

## Superintendent's Report

### February 24, 2014

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

Recognizing that effective teachers and principals are critical to student success, one of the pillars of *Unbridled Learning* is Next-Generation Professionals. It is an essential component of our *Strategic Plan 4.6*. The goal of this component of the system is to ensure that every student in the state experiences effective teaching in every classroom and effective leaders in every school and district.

To realize this vision, the Kentucky Department of Education (KDE) is developing a new statewide standards-based Professional Growth and Effectiveness System — one part of the system is for teachers (TPGES), another part for principals (PPGES). KDE is cooperating with the Kentucky Association of School Administrators (KASA) to develop a third part of the system for superintendents (SPGES), with the guidance and oversight of a separate committee of key stakeholders.

The objective is to provide educators with a clear understanding of how they can be most effective, regular feedback about how they are doing, and the tools, resources, and support they need to promote student growth, achievement, and readiness.

You will note a new position is on the consent agenda, Director of Internal Audit and Investigations. This position will strengthen our ability to quickly conduct financial audits and investigations and will serve as a bridge between the two other departments that currently conduct investigations, Compliance and Security.

This is a proactive step to build the necessary internal capacity and alignment needed to ensure that we have systems and structures in place to manage the risk (in terms of likelihood, and impact) inherent in a large organization and to be able to create and monitor strategies in response.

Update on Extended Learning Time (ATTAIN):

#### **1. *How are the students progressing academically for those attending ATTAIN?***

When comparing the CASCADE Proficiency scores to last year's KPREP scores for the students participating in the Extended Learning Time — ATTAIN, there is an overall increase in the percent of students classified as "Proficient" or "Distinguished" in both reading and mathematics.

**2. *How is the attendance of the students that are attending ATTAin compare to last year?***

Comparing the overall attendance for the students that have participated in the Extended Learning Time for the same time period as last year (first semester), attendance has decreased slightly from 94.3% in 2013 to 93.3% in 2014. The attendance of the high school students that participated has decreased a little over 1% from 94.0% to 92.9%, while the middle school students' attendance remained stable at 95.6%.

**3. *Can we provide a more in-depth description of the High School content described as "Community/Social Skills/Service/Activities"?***

The "Community Building" hours are attributable primarily to one school. The description of this component in the school's plan included 1) connecting students, especially those that do not live geographically close, to the school, 2) allowing all students to be able to take advantage of personal growth and development opportunities, and 3) providing an opportunity for students from the non-duplicated gap group to be able to participate in educational enrichment activities.

Updating *Louisville Linked*, the cumulative total is now 33,863.

Last Board meeting, we presented regarding recruitment of teachers new to JCPS. It pointed to the need to capture data points from the applications to assess if variables like college attended, GPA, or standardized scores correlate with effectiveness.

As we described our behavioral system — setting expectations, creating proactive strategies to prevent bad choices, and implementing a system of consequences and supports to ensure students returning to the classroom have their academic footing to re-enter the learning environment, we have identified two needs — therapeutic services and transition centers to ensure academic success is possible.

**Chairwoman Porter, at this time, I recommend the consent calendar for the Board's consideration.**