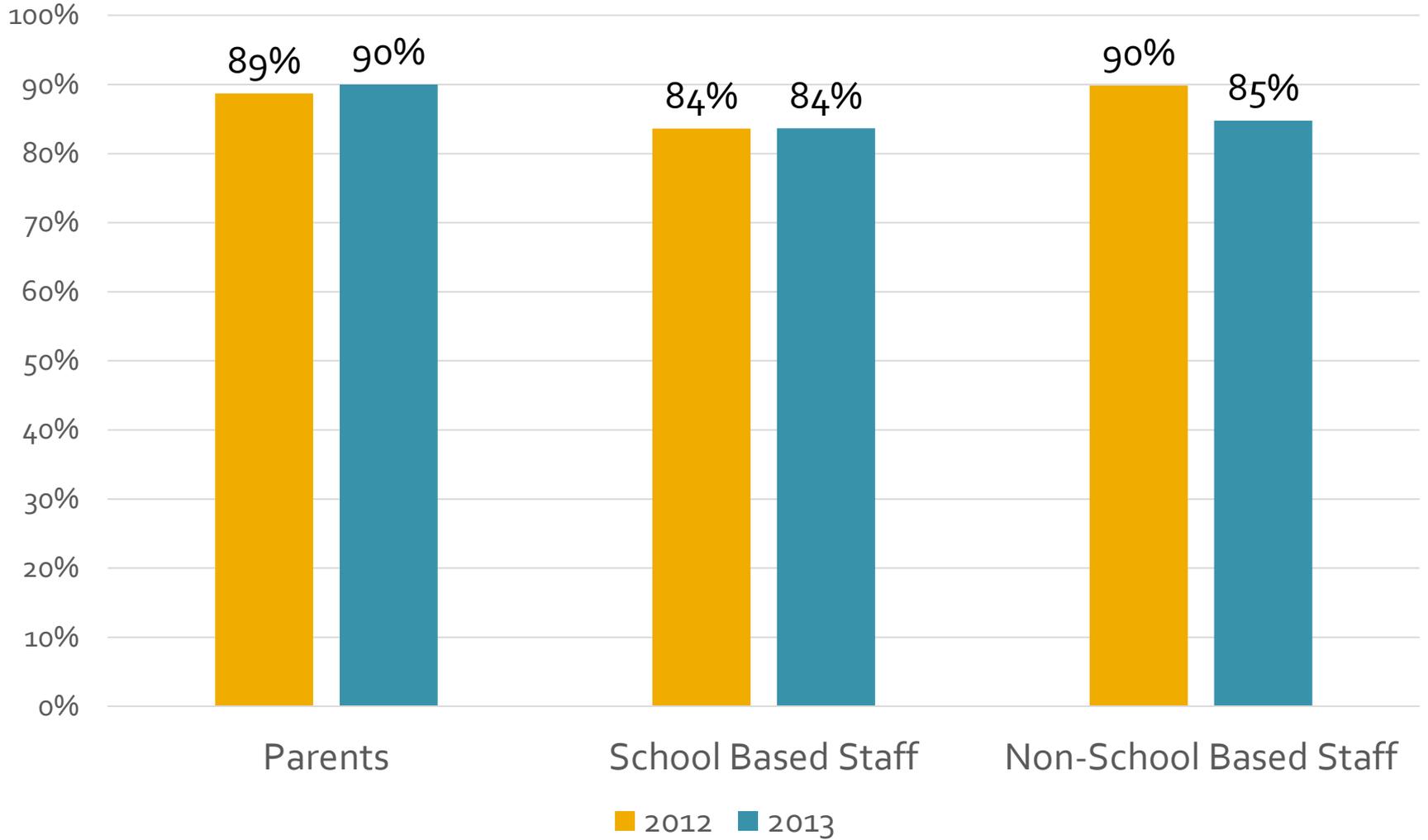
Ms. Cordelia Hardin
Chief Financial Officer



Comprehensive School Survey

"The superintendent and central office administrators provide effective leadership in support of schools."

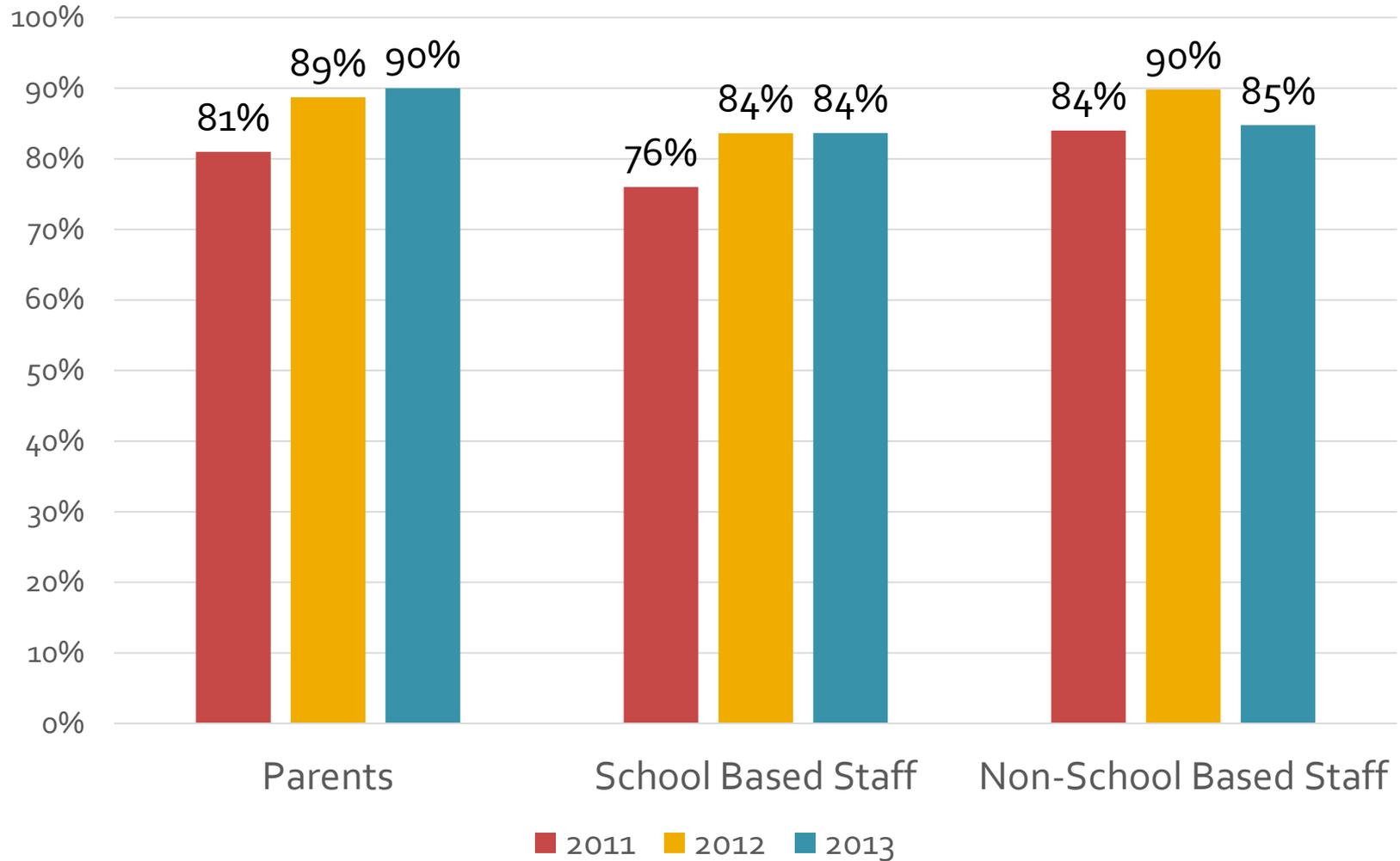
% Strongly Agree or Agree



Comprehensive School Survey

"The superintendent and central office administrators provide effective leadership in support of schools."

% Strongly Agree or Agree



JCPS Service Commitment

Jefferson County Public Schools (JCPS) is committed to providing prompt, efficient, caring, and professional service to everyone—students, parents, staff, and the community—every day in every way.

**Dr. Donna Hargens,
Superintendent**

Jefferson County Board of Education

Diane Porter

David Jones Jr.

Debbie Wesslund

Chuck Haddaway

Linda Duncan

Carol Ann Haddad

Chris Brady

Jefferson County
Public Schools



Contact the Ombudsman

Mindy Eaves, MSW, CSW

VanHoose Education Center
3332 Newburg Road
Louisville, Kentucky 40218

(502) 485-6644

Call to schedule an appointment
or for a telephone consultation.

Please do not use electronic
communication.

www.jcpsky.net

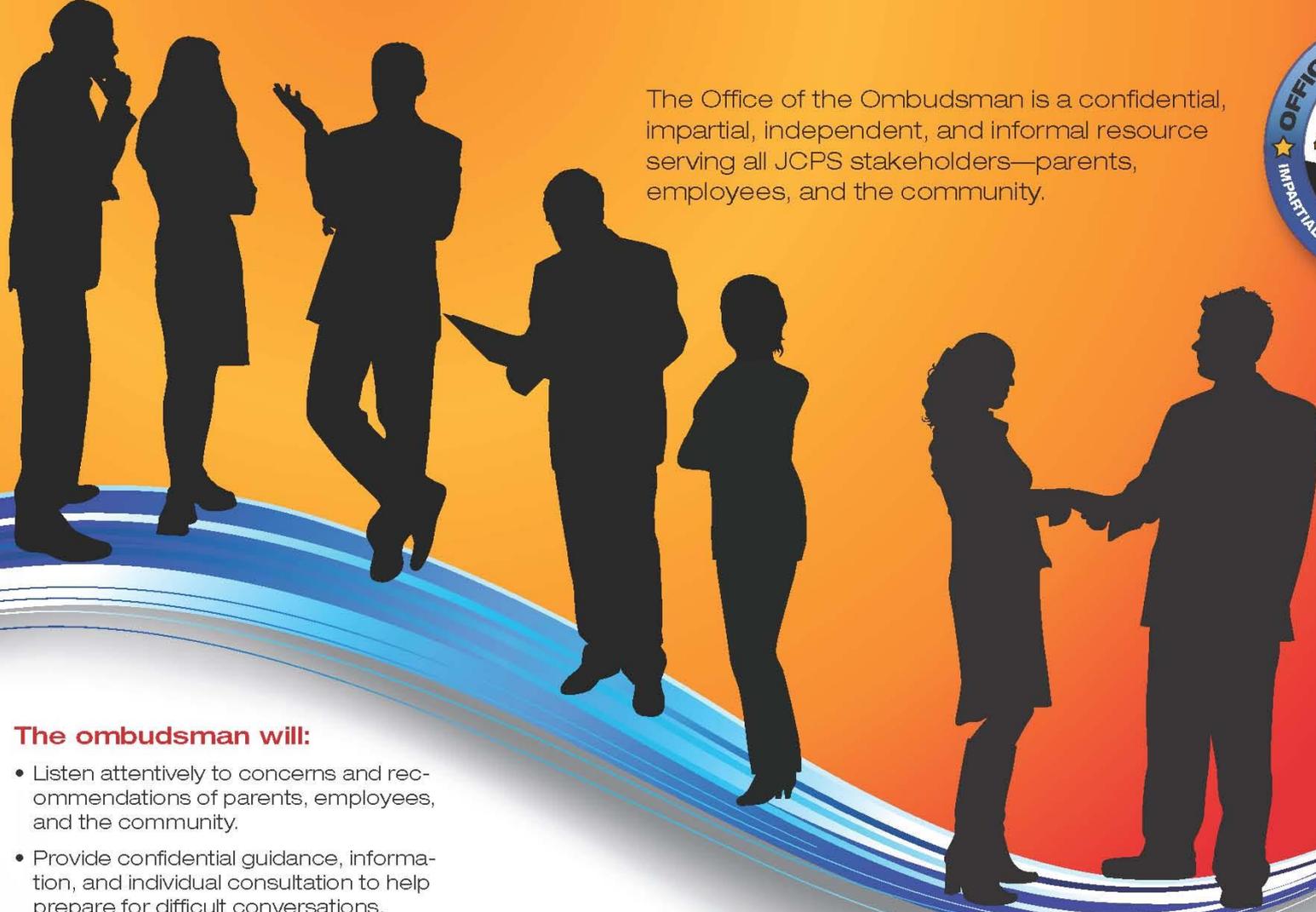
Equal Opportunity/Affirmative Action Employer
Offering Equal Educational Opportunities

Ombudsman Bro 5/13 19826 sa

Jefferson County
Public Schools 
Shaping the Future



The Office of the Ombudsman is a confidential, impartial, independent, and informal resource serving all JCPS stakeholders—parents, employees, and the community.



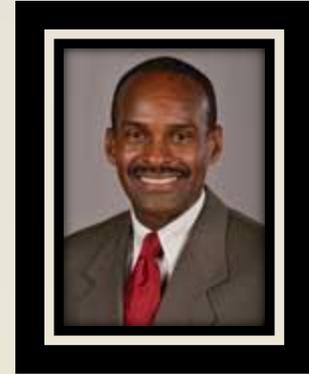
The ombudsman will:

- Listen attentively to concerns and recommendations of parents, employees, and the community.
- Provide confidential guidance, information, and individual consultation to help prepare for difficult conversations.
- Help identify a range of resolution options through formal and informal processes.
- Analyze data and make recommendations for improvement to prevent recurrent issues.
- Assist in achieving fair, equitable outcomes consistent with district policies and statutory regulations.

The ombudsman will not:

- Act as advocate for any individual.
- Breach confidentiality.
- Implement, alter, or rescind established district policies.
- Make managerial decisions.
- Participate in grievances or other formal employee processes.
- Offer legal advice.

The ombudsman is an additional confidential resource and does not substitute for formal district resolution functions (Human Resources, Employee Relations, Area Superintendents, etc.).



Achievement Areas



JCPS COMMUNICATION PLAN – PROGRESS REPORT

Status:	Moving forward as scheduled	Progress made, awaiting next steps	Not Started

GOAL #3: ENGAGE THE COMMUNITY — ESTABLISH ACROSS THE DISTRICT AND COMMUNITY A POSITIVE CLIMATE FOCUSED ON HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT AND CONTINUOUS IMPROVEMENT

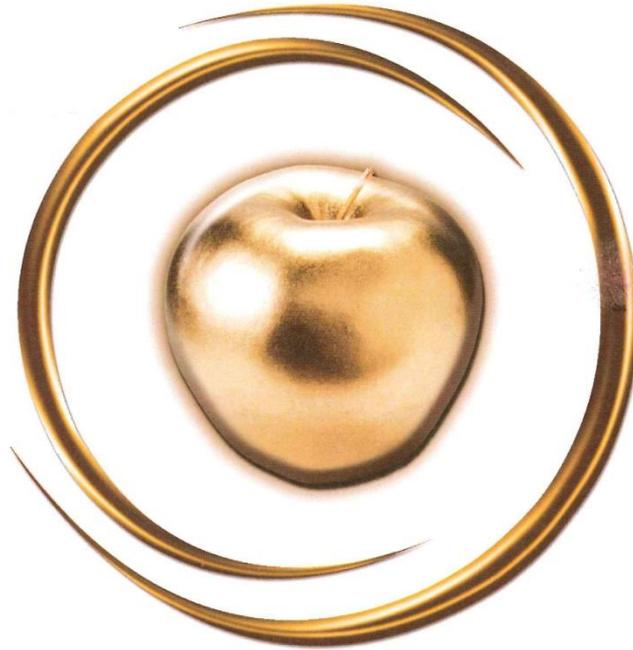
Strategies:

1. Establish a consistent message to share with stakeholders.

Actions	Lead	Status	Comments
Internal Communications	Hargens Lanier- Robinson		Employee Group Meetings are Meetings with Principals, Assistant Principals, and Counselors. Meetings are held monthly, to date 9/15 meetings have been held as scheduled at various locations (Atherton, Ballard, and Valley High Schools, Gheens, JCTC).
	Hargens Lanier- Robinson		Monday Memo a weekly newsletter is distributed electronically to all employees, which showcases upcoming events and achievements made by students and schools in the district.
	Hargens Lanier- Robinson		Keeping you in the Loop , distributed to all employees, summarizes Board agendas and actions.

Student Assignment: Electronic Address Verification Timeline

Task	Person Responsible	Due Date
Review district policy for acceptable forms of proof of residence (to include PVA).	Jonathan Lowe Dr. Sam Rich	May 24, 2013
Draft language relating to parental permission check box for electronic address verification and incorporate it into parent letter	Jonathan Lowe	May 31, 2013
Determine the parameters for what qualifies for a match between documentation and online registration information.	Jonathan Lowe	May 31, 2013
Letter is reviewed by Dr. Rodosky and Rosemary Miller	Dr. Rodosky	June 10, 2013
Determine who will receive the letter at each entity	Dr. Rodosky	June 17, 2013
Permission is granted from utility company (may require MOA)	Dr. Rodosky	June 30, 2013
MIS staff works with technology staff at utility company to determine specifications for accessing data.	Raghu Seshadri	July 14, 2013
Field test the electronic verification	Raghu Seshadri Jonathan Lowe	August 1, 2013
Add permission check box to online registration for 2014-15 application	Raghu Seshadri	September 1, 2013
Electronic verification capability fully functional by Showcase	Raghu Seshadri	October 18, 2013



Hilliard Lyons

2013
**Excellence
Awards**

In Recognition of Outstanding
Teaching Performance

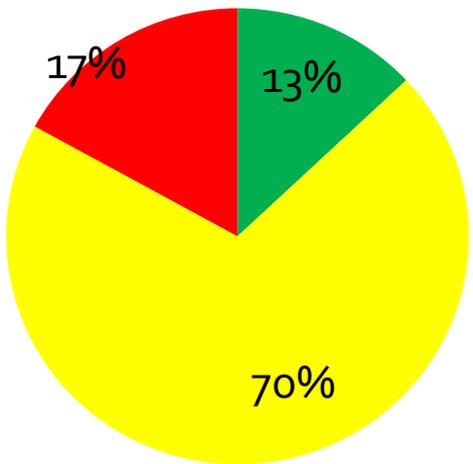
ILLINOIS STATE UNIVERSITY

CMA Recommendations

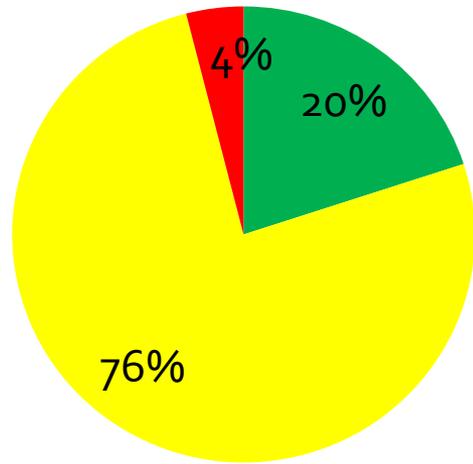
1. Adopt policies governing the **management of the table of organization** and related job descriptions.
2. Review, revise, adopt, and implement **board policies** to provide for a sound local system of curriculum management and control.
3. Redesign the **planning process** to provide a coherent focus and improved system connectivity.
4. Design and implement a **comprehensive curriculum management system** that integrates curriculum development, staff development, and staff appraisal.
5. Develop and implement a comprehensive plan for **student assessment and program evaluation** that requires data use at district and site levels.
6. Institutionalize **instructional best practices** for the effective delivery of the district's written curriculum.
7. Establish procedures to require **formal monitoring of district instructional practices** to promote consistency across all levels of the school district.
8. Design and implement a coordinated, system-wide **professional development** program.
9. Provide **equal access** to comparable programs, services, and opportunities to impact student achievement.
10. Develop and implement a three-year plan that **aligns district and building level resources** to curricular goals and strategic priorities.

Curriculum Management Audit

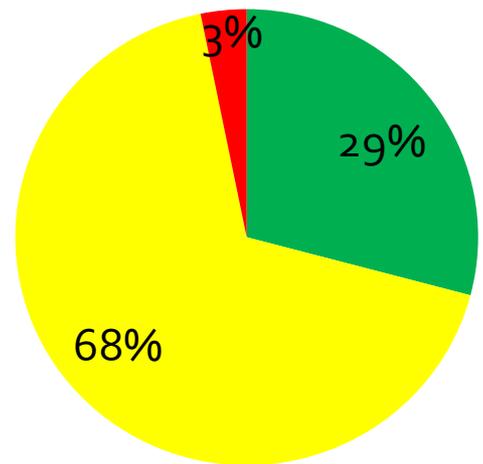
Total Recommendations



OCTOBER 2012



JANUARY 2013



APRIL 2013

AdvancED Accreditation: Emerging Powerful Practices

- Community partnerships
- Strategic Plan Vision 2015
- Openness and transparency
- Refocus on schools and student achievement
- Pockets of excellence that can be celebrated and replicated
 - Professional Learning Communities
 - Use of sound instructional and organizational practices

We Can Meet This Challenge!



We can provide **SUCCESS** for every student!