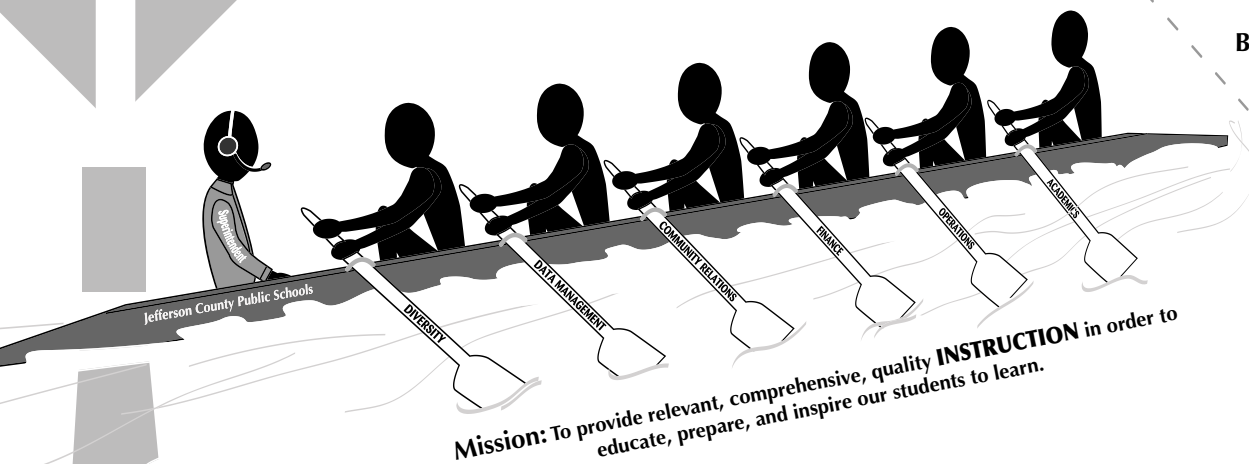


2013-14 Year in Review



Board of Education Vision:
All JCPS **STUDENTS** graduate
prepared to reach their full
potential and contribute to
our society throughout life.

Mission: To provide relevant, comprehensive, quality **INSTRUCTION** in order to
educate, prepare, and inspire our students to learn.

Donna M. Hargens, Ed.D.
Superintendent
Jefferson County Public Schools

Strategic Plan
Vision 2015 *In Action*

Strategic Plan: Vision 2015

Key dates of progress toward completion

STRATEGY

STRUCTURE

ACTION

Jul-Sep 1st Qtr	2011-12	2012-13	2013-14
Oct-Dec 2nd Qtr	<ul style="list-style-type: none"> Eighteen-member Cabinet Accountability Results 2010-11: 9th percentile Implement Common Core Board operating principles Walser book study Five middle schools named Priority Schools—Four schools implemented Transformation Model Dr. Gary Orfield's report on Student Assignment Plan Curriculum Management Audit (CMA) 	<ul style="list-style-type: none"> Six-member Cabinet Accountability results 2011-12: 23rd percentile Administrative salaries frozen Six Area Regions K-12 JCBE approved \$4.5 million to add elementary school assistant principals. Goal Clarity Coach positions in schools PLCs and Student Response Teams 	<ul style="list-style-type: none"> Added assistant principals Accountability results 2012-13: 32nd percentile \$5 million in Extended Learning Added 18 ECE teachers PLC Rounds
	<ul style="list-style-type: none"> Received CMA's first recommendation on organizational structure What Works in JCPS Central Office position freeze Completed organizational review 	<ul style="list-style-type: none"> Student Assignment <ul style="list-style-type: none"> 13 clusters Online applications Mobile application bus GPS Bus Stop Cafe 	<ul style="list-style-type: none"> Equity Scorecard School Improvement Academy Joint Commitment with Metro Government to improve education outcomes Restructuring of Frost Middle and Valley High
Jan-Mar 3rd Qtr	<ul style="list-style-type: none"> Jefferson County Board of Education (JCBE) received full CMA results. JCBE approved new organization charts. 	<ul style="list-style-type: none"> Advanced External Review Exit Report 	<ul style="list-style-type: none"> Ford Next Generation Learning Master Plan Barber named principal of Academy @ Shawnee GE Foundation Annual System Review Magnet Schools of America's magnet program/school review
	<ul style="list-style-type: none"> Conducted District Leadership Assessment JCBE approved <i>Strategic Plan: Vision 2015</i>. JCBE approved freezing administrator salaries for 2012-13 school year. 	<ul style="list-style-type: none"> JCBE approved request for Kentucky auditor review. JCPS designated as District of Innovation Advanced accreditation Louisville Linked Program planned to be in place for 2013-14 school year 	<ul style="list-style-type: none"> JCBE discussed 2013 School Board Quality Standards report with Dr. Thomas Aisbury. Closing and repurposing of Myers Middle <i>Code of Acceptable Behavior and Discipline</i> Kentucky auditor released findings of JCPS audit. Technology Plan Facilities Plan
Apr-Jun 4th Qtr			

2013-14 Year in Review

- I. The Charge**
- II. Theory of Action**
- III. Transformational Change**
- IV. The Work**

A. Performance Objective 1: Improve Student Achievement

- 1. JCPS Meets State Target for First Time (*Exhibit 1*)
- 2. JCPS Percentile Ranking Over Time (*Exhibit 2*)
- 3. Schools Moving in the Right Direction (*Exhibit 3*)
- 4. JCPS Graduation Rate (*Exhibit 4*)
- 5. 2013 Graduation Rates (*Exhibit 5*)
- 6. Focus Area 2: Graduation and Beyond (*Exhibit 6*)
- 7. Kindergarten Readiness - % Ready(*Exhibit 7*)
- 8. District Percent Proficient or Distinguished (*Exhibit 8*)
- 9. Focus Area 1: Increase Achievement; Gap (*Exhibit 9*)
- 10. Next Generation Learning and Teaching — Draft Policy (*Exhibit 10*)

B. Performance Objective 2: Develop Capacity within the Organization

- 1. True Colors (*Exhibit 11*)
- 2. Superintendent Cabinet Analysis of True Colors (*Exhibit 12*)
- 3. Cabinet Strengths (*Exhibit 13*)
- 4. 360 Feedback (*Exhibit 14*)
- 5. Two-question Survey (*Exhibit 15*)
- 6. Comprehensive School Survey (*Exhibit 16*)
- 7. Continuum of Labor-Management Collaboration (*Exhibit 17*)

C. Performance Objective 3: Continuously Improve the Implementation of *Vision 2015*

- 1. Comprehensive District Improvement Plan (CDIP) (*Exhibit 18*)
- 2. Principal Turnover Percentages (*Exhibit 19*)

V. Powerful Strategic Practices

- A. Professional Learning Communities (PLCs)
- B. Teacher Effectiveness in the 2014-15 School Year
- C. Support for Student Response Teams
 - 1. Louisville Linked (*Exhibit 20*)
 - 2. Code of Acceptable Behavior and Discipline and the Student Bill of Rights (*Exhibit 21*)
- D. Equal Access
 - 1. Envision Equity (*Exhibit 22*)
- F. Extended Learning
 - 1. Achievement through Teaching and Intervention (ATTAIN) and Summer Learning Programs (*Exhibit 23*)
- G. Celebration
- H. Support System — Goal Clarity Coaches
- I. Increase Spending for Schools

VI. CHALLENGES

VII. REFERENCE

- A. 2012 Superintendent Evaluation (*Exhibit 24*)
- B. 2013 Superintendent Evaluation (*Exhibit 25*)

OVERVIEW OF 2013-14 EXECUTIVE SUMMARY

THE CHARGE

The *Strategic Plan Vision 2015*, [Strategic Plan Vision 2015](#) adopted by the Jefferson Board of Education in May 2012, continues to be the roadmap for our work. The Strategic Plan was informed by the Curriculum Management Audit and researched-based characteristics of effective schools and districts and JCPS schools where achievement is increasing.

It is imperative that we stay focused on, per the research, "what works" [What Works](#):

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

The District's vision and the Board's expectation are clear — that "ALL JCPS students graduate prepared to reach their full potential and to contribute to society throughout life." The center of the universe is the students and the classroom. The work of the District is to support "relevant, comprehensive quality INSTRUCTION to educate, prepare, and INSPIRE STUDENTS TO LEARN."

The focus of **YEAR 1 (2011-12)** was **STRATEGY**. In **YEAR 2 (2012-13)**, a **STRUCTURE** was put in place to support the strategy. **YEAR 3 (2013-14)** was about **ACTION** [Vision 2015](#)— using the structure to implement the strategy — the discipline of executing the strategy.

THEORY OF ACTION

A coherent set of actions and disciplined effort over time will lead to results. Intentional aligned actions **WILL** break the correlation between poverty and low achievement. If schools are getting results, less support is needed. If schools are failing to get results, capacity must be built within the staff, and support must be in place to verify that the structures are in place to ensure student success.

Paul Reville, a professor at the Harvard Graduate School of Education, challenges districts to "design a new engine with enough power and versatility to meet the challenge of educating all students to a high level". Weaknesses of the 20th century school system design are "its one-size-fits-all design and the fact that schools account for an average of less than 20 percent of a child's waking hours during his or her years of school attendance". He adds that "the current system is effective at reproducing the existing social order."

According to Dr. Reville, the 21st century school system must:

1. Differentiate to provide specific educational opportunities — meeting each child where he/she is
2. Close gaps in students' well-being so that they can attend to learning
3. Greatly increase access to out-of-school learning opportunities

In Jefferson County Public Schools, we are working with the community to design new systems and structures that are truly a 21st century engine.

TRANSFORMATIONAL CHANGE

Transformational change requires going beyond improving existing educational systems and methods — challenging traditional structures and thinking within an environment where people understand that “they don’t know what they don’t know” (Levine & Smyre 2012). Adaptive change requires new learning and comes from the collective intelligence of employees at all levels. P. Alsher (2014) predicts a 3-5 year timeline to fully implement transformational change within an organization.

THE WORK

PERFORMANCE OBJECTIVE 1: IMPROVE STUDENT ACHIEVEMENT

Results for the 2012-13 school year were released at a joint press conference with Commissioner Terry Holliday on September 27, 2013. Those results showed:

1. Jefferson County Public Schools met its Annual Measurable Objective. [Annual Measurable Objective](#)
2. Jefferson County Public Schools increased to the 32nd percentile. [Percentile Ranking](#)
3. 75 schools met their Annual Measurable Objective. [Moving in the Right Direction](#)
4. The Graduation Rate (using the Cohort Model) rose to 76.5%. [Graduation Trend Data](#) — [Graduation Rate by School](#)
5. College and Career Readiness rose to 51.3% (a 19% increase in 2 years). [College and Career Readiness](#)
6. Brigrance (Kindergarten Readiness) increased from 34.6% to 52.3% (a 17.7% gain). Kentucky rose from 28.2% in 2011-12 to 49% in 2012-13. [Kindergarten Readiness](#)
7. Every student group made progress. [Proficient or Distinguished](#)
8. The Gap group increased the percentage of proficient/distinguished students at each level. [Gap](#)

Per Board expectation, community conversations with potential partners to explore additional services were initiated through various avenues:

- Envision Equity Summit
- Every1Learns
- Joint Commitment to Improve Education Outcomes with Louisville Metro Government
- Learning Place Partners
- Louisville Linked
- Next Generation Skills Convening [Draft Policy](#)
- Out of School Time Coordinating Council with Metro United Way [Summer Programs](#)

PERFORMANCE OBJECTIVE 2: DEVELOP CAPACITY WITHIN THE ORGANIZATION

We are working to develop a culture of teamwork from the Board room, through central office support, to the school level and in engaging the community to be an integral part of that team. That culture is value-driven. It requires transparency and a "tolerance for the truth" and collaboration.

Organizational Structure changes included: adding a Director of Human Resources, revamping Internal Audit and conducting a search for a Director of Internal Audit and Investigations, and adding a Director of Strategy to drive the strategic priorities and hiring a new Executive Director of Communications and Community Relations. Moving the GE Project Manager/Resource Teacher to the Superintendent's office was done to help ensure that we are executing key

strategies. For 2014-15, we will be adding a Harvard Data Fellow, 59 mental health professionals, 26.5 content-specific goal clarity coaches, and a teacherpreneur to help support virtual professional communities.

We are working to develop a culture of continuous improvement through feedback. Dr. Thomas Alsbury provided the Board with an analysis of time spent during school board meetings. The Board spent about 30% of meeting time on progress on specific strategic plan goals linked to student achievement. This exceeds the national average of 10%. The goal is to spend 65% of the time on this. Although JCPS has developed some very successful community partnerships and devoted 6% of the meeting time to them, it was suggested to incorporate community leaders, association members, and stakeholders into the regular schedule.

Per Board expectation, efforts to develop systematic, proactive, and responsive communication strategies with staff and the community were initiated through multiple avenues:

- 360 Feedback
- Board Community Conversations
- Community Relations Committee
- JCPS Budget Review Committee
- *Keeping You in the Loop*
- *Parent Connection*
- Principals' Meetings
- Social Media — Facebook and Twitter
- Superintendent Student Advisory Council
- Superintendent Summit
- *The Core*
- Two-Question Survey

In the fall of 2013, each Cabinet member and direct report read Walk the Talk, by Eric Harvey and Al Lucia, describing the importance of being a value-driven organization. In December 2013, each Cabinet member and their direct reports received *True Colors* [True Colors](#) — [Cabinet Colors](#) training with the goal of emphasizing how differences, although they can be perceived negatively, are as Core Value #4 states "assets of the whole."

In January 2014, each Cabinet member/division received 360 feedback [Cabinet Feedback](#) — [Superintendent 360 Survey Results](#) — [Superintendent Feedback Piecharts](#) from internal stakeholders — school-based and central office. Each member of the Superintendent's Cabinet team were challenged to say what are specific actions that will result from the feedback. A specific action in response to this feedback would be to respond to budget and position requests promptly with a rationale for any denial.

In March 2014, the superintendent asked administrators (principals and central office administrators) to respond to two questions: (1) What is it that you would like me to do? and (2) What is it that you are afraid I'm going to do? [Two-Question Survey](#)

The Comprehensive School Survey [Comprehensive School Survey](#) is done yearly giving all stakeholders an opportunity to give feedback. The survey results show a high level of agreement that the superintendent and central office administrators provide effective leadership.

Our GE Review, the Magnet Review, and the State Auditor's Review were completed this year.

On May 6, 2014, Jefferson County Teachers Association (JCTA) leadership (Brent McKim, DeeAnn Flaherty) and District leadership (Donna Hargens, Michael Raisor) held a session with facilitator Jo Anderson who described different levels of collaboration as depicted in the visual of "Continuum of Labor-Management Collaboration." [Labor Management](#)

The following show a high level of stakeholder collaboration:

- Closing and Repurposing of Myers Middle School
- Districts of Innovation Competition
- Educator Quality Oversight Committee (EQOC)
- Next Generation Skills Convening

As per Board direction, to provide an analysis of informational technology capacity with recommendations to meet current and future IT needs, Dr. Michael Raisor provided the Board with a technology plan/update on band width at the April 21, 2014, Board meeting. In addition, efforts to update the district website are in progress with website development experts. Currently, we are seeking feedback from all stakeholders through a public survey posted on the district homepage.

PERFORMANCE OBJECTIVE 3: CONTINUOUSLY IMPROVE THE IMPLEMENTATION OF VISION 2015

Year 3 is about **ACTION** and driving the strategic initiatives deeper into the schools. There are five high-impact strategies that align with the research that are present in schools.

*Note: The CDIP (Comprehensive District Improvement Plan) [CDIP](#) — [CDIP Implementation Status](#) lists specific actions that are being done to accomplish each strategy of the strategic plan. In December 2013, the Board approved a revised CDIP. In May 2014, staff completed a progress report [CMA Recommendations](#) on the status of the action steps which showed that 55% of the actions were *completed* and 44% were *in progress*, with only one action item (regarding using the intervention tab in Infinite Campus) being *in progress* in the 2014-15 school year.*

POWERFUL STRATEGIC PRACTICES

A. TEACHERS WORKING IN PROFESSIONAL LEARNING COMMUNITIES (PLCS) — EXAMINING DATA FOR EVERY CHILD AND DESIGNING INTERVENTIONS STRATEGIES 3.7 AND 4.10)

Reviewers from AdvancEd in January 2013 found that "the results of the PLC process were being transferred into classrooms and appeared to be making a difference in student performance." The GE Foundation review (November 2013) found that "Professional Learning Communities have been a powerful structure and strategy for supporting the shift to the common standards....the majority of teachers are enthusiastic and positive about their PLCs." The best way to communicate the work is to invite people to come in to see the work. Eight PLC rounds were held engaging over 300 community members.

B. TWO SYSTEMS WILL SUPPORT TEACHERS AND GIVE THEM FEEDBACK TO IMPROVE THEIR EFFECTIVENESS IN THE 2014-15 SCHOOL YEAR (STRATEGIES 4.6 AND 4.9)

As the Board directed, a professional development system was designed and implemented through the Professional Educator Growth System (PGES) (Strategy 4.6) — We built the capacity to train principals in the rigorous NISL (National Institute for School Leadership) by training seven JCPS staff members to be NISL trainers. Of the 145 principal positions in JCPS, 52 percent of the positions have turned over since the 2011-12 school year. [Principal Turnover](#) The GE Review found that "Principal leadership development and training is a priority for JCPS this year" (2013-14). "Principals participate in monthly meetings where the focus is on instructional leadership and they are very positive about their School-Based Administrative Teams (SBATs)....The SBAT leaders meet monthly with the Chief Academic Officer in the newly-formed Principal Communication Committee which has been established to facilitate two-way communication....The district has also initiated a School Improvement Academy that brings together the principals from the lowest performing and struggling schools for monthly meetings..." (Strategy 4.9)

C. SYSTEM OF SUPPORT FOR STUDENT RESPONSE TEAMS SERVES AS BEHAVIORAL PLCS AND ARE AN INTEGRAL PART OF THE STUDENT SUPPORT SYSTEM (STRATEGY 1.9)

Louisville Linked [Louisville Linked](#) is part of that system — linking resources to needs. The Month 8 report that there were 26,914 unique students linked to a total of 48,210 services. The highest percentage of links (36%) are made to address basic needs followed by academic interventions at 33%. Resources have been invested to create a system of support [Code of Acceptable Behavior](#) to include mental health support, restorative practices, and positive behavior intervention support. For 2014-15, this system of support will include Transition Centers in every secondary school and a DPAC (District Positive Action Center) pilot providing a place to address specific issues and integrate the student back into the regular setting providing them with footing for academic success.

D. EQUAL ACCESS (STRATEGY 4.3)

The data presented in the Envision Equity report [Envision Equity](#) reflect the reality that to fully realize equity within JCPS, two parallel efforts need to be made simultaneously and collaboratively: 1) systemic policy and practice efforts and changes within JCPS, and 2) communitywide efforts to expand involvement in JCPS, antipoverty programs, teacher preparation programs, health and social services, affordable housing policies, etc. We all play a role in improving educational equity within our community, and it is time to courageously confront the root causes of the disparities to improve the quality of life for us all.

E. EXTENDED LEARNING (STRATEGIES 3.2 AND 3.4)

Based on ATTAin (Achievement through Teaching and Intervention) [ATTain](#) data, 8,491 students (80 schools/1,029 teachers) benefitted from the Board's \$5 million commitment to providing extended learning time for students who need it. When accountability results are available, we will be able to assess the impact on achievement.

Our **Every1Learns** partners will be offering summer learning to students at 93 sites and 84 summer learning programs with a projected number of 3,938 students. These numbers will increase as more schools are still responding,

F. CELEBRATION (STRATEGY 3.8)

An integral part of executing the **STRATEGY** is to "celebrate" the students, staff, and community members who are contributing to the implementation of the strategy. Golden Oar Awards (based on David Novak's work and book, Taking People with You) are ways to acknowledge individuals or teams who are modeling the values of the District and are "rowing" in efforts toward the goal of having "All JCPS students graduate prepared." Nineteen staff members attended training in July 2013 from David Novak. Mr. Novak will be the keynote speaker at the administrative leadership kickoff on July 22, 2014.

The following community members received Golden Oar Awards for leading and "rowing" in alignment with the strategic priorities:

- Dan Jones, 21st Century Parks
- Jim Allen, Jefferson County Public Education Foundation
- Dr. Jo Haas, Kentucky Science Center
- Scott Gregory, UPS School to Work

Fifty-two staff members received Golden Oar Awards in 2013-14. Golden Oar Awards are meant to recognize staff members whose work is aligned with our values and our strategic priorities.

Hilliard Lyons presented 29 Teacher Excellence Awards with a total dollar award of \$34,000. Fifty-three people were recognized for their efforts. This is a 31 percent increase.

Over 1,000 students "at-promise" were recognized at the *KFC Yum! Center* on June 4, 2014, for their hard work and their persistence at overcoming obstacles. The keynote speaker was Peyton Siva.

For the second year in a row, Jefferson County had a community leader receive the Joseph W. Kelly Award. (Jim Allen, 2013 and Mark Shirkness, 2014)

G. IMPLEMENT A SYSTEM THAT ALIGNS LEARNING TARGETS AND ASSESSMENTS AND PROVIDE SUPPORT IN THE FORM OF A GOAL CLARITY COACH IN EVERY SCHOOL (STRATEGY 1.1)

Curriculum maps will be ready earlier than ever for teacher use on June 9. Additional content-specific goal clarity coaches will be placed in schools to help teachers design content-specific (math, reading, science) instruction around the learning targets to meet the individual needs of students.

H. INCREASE SPENDING FOR SCHOOLS (STRATEGY 4.5)

Strategy 4.5 of *Vision 2015* calls for a budget that "aligns district- and building-level resources to curricular goals and strategic priorities." The measure is: "Increase in the percentage of spending on items for schools, increase in the percentage of the total general fund directed at instruction, and decrease in

spending unrelated to student achievement." The Organizational Review (December 2011) recommended authorizing the Chief Financial Officer "to dispute and disapprove questionable, illegal, or policy-violating expenditures at the time of request for disbursement or submittal of a claim for payment".

It is important to recognize where our investments are working while ensuring effective cost reductions and operational efficiencies. In FY2011-12, we began a review of specific expenditures to help guide us in aligning resource allocations with our district goals and priorities. In FY2013 and FY2014, we have reduced costs by over \$24 million with \$10 million being directly reallocated to schools for Goal Clarity Coaches. In FY2011, we spent \$1.7 million for non-instructional food costs. Implementing new spending guidelines, we have reduced this expenditure 64% to \$770,000 in FY2013. Our travel guidelines were also reviewed resulting in a 57% reduction in out-of-county travel, from \$2.3 million to \$1.1 million in FY2013.

Continuing improvement in our district operations, retired administrator costs were reduced by 30%, \$2.1 million. This was achieved by reducing the number of retired administrators by a daily rate reduction and a wage cap, along with elimination of a sick leave benefit.

Reorganization of our district central offices also resulted in efficiencies and recurring cost savings. Through reduction in work days, reclassification of jobs, and elimination of vacant positions, we have reduced central office salary costs over \$4 million.

In addition to cost reductions in central office, we have implemented intentional realignment of over \$10 million in resources. Administrators, Grade 8 and above, did not receive step increases or raises in the last fiscal year, which resulted in a savings of \$2 million. We eliminated 140 central office resource teachers and allocated a goal clarity coach to every school. We are providing mental health counselors to schools to help students with behavioral and mental health needs. These are just a few examples of savings. We continue to invest in what's working while ensuring our efforts to reduce costs and gain operational efficiencies are effective.

CHALLENGES/OPPORTUNITIES

- Simplifying messages and communicating those messages
- Each student growing at a faster rate than comparable students in the State
- Narrowing the strategic plan (through stakeholder involvement) to be able to create continued ownership and **FOCUS**
- Incorporating the action plan in response to the State Audit Review in Focus Area 4 of the strategic plan to continuously increase dollars that impact student achievement
- Pushing the collaborative/continuous improvement mindset into the organization
- Scaling extended learning time/targeted intervention — in particular, Early Childhood and Extended Learning
- Improving principal meetings

REFERENCE

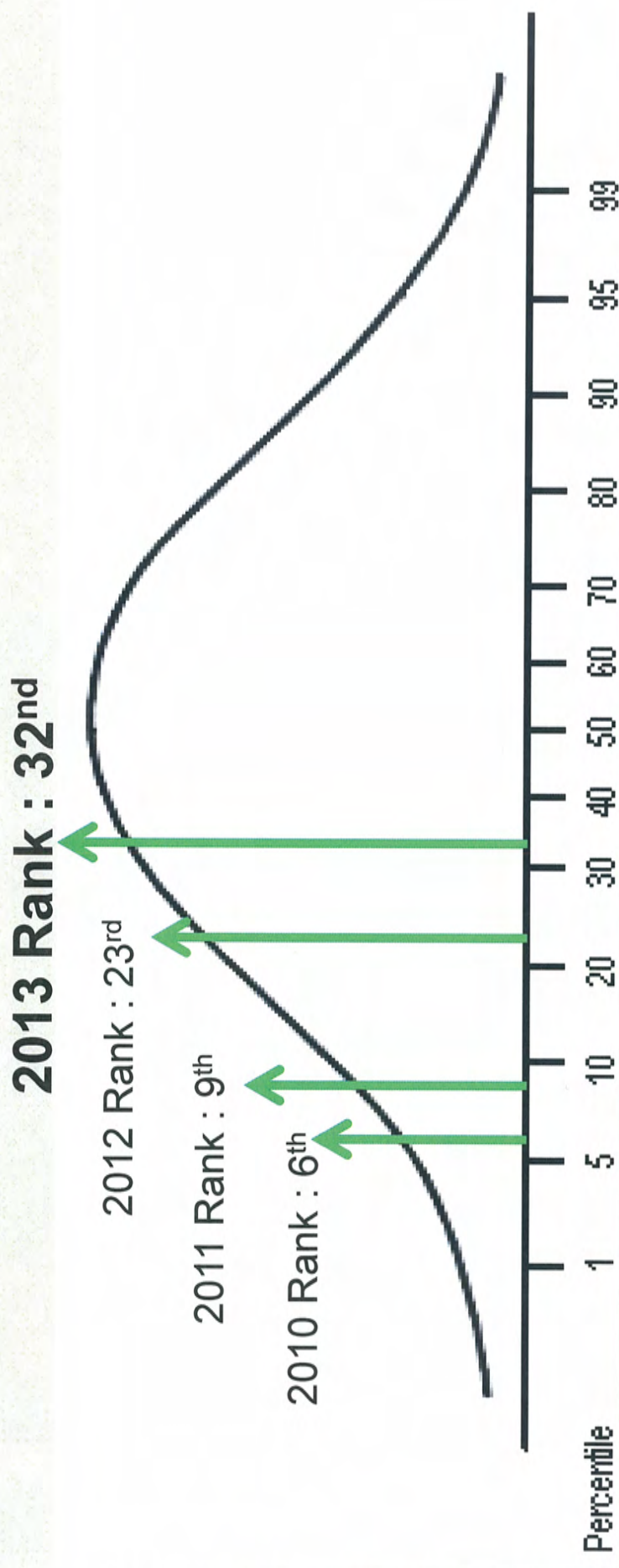
- 2012 Superintendent Evaluation [2012 Superintendent Evaluation](#)
- 2013 Superintendent Evaluation [2013 Superintendent Evaluation](#)

JCPS Meets State Target

for First Time

JCPS 2012 Score:	50.8
JCPS 2013 AMO Target:	51.8
JCPS 2013 Score:	52.2

JCPS Percentile Ranking Over Time



Schools Moving in the Right Direction:

JCPS Schools Meeting AMO

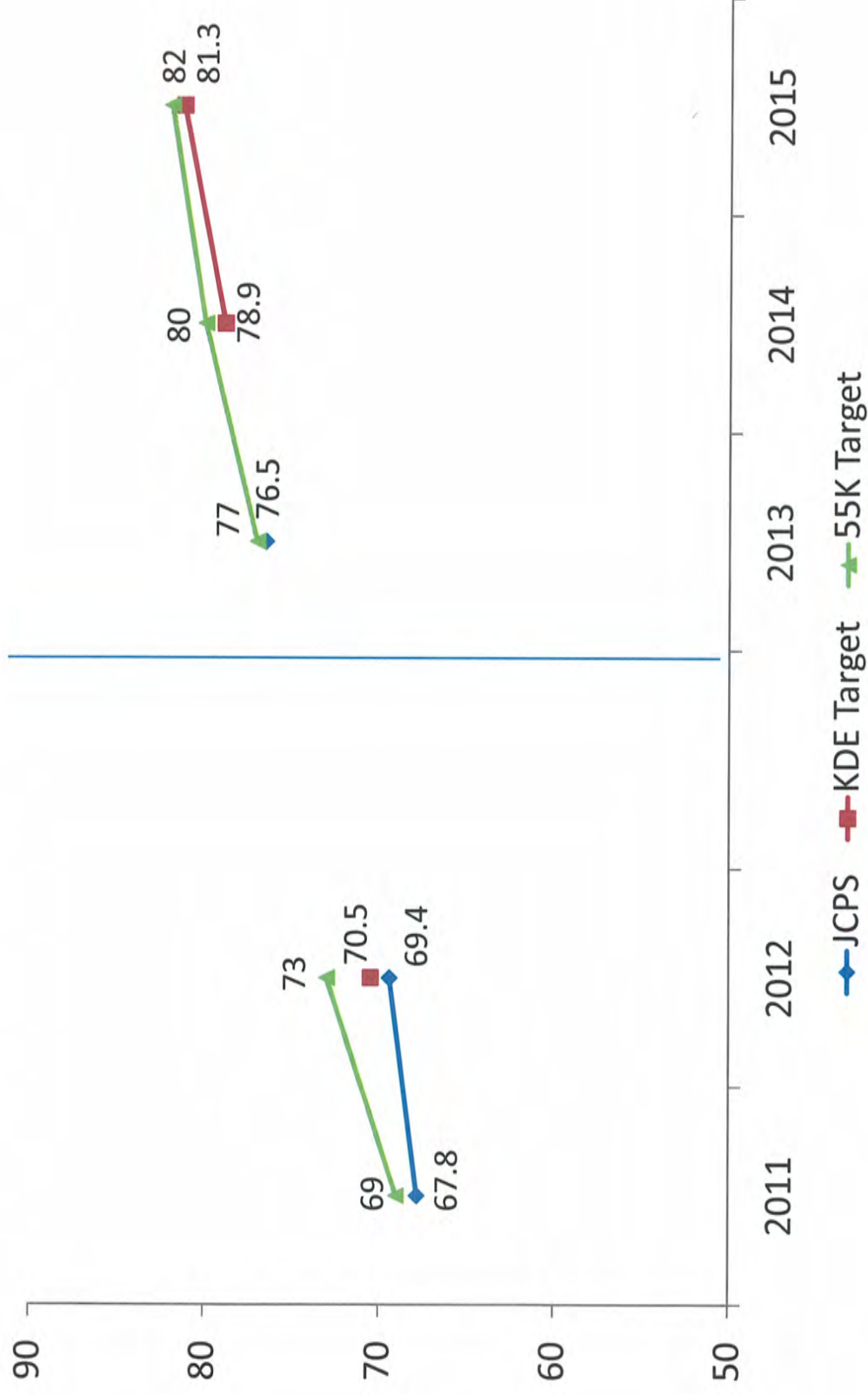
Elementary Schools			Middle Schools	High Schools
Atkinson	Greathouse Shryock	Watterson	Barret Traditional	Atherton
Auburndale	Greenwood	Wheatley	Carrithers	Ballard
Blake	Hartstern	Wilkerson	Frederick Law Olmsted Academy South	Brown
Bloom	Indian Trail	Wilt	Lassiter	Butler Traditional
Bowen	Jacob	Young	Meyzeek	Central
Breckinridge/Franklin	Jeffersontown	Zachary Taylor	Noe	Doss
Camp Taylor	Kenwood		Stuart	Eastern
Chenoweth	Laukhuf		Western	Fairdale
Cochran	Layne		Westport	Fern Creek
Cochrane	Lincoln Performing Arts			Iroquois
Coleridge-Taylor	Luhr			Jeffersontown
Dixie	Maupin			Louisville Male
Dunn	Middletown			Moore
Eisenhower	Minors Lane			Pleasure Ridge Park
Engelhard	Sanders			Seneca
Farmer	Schaffner			Southern
Fern Creek	Semple			The Academy @ Shawnee
Field	Shelby			Valley
Frayser	Stopher			Waggener
Goldsmith	Tully			Western

Schools Moving in the Right Direction:

31 Proficient or Distinguished JCPS Schools

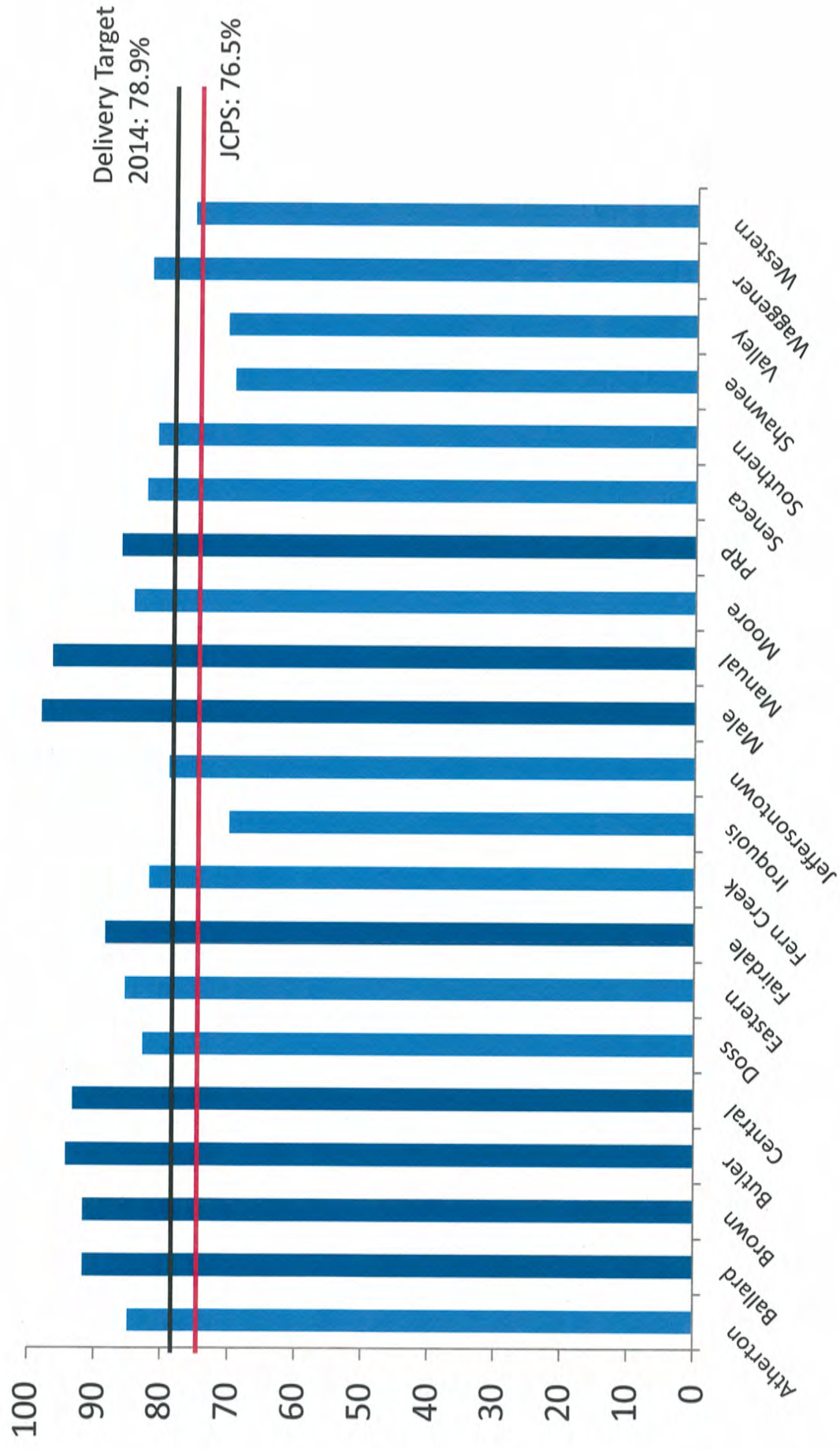
Proficient Schools	Distinguished Schools
Audubon Traditional Elem	Brandeis Elementary
Bloom Elementary	Carter Elementary
Bowen Elementary	Greathouse Shryock Traditional
Chenoweth Elementary School	Schaffner Elementary
Dunn Elementary School	Stopher Elementary
Farmer Elementary	Barret Traditional Middle
Field Elementary	Brown Middle School
Lowe Elementary School	Atherton High School
Middletown Elementary	Ballard High
Norton Elementary School	Brown High School
ST Matthews Elementary	Butler Traditional High School
Wheeler Elementary	Dupont Manual High
Wilt Elementary	Eastern High
Crosby Middle School	Louisville Male High School
Jefferson County Traditional Middle	
Meyzeek Middle School	
Noe Middle	

JCPS Graduation Rate



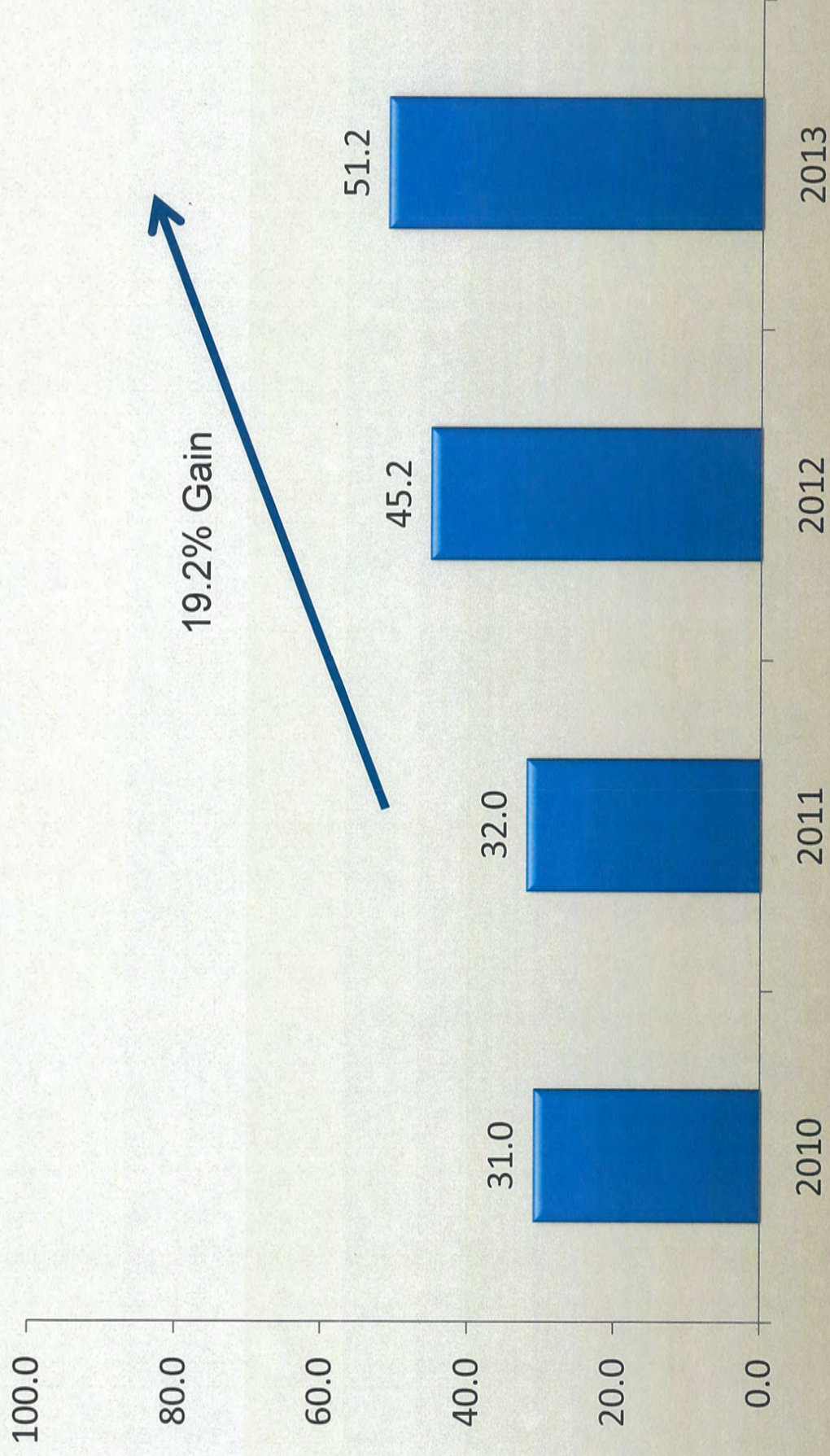
The graduation rate calculation changed from Average Freshman Graduation Rate (AFGR) to Cohort method in 2013

2013 Graduation Rates

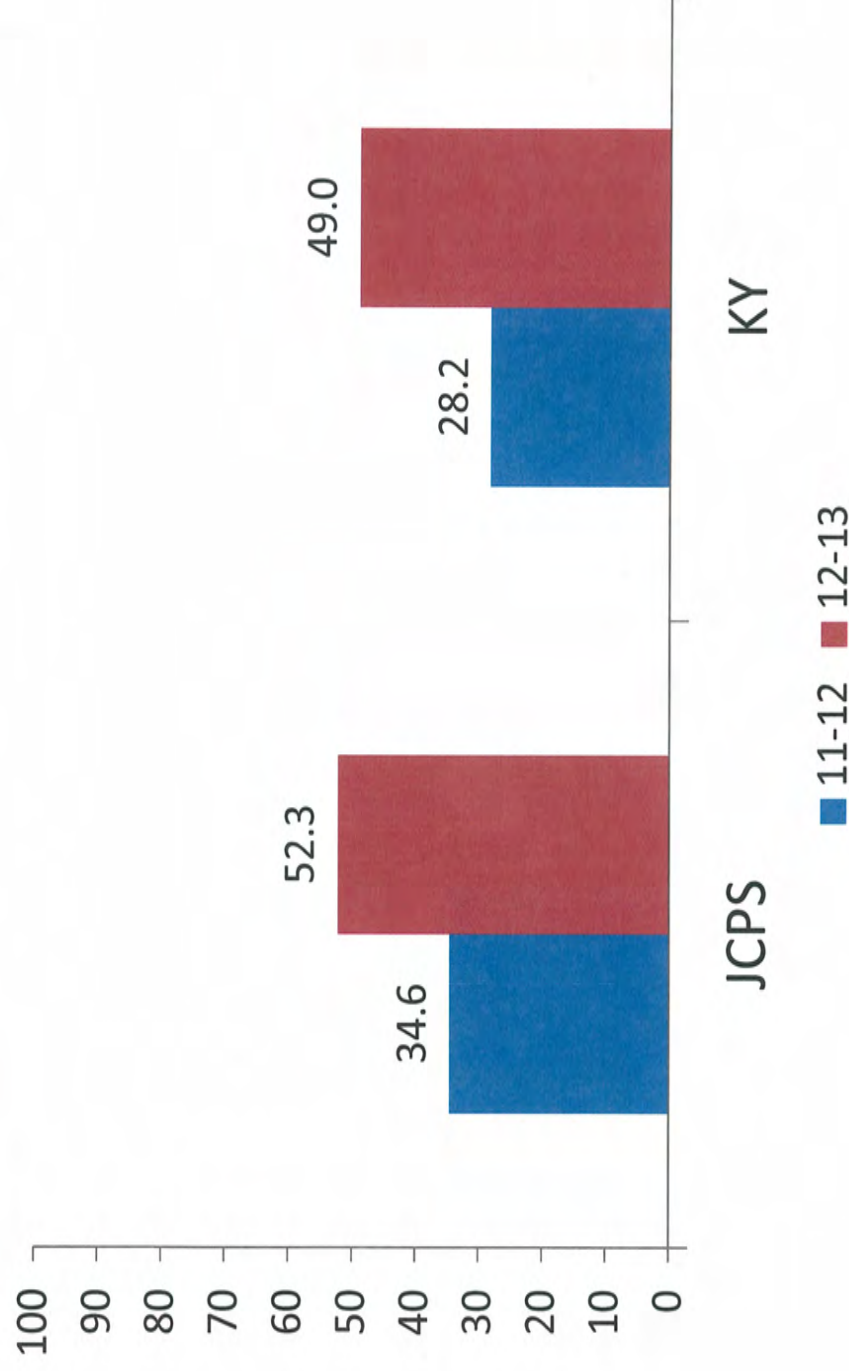


Focus Area 2: Graduation and Beyond

Success Measure 1: Increase % of Students College/Career Ready

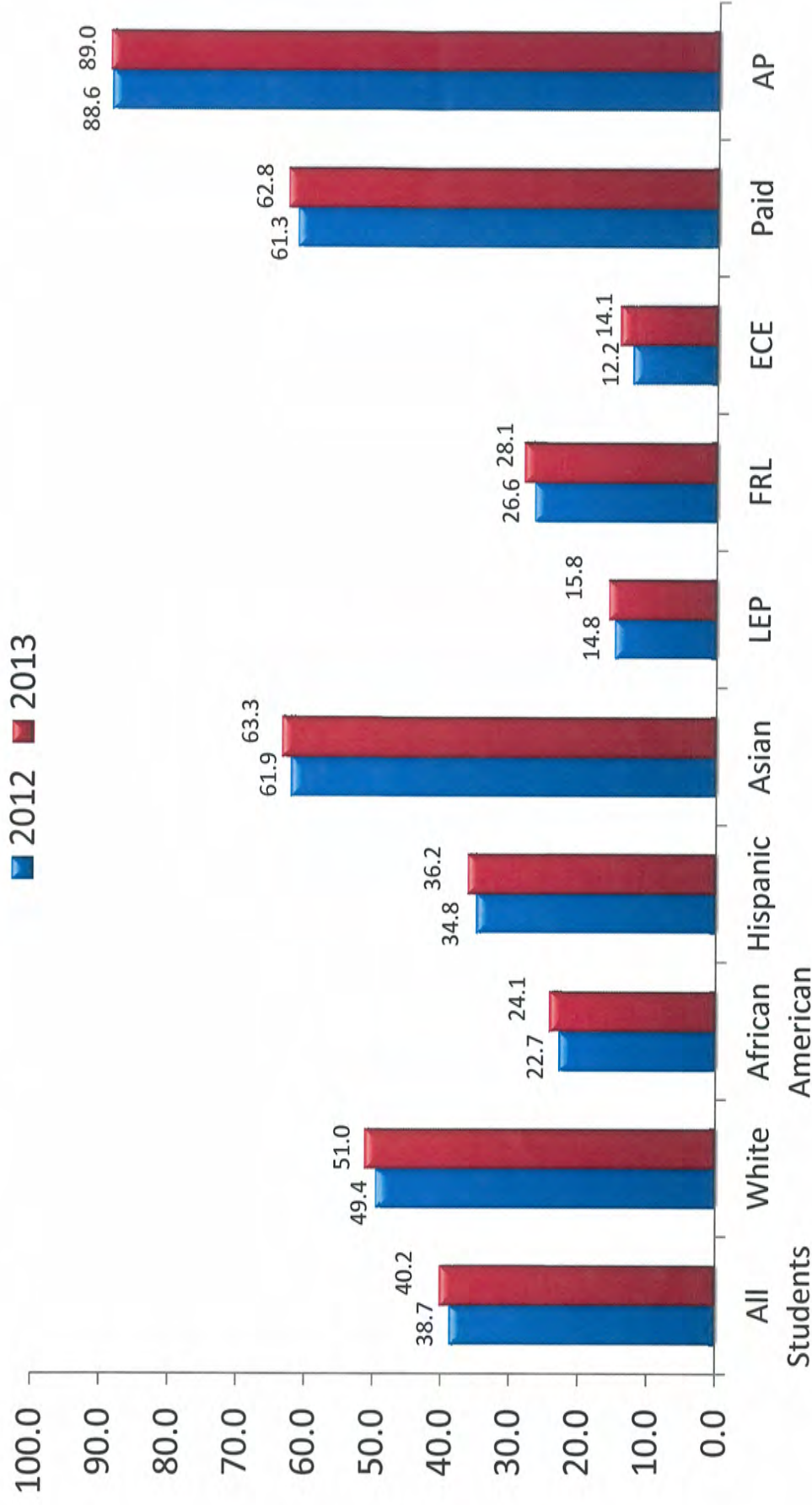


Kindergarten Readiness - % Ready



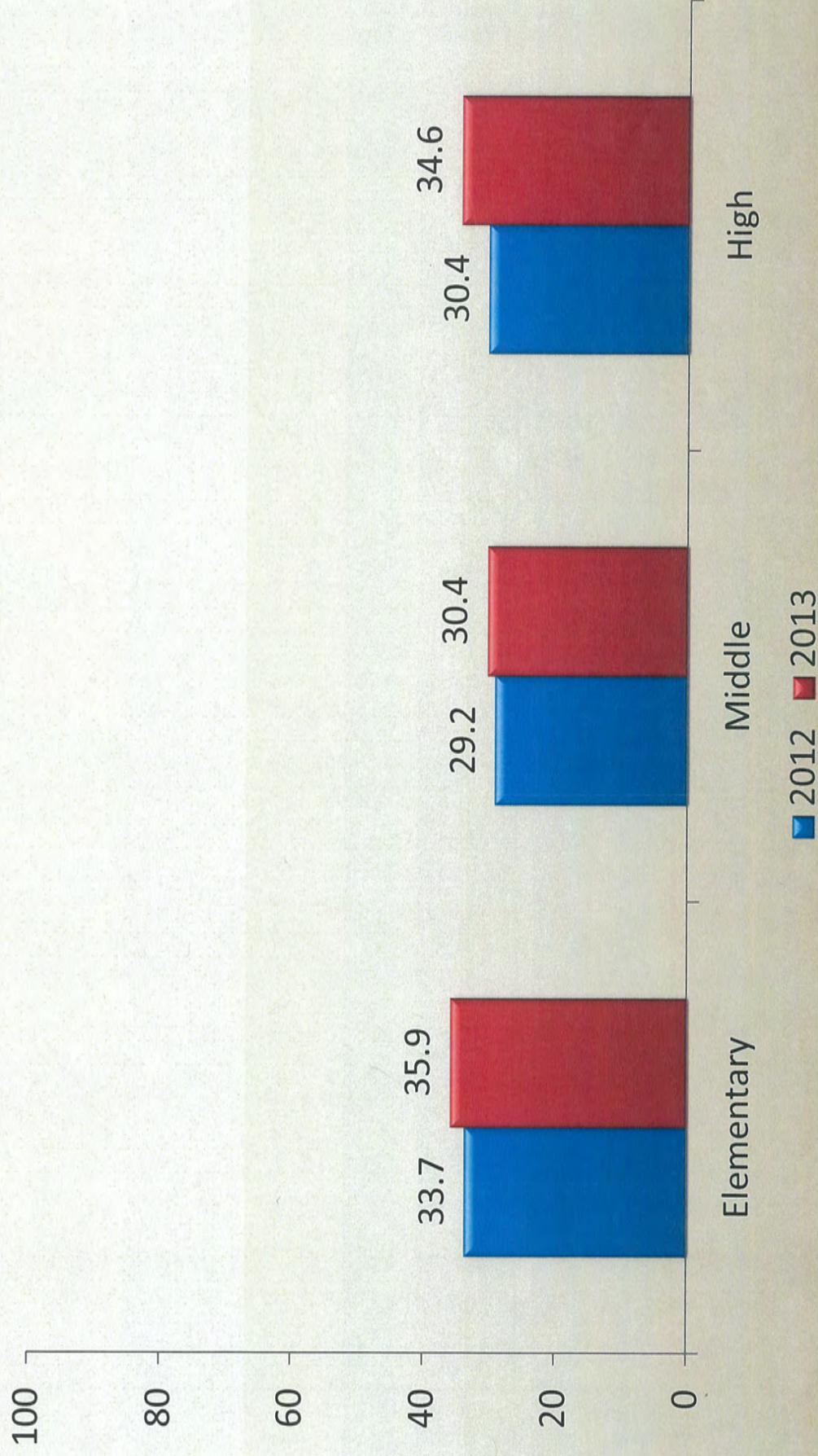
Note: BRIGANCE Screen Assessment changed from 11-12 to 12-13 school year

District Percent Proficient or Distinguished Combined Reading & Math by Student Group



Focus Area 1: Increase Achievement Gap By Level 2012 and 2013

(% of Gap Students Scoring Proficient or Distinguished)



Next Generation Learning and Teaching

PURPOSE

The Jefferson County Public Schools is committed to developing capabilities of students to be effective and happy citizens, learners, workers, and leaders for the 21st century.

GUIDING PRINCIPLES

The Board urges each school to collaboratively create learning pathways and progressions, with district-level support provided, that *embrace*, *engage*, and *empower* all students to become effective and happy individuals who can thrive in a 21st century democratic society and diverse, changing, interdependent world.

INTENDED OUTCOMES

Implementation of the Next Generation Learning and Teaching Policy will promote the development of meaningful and powerful relationships, curricula, learning environments, learning experiences, and teaching practices in schools and classrooms to cultivate the following enduring core capacities and related dispositions in every child:

- Caring - the power to relate constructively to self and others.
adaptability • collaboration • compassion • courage • drive • empathy • generosity • humility • integrity • patience • perseverance • resourcefulness • respect • responsibility • stewardship
- Thinking - the power to think critically, creatively and productively.
analytical • applied • dialectical • divergent • global • imaginative • innovative • inquiry • logical • metacognitive • problem-solving • reflective • spatial • strategic • systemic
- Communicating - the power to interpret, express and influence.
attention • information/media literacy • linguistics • listening • mindfulness • multilingual • non-verbal expression • numeracy • presence • reading • speaking • technology literacy • visual/performing arts • voice • writing

Adopted/Amended: 01/01/1900

Order #:

Greens

- Are innovative and logical
- Seek to understand the world
- Need to be competent
- Require intellectual freedom
- Are curious
- Question authority
- Push themselves to improve
- Seek perfection in play
- May become intellectually isolated
- Are slow to make decisions
- Value concise communication
- Look for intellectual stimulation
- Enjoy intriguing discussions
- Are sometimes oblivious to emotions
- Are detached
- Believe work is play
- Are drawn to technical occupations
- Analyze and rearrange systems
- Focus on the future
- Bring innovation to society

Oranges

- Are free and spontaneous
- Are impulsive risk-takers
- Are active
- Are optimistic
- Resist commitment
- Can become virtuosos
- Thrive on crises
- Are drawn to tools
- Like to be the center of attention
- Have great endurance
- Are drawn to action jobs
- Need variety
- Are dynamic, animated communicators
- Are competitive
- Deal with the here and now
- Are bold in relationships
- Are generous
- Have difficulty finding acceptance
- Like to live in a casual atmosphere
- Bring excitement to society

Golds

- Are dutiful and stable
- Need to be useful
- Want to be self-sufficient
- Value organization
- Desire punctuality
- Schedule their lives
- Make and keep commitments
- Measure worth by completion
- Are goal-oriented
- Value rules
- Prepare for the future
- Are inclined to join groups
- Believe work comes before play
- Safeguard tradition
- Prefer order and cleanliness
- Are responsible and dedicated
- Are drawn to respected occupations
- Enjoy positions of authority
- Desire structure
- Bring stability to society

Blues

- Are in search of themselves
- Need to feel unique
- Must be true to themselves
- Look for symbolism
- Value close relationships
- Encourage expression
- Desire quality time with loved ones
- Need opportunities to be creative
- Compromise and cooperate
- Nurture people, plants and animals
- Look beyond the surface
- Share emotions
- Make decisions based on feelings
- Need harmony
- Are adaptable
- Are drawn to literature
- Are drawn to nurturing careers
- Get involved in causes
- Are committed to ideals
- Bring unity to society

BLUE

I need to feel unique and authentic

Enthusiastic, Sympathetic, Personal

I look for meaning and significance in life

Warm, Communicative, Compassionate

I need to contribute, to encourage, and to care

Idealistic, Spiritual, Sincere

I value integrity and unity in relationships

Peaceful, Flexible, Imaginative

I am a natural romantic, a poet, a nurturer

In childhood...

I was extremely imaginative and found it difficult to fit into the structure of school life.

I reacted with great sensitivity to discordance or rejection and sought recognition.

I responded to encouragement rather than competition.

In relationships...

I seek harmonious relationships.

I am a true romantic and believe in drama, warmth, and empathy to all relationships.

I enjoy the symbols of romance such as flowers, candlelight, and music and cherish the small gestures of affection.

At work...

I have a strong desire to influence others so they may lead more significant lives.

I often work in the arts, communication, education, and helping professions.

I am adept at motivating and interacting with others.

Leadership Style...

Expects others to express views

Assumes "family spirit"

Works to develop others' potential Individuals oriented

Democratic, unstructured approach

Encourages change VIA human potential Change time allows for sense of security Expects people to develop their potential

Symptoms of a Bad day...

Attention-getting misbehaving

Lying to save face

Withdrawal

Fantasy, day-dreaming, and going into a trance Crying and depression

Passive resistance

Yelling and screaming

GOLD

I need to follow rules and respect authority

Loyal, Dependable, Prepared

I have a strong sense of what is right and wrong in life

Thorough, Sensible, Punctual

I need to be useful and belong

Faithful, Stable, Organized

I value home, family, and tradition

Caring, Concerned, Concrete

I am a natural preserver, a parent, a helper

In childhood...

I wanted to follow the rules and regulations of the school.

I understood and respected authority and was comfortable with academic routine.

I was the easiest of all types of children to adapt to the education system.

In relationships...

I am serious and tend to have traditional, conservative views of both love and marriage.

I enjoy others who can work along with me, building secure, predictable relationships together.

I demonstrate admiration through the practical things I do for the ones I love.

At work...

I provide stability and can maintain organization.

My ability to handle details and to work hard makes me the backbone of many organizations.

I believe that work comes before play, even if I must work overtime to complete the task.

Leadership Style...

Expects punctuality, order, loyalty

Assumes "right" way to do things Seldom questions tradition

Rules oriented

Detailed/thorough approach - threatened by change Prolonged time to initiate any change

Expects people to "play" their roles

Symptoms of a Bad day...

Complaining and self-pity

Anxiety and worry

Depression and fatigue

Psychosomatic problems

Malicious judgments about yourself or others

Herd mentality exhibited in blind following of leaders

Authoritarianism and phobic reactions

ORANGE

I act on a moment's notice

Witty, Charming, Spontaneous

I consider life a game, here and now

Impulsive, Generous, Impactful

I need fun, variety, stimulation, and excitement

Optimistic, Eager, Bold

I value skill, resourcefulness, and courage

Physical, Immediate, Fraternal

I am a natural trouble shooter, a performer, a competitor

In childhood...

Of all types of children, I had the most difficult time fitting into academic routine.

I learned by doing and experiencing rather than by listening and reading.

I needed physical involvement in the learning process and was motivated by my own natural competitive nature and sense of fun.

In relationships...

I seek a relationship with shared activities and interests.

I like to explore new ways to energize the relationship.

In a relationship, I need to be bold and thrive on physical contact.

I enjoy giving extravagant gifts that bring obvious pleasure to special people in my life.

At work...

I am bored and restless with jobs that are routine and structured.

I am satisfied in careers that allow me independence and freedom, while utilizing my physical coordination and my love of tools.

I view any kind of tool as an extension of myself.

I am a natural performer.

Leadership Style...

Expects quick action

Works in the here and now

Performance oriented

Flexible approach

Welcomes change

Expects people to "make it fun"

Symptoms of a Bad day...

Rudeness and defiance

Breaking the rules intentionally Running away and dropping out

Use of stimulants

Acting out boisterously

Lying and cheating

Physical aggressiveness

GREEN

I seek knowledge and understanding

Analytical, Global, Conceptual

I live by my own standards

Cool, Calm, Collected

I need explanation and answers

Inventive, Logical, Perfectionist

I value intelligence, insight, fairness, and justice

Abstract, Hypothetical, Investigative

I am a natural non-conformist, a visionary, a problem solver

In childhood...

I appeared to be older than my years and focused on my greater interests, achieving in subjects that were mentally stimulating.

I was impatient with drill and routine, questioned authority, and found it necessary to respect teachers before I could learn from them.

In relationships...

I prefer to let my head rule my heart.

I dislike repetition, so it is difficult for me to continuously express feeling. I believe that once feelings are stated, they are obvious to others.

I am uneasy when my emotions control me; I want to establish a relationship, leave it to maintain itself, and turn my energies to my studies, work or other interests.

At work...

I am conceptual and an independent thinker. For me, work is play.

I am drawn to constant challenge in careers, and like to develop models, explore ideas, or build systems to satisfy my need to deal with innovation.

Once I have perfected an idea, I prefer to move on, leaving the project to be maintained and supported by others.

Leadership Style...

Expects intelligence and competence Assumes task relevancy

Seeks ways to improve systems

Visionary

Analytical

Encourages change for improvement Constantly "in process" of change

Expects people to follow through

Symptoms of a Bad day...

Indecisiveness

Refusal to comply or cooperate; the silent treatment Extreme aloofness and withdrawal

Snobbish, put-down remarks, and sarcasm

Perfectionism due to severe performance anxiety

Highly critical attitudes toward yourself or others



Cordelia Hardin - Chief Financial Officer

GOLD (primary)

Bring stability to society
Safeguard tradition
Value organization
Value rules

GREEN (secondary)

Analyze & rearrange systems
Need to be competent
Push themselves to improve
Value concise communication



Donna Hargens - Superintendent

GOLD (primary)

Enjoy positions of authority
Goal-oriented
Make and keep commitments
Responsible and dedicated

GREEN (secondary)

Analyze & rearrange systems
Enjoy intriguing discussions
Focus on the future
Value concise communication



Dewey Hensley - Chief Academic Officer

BLUE (secondary)

Committed to ideals
Drawn to literature
Must be true with themselves
Share emotions

GREEN (primary)

Analyze and rearrange systems
Bring innovation to society
Push themselves to improve
Require intellectual freedom



John Marshall - Director of Diversity, Equity, and Poverty Programs

GOLD (secondary)

Are dutiful and stable
Goal-oriented
Value rules
Want to be self-sufficient

GREEN (primary)

Analyze & rearrange systems
Are detached
Focus on the future
Slow to make decisions



Michael Raisor - Chief Operations Officer

ORANGE (primary)

Optimistic
Thrive on crises
Center of attention
Dynamic communicator

GREEN (secondary)

Are curious
Believe work is play
Enjoy intriguing discussions
Innovative & logical



Bob Rodosky - Director of Data Management, Planning, and Program Evaluation

ORANGE (secondary)

Are drawn to tools
Bold in relationships
Bring excitement to society
Have great endurance

GREEN (primary)

Enjoy intriguing discussions
Need to be competent
Question authority
Believe work is play

Cabinet Roundtable Feedback Session

Strengths

Cordelia Hardin - Chief Financial Officer

- Great steward of district resources; has systems in place; loyal staff member; came-up through the ranks and has proven herself
- Systemic memory; even temperament
- Responds promptly; work ethic; expertise; ability to be succinct
- Organized approaches; wisdom; hard worker; focus on using resources to help kids
- Experienced; conservative thinking – tempers runaway ideas

Donna Hargens – Superintendent

- Leadership; insight of perceptions
- Ability to see all dies; ability to not play “favorites”; respect for our different styles, thoughts and ideas
- Outside eye; challenger; making connectivity
- Experience of teacher, principal, CAO and Supt; keeping board members together; explaining complex issues in understandable ways
- Scale of thinking; model of work ethic; keeper of the “feelings”; everyone matters; challenges to be better; looking ahead at future

Dewey Hensley - Chief Academic Officer

- Passion for helping kids; an innovative spirit; leadership
- Knowledge of instruction; passion for all kids; gifted speaker
- Passionate about student academics; change in past practices; innovative ideas
- Vision; results from experience (credibility); focus on individualized students (not group averages)
- Turnaround experience

John Marshall - Director of Diversity, Equity, and Poverty Programs

- Calculated though; measured and appropriate responses; an understanding of community dynamics
- Lives & breathes Louisville; data driven focus; pulling together his folks for a purpose; follow-through
- Tenacity; diverse opinions; reality check; principle driven thinking
- Committed to diversity; willing to take on employee focus; ties to the community
- Lens that no other person has
- Advocate for student culture

Michael Raisor - Chief Operations Officer

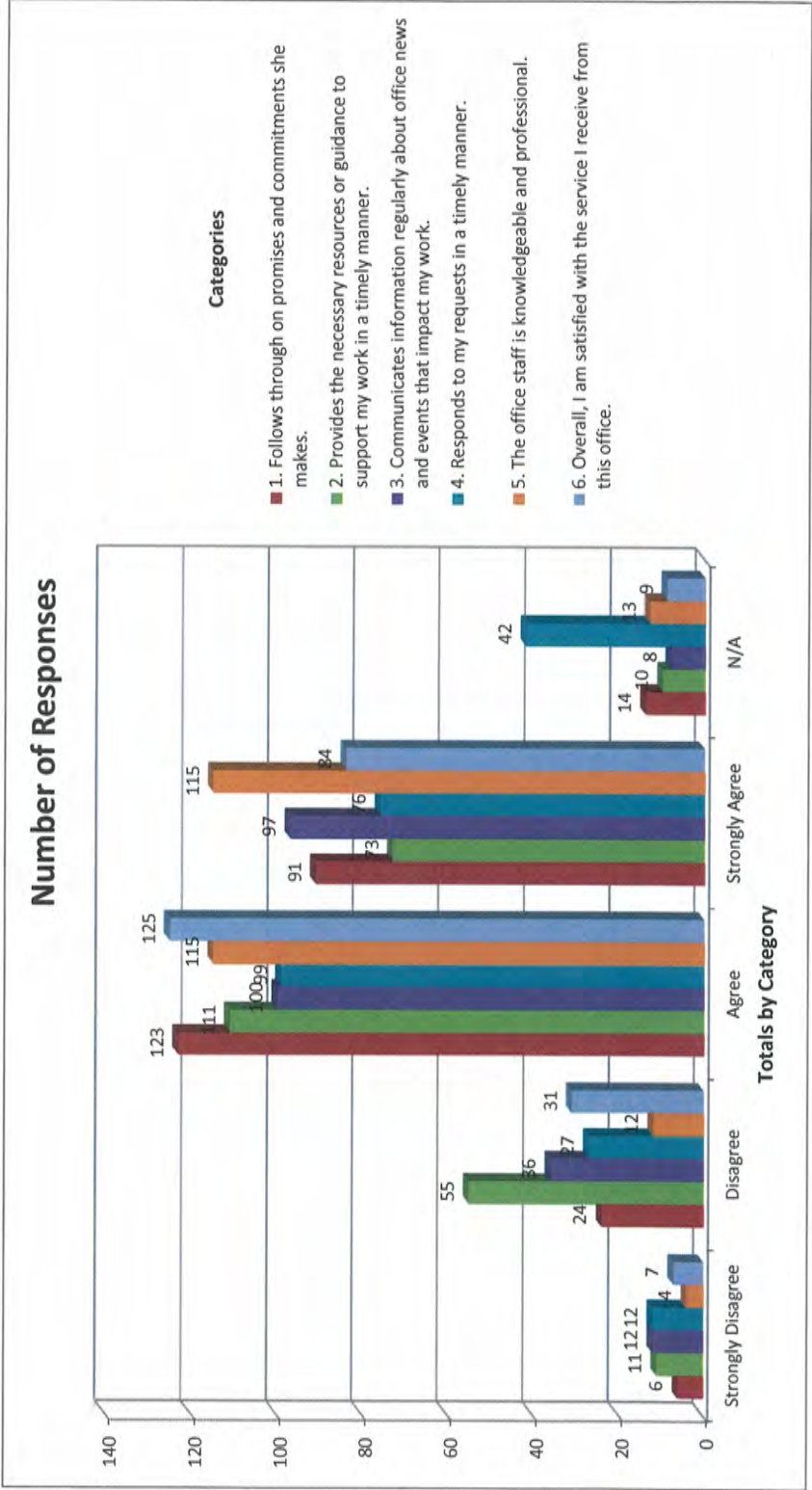
- Six Sigma/systems thinking; spending time on what important; willingness to ask questions; sense of humor and perspective; passion around looking ahead; processes and procedures
- Affability; outside lens; levity; willingness; systems thinker
- Quick wit; presentation skills; intelligence
- Humor; voice of operations

Bob Rodosky - Director of Data Management, Planning, and Program Evaluation

- Perspective; realism , understanding, pragmatism; history of organization; knowledge of people
- Intelligence; ability to follow through; great team
- Experience and critical eye; willingness to try new things; perspective
- History; consistency
- History; data facts; directness

Superintendent 360 Survey Results 2013 - 2014 School Year

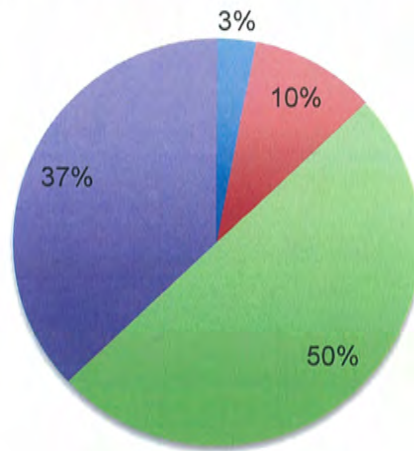
Question	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
	Count				
1. Follows through on promises and commitments she makes.	6	24	123	91	14
2. Provides the necessary resources or guidance to support my work in a timely manner.	11	55	111	73	10
3. Communicates information regularly about office news and events that impact my work.	12	36	100	97	8
4. Responds to my requests in a timely manner.	12	27	99	76	42
5. The office staff is knowledgeable and professional.	4	12	115	115	13
6. Overall, I am satisfied with the service I receive from this office.	7	31	125	84	9



Superintendent 360° Feedback Comments 2013-2014 School Year

Keeps Commitments

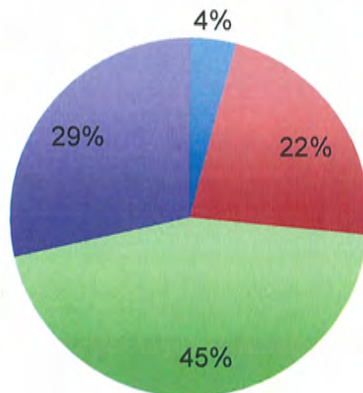
■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree



N = 244¹

Provides Timely Resources & Guidance

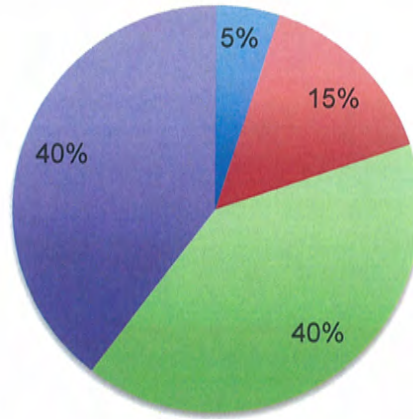
■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree



N = 250¹

Communicates Regularly

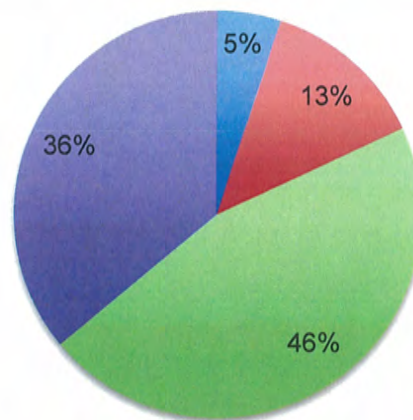
Strongly Disagree Disagree Agree Strongly Agree



N = 245¹

Responds Timely

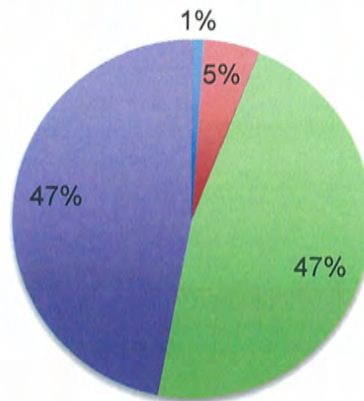
Strongly Disagree Disagree Agree Strongly Agree



N = 214¹

Knowledgable & Professional Office Staff

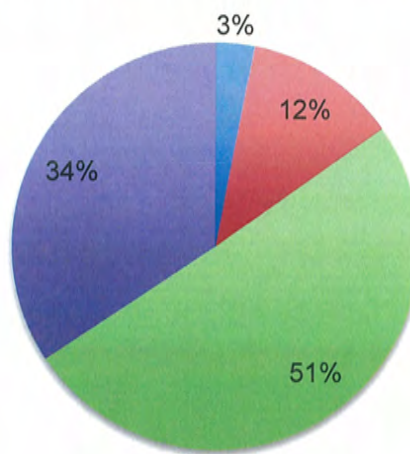
Strongly Disagree Disagree Agree Strongly Agree



N = 246¹

Overall Satisfaction

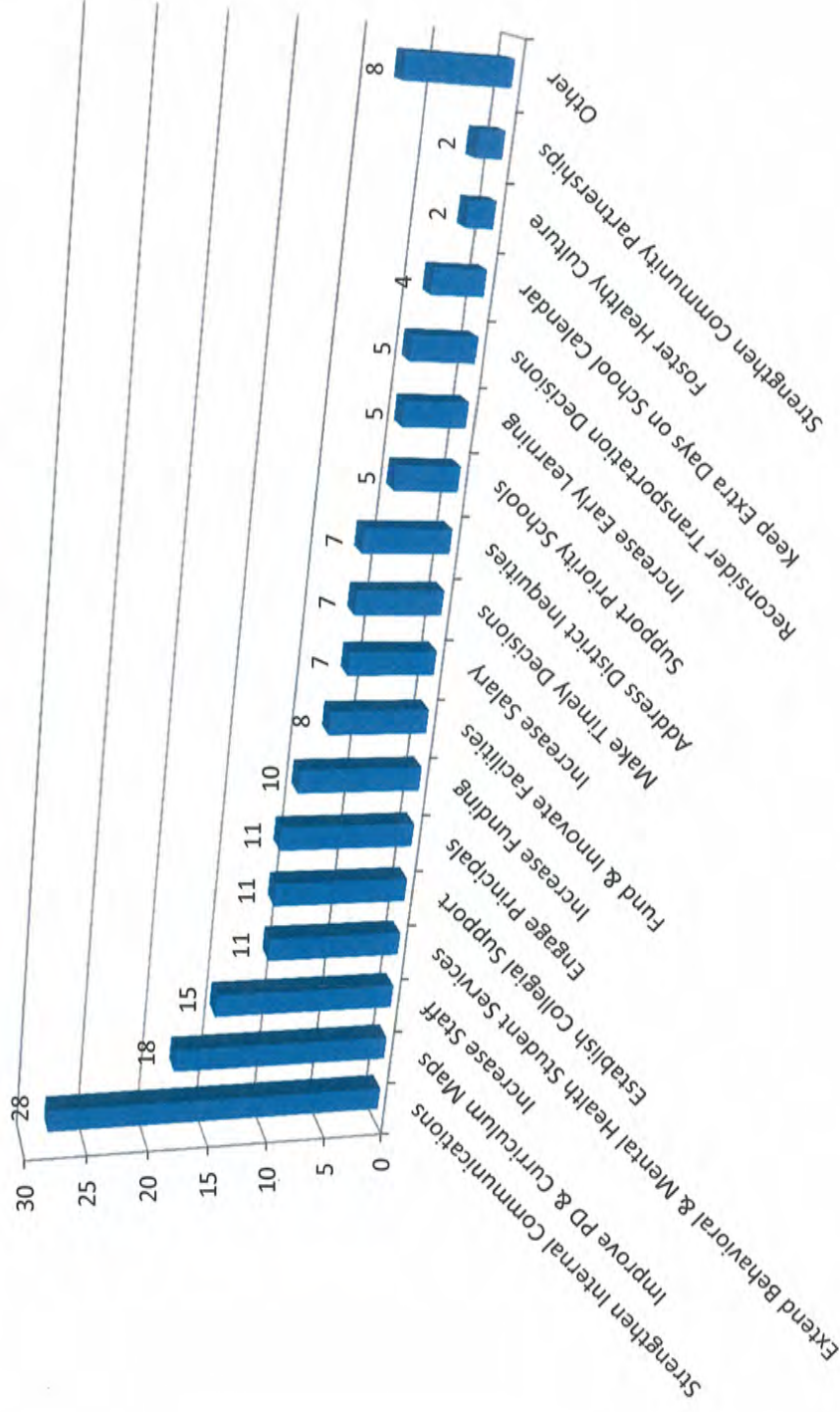
Strongly Disagree Disagree Agree Strongly Agree



N = 247¹

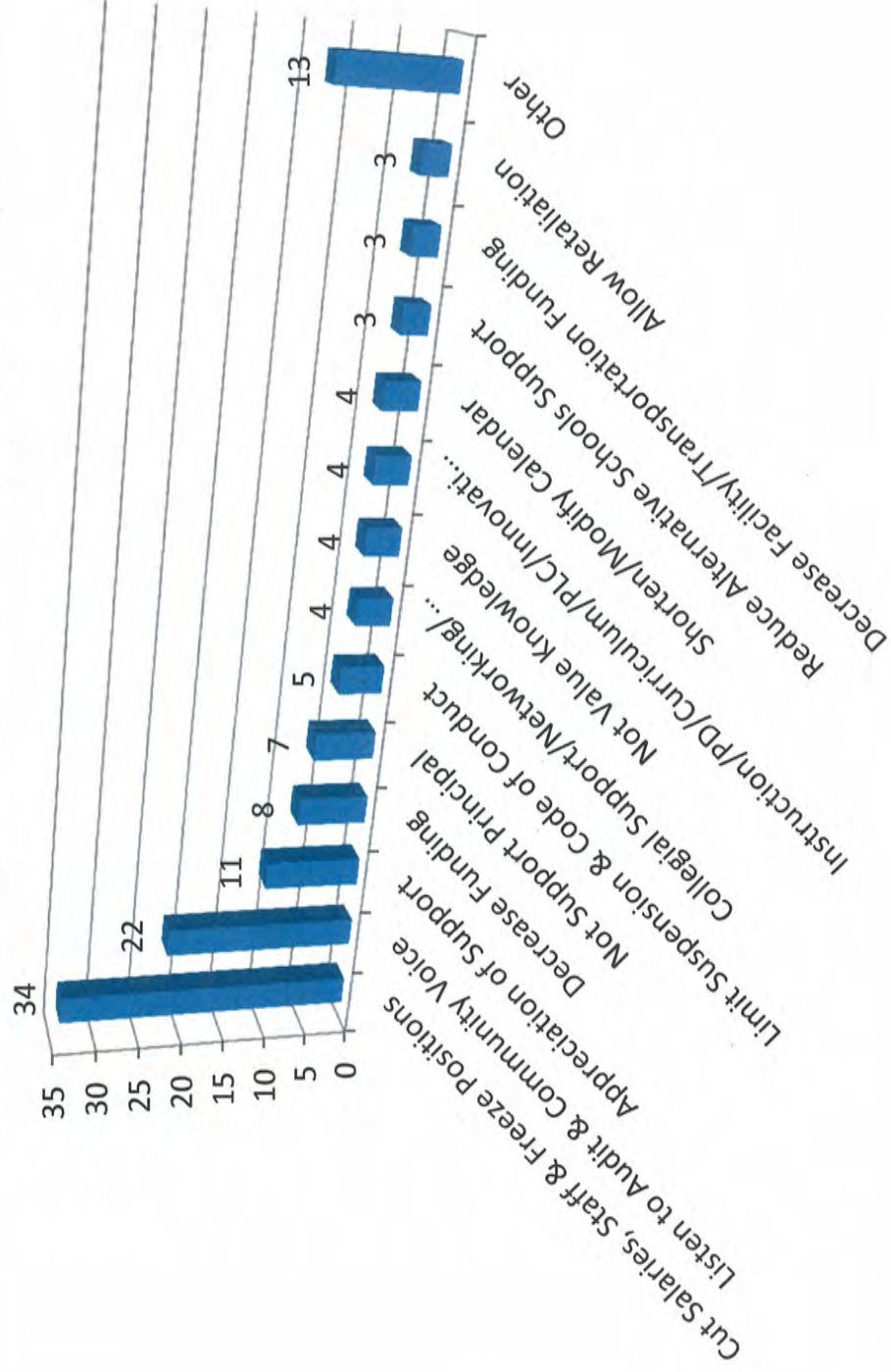
Two Question Survey

What would you like me to do?



Two Question Survey

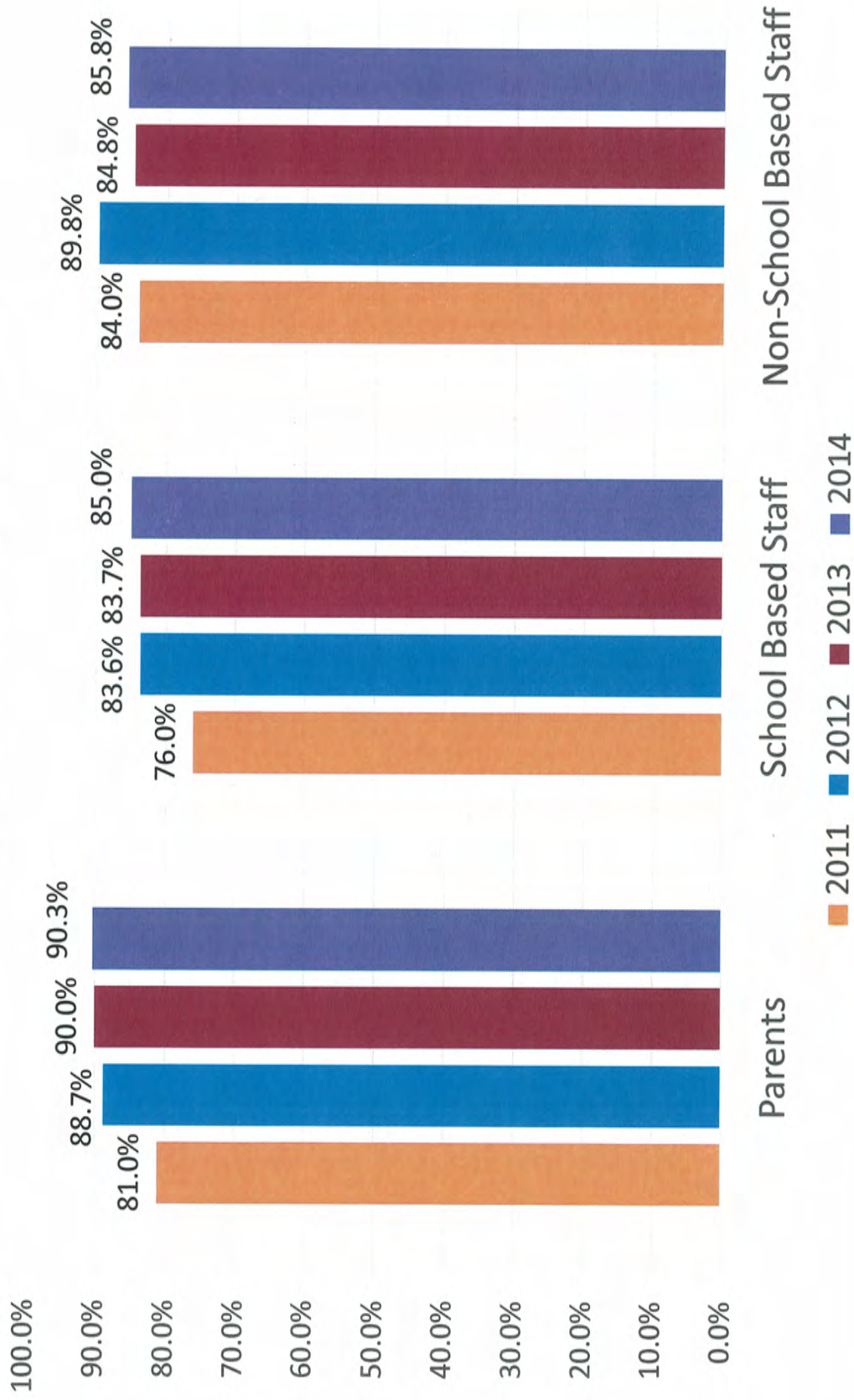
What are you afraid I am going to do?



Comprehensive School Survey

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

% Strongly Agree or Agree

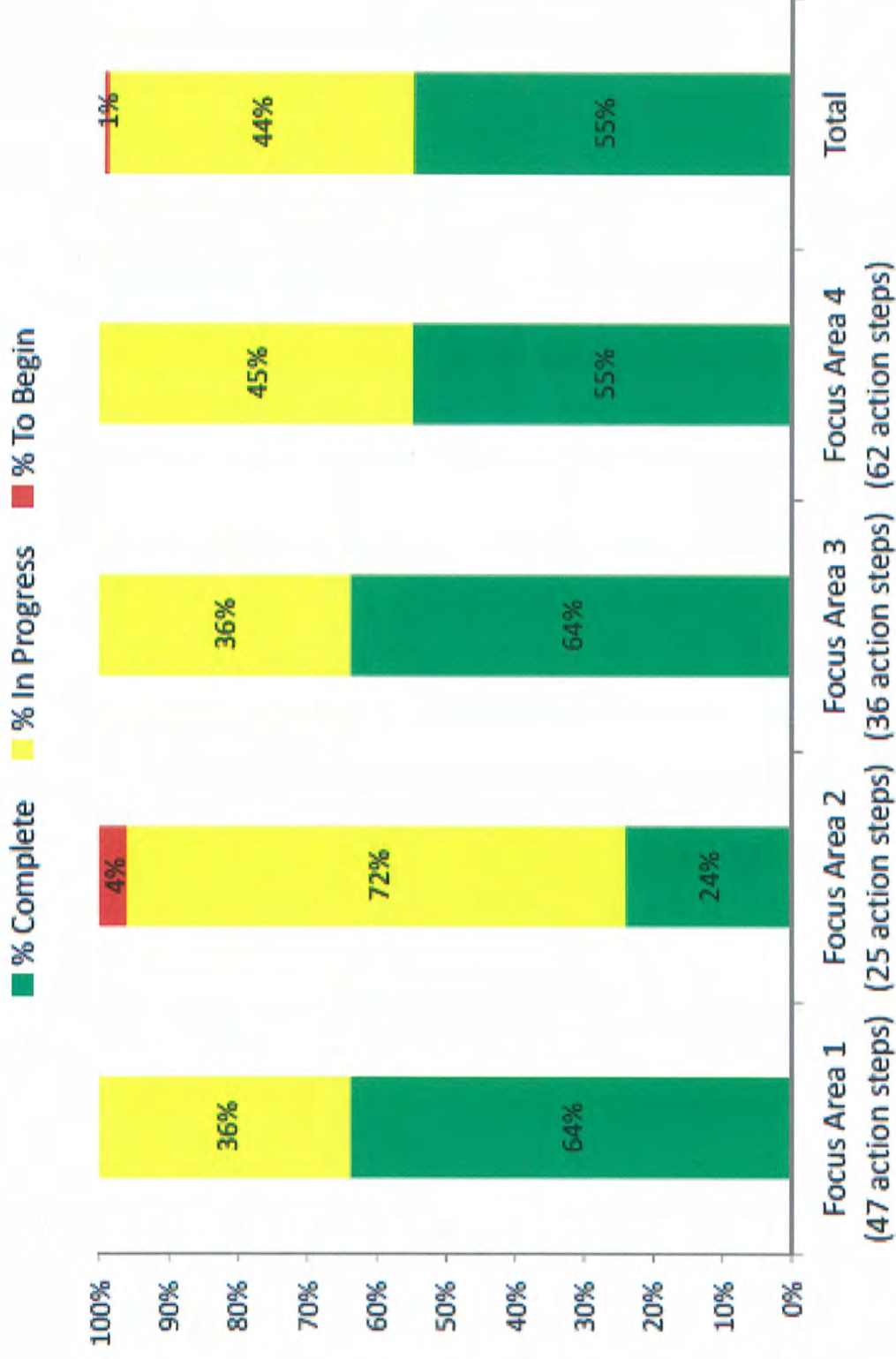


1) Continuum of Labor-Management Collaboration

Administration			Association			
1	2	3	4	5	6	7
Mine	Inform	Input	Shared	Input	Inform	Mine
			"We"			
			Modeling			

JCPS Comprehensive District Improvement Plan:

Implementation Status



Replace with TAB

PRINCIPAL TURNOVER PERCENTAGES

DATA BASED ON FOLLOWING NUMBERS:

- Elementary Principals: 89
- Middle School Principals: 23
- High School Principals: 21
- Special School Principals: 12
- Total Number of Principals: 145

PRINCIPAL TURNOVER BY YEAR

2011-2012

- Elementary: 15 or 17%
- Middle: 4 or 17%
- High: 2 or 9%
- Special: 4 or 33%

2012-2013

- Elementary: 7 or 8%
- Middle: 4 or 17%
- High: 0
- Special: 0

2013-2014

- Elementary: 10 or 11%
- Middle: 6 or 26%
- High: 7 or 33%
- Special: 1 or .05%

2014-2015 (so far)

- Elementary: 10 or 11%
- Middle: 3 or 13%
- High: 2 or 9%
- Special: 0

TOTAL PRINCIPAL TURNOVER PERCENTAGE FROM 2011 AS OF JUNE 5, 2014:

- 75 of 145 or 52%

Louisville Linked Data Report – Pupil Month 8

Key Findings:

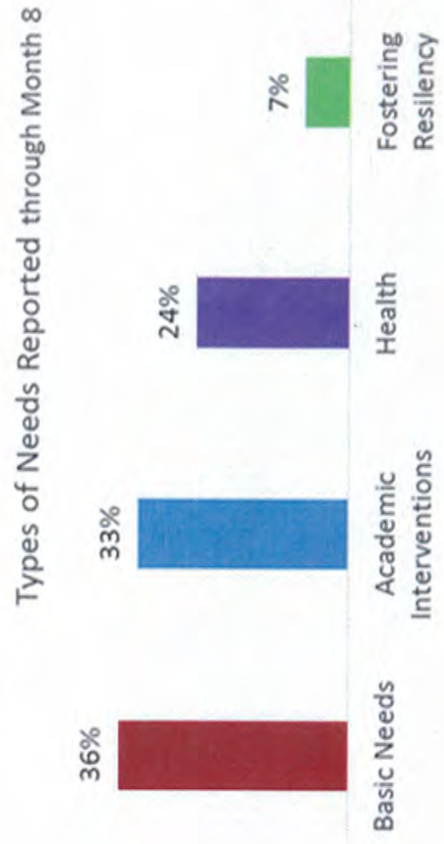
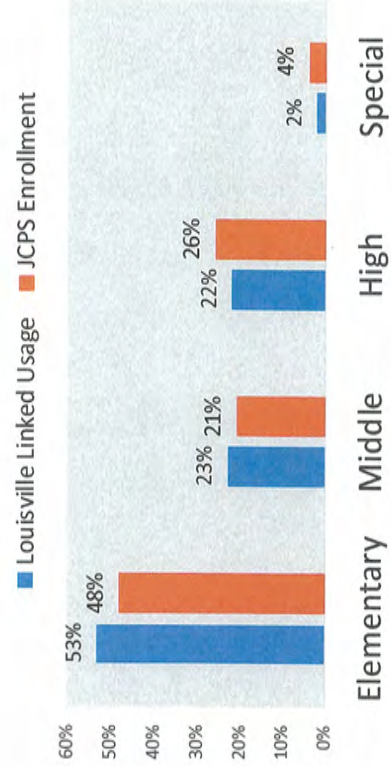
- 26,914 Students have been “linked” to help meet a need.
- These students represent 48,210 needs.
- The highest percentage of links are made to address basic needs followed by academic interventions.
- The usage of Louisville Linked is highest in Elementary and overall is proportionate to enrollment at every level.

	Month 1 Aug 16 - Sep 12	Month 2 Sep 13 - Oct 10	Month 3 Oct 11 - Nov 7	Month 4 Nov 8 - Dec 11	Month 5 Dec 12 - Jan 24	Month 6 Jan 27 - Feb 27	Month 7 Feb 28 - April 7	Month 8 April 8 - May 5	Month 9 May 6 - June 3	Month 10 June 4 - June 13
Students	8,661	9,451	11,007	11,494	18,433	19,916	24,211	26,914		
Links	10,838	12,474	15,644	16,973	28,987	33,863	41,287	48,210		

Cumulative Unique Students “Linked” / Total Number of Links*

Students	8,661	9,451	11,007	11,494	18,433	19,916	24,211	26,914		
Links	10,838	12,474	15,644	16,973	28,987	33,863	41,287	48,210		

Louisville Linked Usage by Level



Highest Usage Schools

School Name	Highest Usage Schools	N
	Elementary	
Goldsmith Elementary		1980
Atkinson Academy		1103
Jacob Elementary		827
Maupin Elementary		774
Foster Traditional Academy		707
Semple Elementary		694
McFerran Preparatory Academy		648
Byck Elementary		634
Lincoln Elementary Performing Arts		628
Rangeland Elementary		580
Smyrna Elementary		501
Bates Elementary		500
Hazelwood Elementary School		498

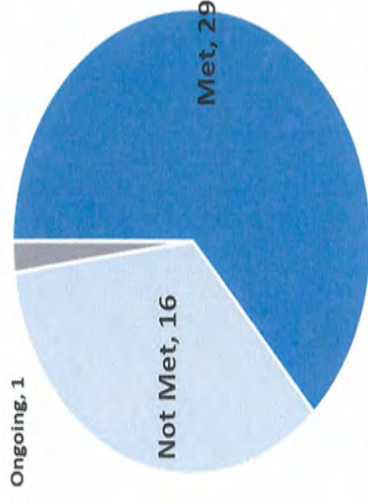
****Middle/High/Special data not available for 6/4/14**

Example of a Louisville Link made during 8th Month:

Student in need of therapy linked with counseling services via the
Cabbage Patch Settlement House

Level II Community needs (reflected through student needs)

Status of level II needs



Outstanding basic needs shown below*

2 full/queen size beds (male and female)

assistance getting students glasses

Black uniform pants size 5.....

Financial Assistance

Financial support

Furniture, Refrigerator and stove

Help with housing needs, size 44x32 uniform school pants black.....

Housing Down payment

Inexpensive housing that allows felons

Operation: PARENT's Parent Handbook - \$1000

Pest Control

School Uniforms, clothing, shoes, socks, household items,

therapy for cultural assimilation and emotional behavioral needs

toddler bed/pack and play

transportation for 60 students

utility assistance

***May have been met but not documented as of the data pull**

Code of Acceptable Behavior and Discipline and the Student Bill of Rights

PROACTIVE

ELEMENTARY SCHOOLS
48.5% of all students



MIDDLE SCHOOLS
21.9% of all students



HIGH SCHOOLS
24.7% of all students



OTHER SCHOOLS
4.4% of all students



Supporting Positive Behavior/School Culture

Behavior Dashboard
Culturally Responsive Teaching
High Expectations
Louisville Linked
Mental Health Support
Positive Action Center
Positive Behavior Intervention Support (PBIS)
Professional Development (PD)
Restorative Practices
Student Response Team (SRT)

Behavior Dashboard
Culturally Responsive Teaching
High Expectations
In-School Suspension
Louisville Linked
Mental Health Support
PBIS
PD
Restorative Practices
SRT
Transition Center

Behavior Dashboard
Culturally Responsive Teaching
High Expectations
In-School Suspension
Louisville Linked
Mental Health Support
PBIS
PD
Restorative Practices
SRT
Transition Center

Early Childhood Learning Centers
ESL Newcomer Academy
Jefferson County High School
Liberty High School
Phoenix School of Discovery
Schools for Special Needs Students
State Agency Children's Programs
Teenage Parent Program (TAPP)

Return to Regular School Environment

REACTIVE

Failure to Meet Expectations

Applying Consequences

Offense

Referral to Assistant Principal



Student Due Process



Disciplinary Consequence



Assignment to an Alternative School

0.5% of all students

Transition/Support Practices

Transition/Support Practices

ENVISION EQUITY

A community commitment to improving
education for all students



ATTAIN (Achievement through Teaching and Intervention) Data

Information below based on data received by March 1, 2014.

ATTAIN Round 1 – PLA Schools		
Number of Schools	Number of Students	Number of Teachers
18	5,416	443
ATTAIN Round 2 – Additional Schools		
Number of Schools	Number of Students	Number of Teachers
59	3,850	565
ATTAIN Round 2 – Summer Proposal (projected)		
Number of schools	Number of Students	Number of Teachers
3	225	21
Total ATTAIN		
Total Number of Schools	Total Number of Students	Total Number of Teachers
80	8,491	1,029

Summer Learning Programs

School	Projected Number of Students
Atkinson	75
Atkinson Elementary	75
Blake Elementary	40
Blue Lick Elementary	40
Byck/Farnsley/Foster/Rutherford/Newburg/Westport	300
Doss High School	110
Fairdale Elementary	96
Fern Creek High	200
Frost	150
Gutermuth- YMCA	50
Highland Middle	50
Kenwood Elementary	20
Knight Middle	75
Myers	60
Olmsted North	150
Ramsey	100
Semple Elementary	30
Seneca	135
Shawnee	35
Stuart	40
TJ Middle	400
Valley	140
Waggener	500
Wellington-YMCA	50
Western High	75
Western Middle	75
Wheatley	18
Wheatley-YMCA	50
Summer Boost – 55 schools	703
Total Number of Schools	Projected Number of Students
84	3,938

**Jefferson County Board of Education
Superintendent Performance Evaluation
School Year 2011-2012
June 11, 2012**

Final Summative Board Evaluation of the Superintendent

Summary Board Evaluation					
General Performance Criteria	Meets Expectations	Does not meet expectations	Specific Performance Objectives	Meets Expectations	Does not meet expectations
1. Leadership	X		Objective #1	X	
2. Management	X		Objective #2	X	
3. Policy & Governance	X		Objective #3	X	
4. Communication	X				
5. Board Relations	X				
6. Community Relations	X				
7. District Goals & Planning	X				
8. Professional Standards	X				

General	
General Performance	Specific Objectives
Meets expectations X	Meets expectations X
Does not meet expectations	Does not meet expectations

EVALUATION NARRATIVE

In January 2011, the Jefferson County Board of Education met on May 29, 2012 and on June 11, 2012 to conduct the annual evaluation of the Superintendent Dr. Donna Hargens. The Board and Superintendent Hargens collaboratively established three performance goals at a Special Board Meeting on January 11, 2012. These goals were used to evaluate her performance for the 2011-2012 school year:

1. Improve student achievement
2. Develop a sound organizational management plan
3. Effectively manage the student assignment plan

This evaluation is based on indicators of these performance goals as well as evidence of her leadership and management skills.

**Jefferson County Board of Education
Superintendent Performance Evaluation
School Year 2011-2012
June 11, 2012**

Commendations

The Board commends Dr. Hargens for a successful initial year. She faced many challenges during her first year as superintendent. Dr. Hargens addressed these needs with courage, insight and strong management skills. The Board appreciates how she approached these challenges. Rather than prescribing specific solutions, she listened, reviewed multiple data sources, and observed to fully immerse herself in understanding current practices and performance of JCPS. She embraced the Board's decision to commission a Curriculum Management Audit and further recommended to the Board an additional external review of the organizational structure. In addition, she responded swiftly to the Board's directive to engage in a strategic planning process to set a future course, outlining an immediate 90 Day Plan as well as guiding goals and objectives for the next three years. She leads the district with clear attention on the mission, vision and values that the Board has approved to guide JCPS for the next three years, modeling that the plan can be a dynamic document.

The Board compliments Dr. Hargens for the role she is taking in the greater Louisville community. She values the role that multiple stakeholders can play to contribute their time and talents on a shared purpose to improve the community's schools. The Board recognizes her tireless efforts to reach out to the community and the many groups that want to support JCPS. She has instituted regular Superintendent Summits in which multiple stakeholders come together to hear and talk about progress and needs of JCPS. As a result of her efforts, she has been well received and continues to cultivate collaborations in a spirit of true partnership. The Board appreciates her role, visibility and active participation as a key member of this community.

Performance Goal 1: Improve student achievement

Dr. Hargens is entirely, consistently and steadfastly focused on improving student achievement. Her messages within the district and community reflect an unwavering commitment to the growth of student learning. The Board recognizes the immediate steps she took to support student learning in the near term. Her strategy to extend learning time for many students through after-school programs both within the schools and within the community was critical. She further directed focus on effective interventions during the school day for students. She has made spending time in schools a priority, engaging board members in these visits as well. Dr. Hargens is to be commended for her priority to spend time in more than a hundred schools this year. She has set the expectation to have meaningful interactions with principals and teachers so that she has firsthand knowledge of the needs of students, progress being made and direct interactions with staff.

The Board is confident in Dr. Hargens expertise in teaching and learning. She recognizes quickly what students need in order to be successful learners and is centered on creating those conditions in JCPS schools. She recognizes that to maintain and cultivate talented principals, teachers and staff, there needs to be high quality professional development provided for them. The Board further recognizes her efforts to direct, coordinate and support the focus of senior

**Jefferson County Board of Education
Superintendent Performance Evaluation
School Year 2011-2012
June 11, 2012**

leadership around key strategies to improve student achievement. We support efforts to increase a positive momentum on student achievement across the district, high expectations for all students and specific attention to schools who have not met their goals.

Performance Goal 2: Develop a sound organizational management plan

Dr. Hargens took the recommendations of external audits seriously. The Board acknowledges her bold leadership to execute those recommendations related to a comprehensive reorganization of the district. She was guided by her commitment to improve student achievement, to support students and our schools and to do so in a fiscally responsible manner. We commend her for that.

She integrated the audit recommendations into the strategic plan. She executed on those recommendations that supported a reorganization of functions, greater alignment internally and sound internal operations. This has been a significant endeavor given the size, complexity and traditions of district operations.

Dr. Hargens has demonstrated excellent management of fiscal responsibilities in her decision making. She expresses a consistent accountability to use the district's resources in the most effective and efficient way to benefit students and schools. Her decisions have resulted in a cost savings to the district of over four million dollars.

Performance Goal 3: Effectively manage the student assignment plan

Dr. Hargens brought prior experience from a large district to the efforts of JCPS to continually improve student assignment. She worked closely with senior staff, listened to community input and supported the development of recommendations to the Board regarding student assignment.

Dr. Hargens has arranged multiple work sessions for the Board on student assignment. She has considered the recommendations provided by an external consultant and weighed multiple benefits, risks and desires for student assignment practices. She has directed and monitored the development of recommendations.

Recommendations

The Board commends Dr. Hargens for significant accomplishments in less than a year to move JCPS forward through substantive changes to support schools and to optimize district resources. As the focus of student achievement takes on increased positive momentum through district support structures, we recommend attention be directed to specific areas. We recognize that significant work has begun under her leadership in these areas.

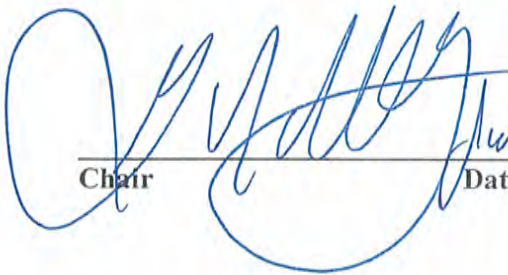
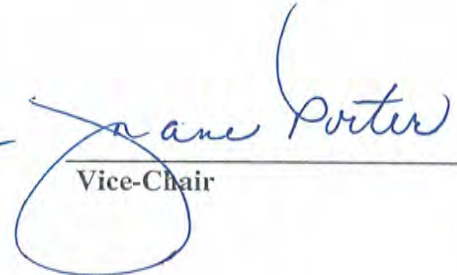
**Jefferson County Board of Education
Superintendent Performance Evaluation
School Year 2011-2012
June 11, 2012**

1. The Board recommends that attention be given to maintaining and building areas of expertise specific to the unique qualities, needs and best practices at the different levels- elementary, middle and high schools. The new organizational structure will support opportunities to coordinate improvement efforts across levels in new ways for JCPS. While the Board recognizes the advantages of this regional structure, it is recommended that the district continue its commitment to building capacity in specific expertise at the district that is essential for best practices at each level of a K-12 education.
2. The Board recommends that Dr. Hargens develop and report specific strategies to address the following areas of need.
 - Reaching all parents and families: The Board recommends that attention be given to effective ways we can better reach all parents to inform them of the educational choices and how they can best make one of the most important decisions for their children, such as home visits that are currently in place.
 - Low enrollment schools: The Board is committed to diverse schools, choices to families and every school becoming high performing. We request that Dr. Hargens develop specific strategies to increase enrollment in schools that are currently below capacity.
 - Student Conduct and Discipline: The Board recommends that attention be directed towards areas related to student conduct and discipline in JCPS schools.
3. The Board recommends that every effort be made to proactively clarify and communicate responsibilities, reporting lines, and processes to support clear, smooth operations within the district.
4. The Board recommends a priority to develop a sense of team within the district. The reorganization dramatically changed how the district will internally do its business to support schools and operate effectively. Although an essential first step, the Board recommends attention be given to acknowledging and supporting the value each employee has to our collective success.
5. The Board recommends that the strategic plan be implemented with regular reporting on benchmarks to the Board and the community. As a component of reporting, we ask that you develop and communicate plans to address academic deficiencies by February 2013.
6. The Board recommends that Dr. Hargens maintain the current communication processes she has put in place and further develop systematic, proactive and responsive communication strategies with board members, internal staff and with the community through multiple avenues.

**Jefferson County Board of Education
Superintendent Performance Evaluation
School Year 2011-2012
June 11, 2012**

Summary

The Jefferson County Board of Education commends Dr. Hargens for a successful first year. We recognize the strength of her leadership as she worked tirelessly to learn about and become part of this community. Her efforts to reform district operations and practices have been bold and reflect her dedicated commitment to support our students and schools. We have confidence in Dr. Hargens to lead the district with consistent focus, unwavering commitment and with skillful leadership and management. We look forward to next school year as Dr. Hargens implements the sound strategies in the district's strategic plan.

 _____ Chair	 _____ Vice-Chair
June 11, 2012 Date	June 11, 2012 Date

JEFFERSON COUNTY BOARD OF EDUCATION

Superintendent Annual Evaluation

June 24, 2013

Summary Board Evaluation (Meets/Does Not Meet)					
General Performance Criteria	Meets Expectations	Does not meet expectations	Specific Performance Objectives	Meets Expectations	Does not meet expectations
1. Leadership	X		Objective #1	X	
2. Management	X		Objective #2	X	
3. Policy & Governance	X		Objective #3	X	
4. Communication	X				
5. Board Relations	X				
6. Community Relations	X				
7. District Goals & Planning	X				
8. Professional Standards	X				

General	
General Performance	Specific Performance Objectives
Meets expectations X	Meets expectations X
Does not meet expectations	Does not meet expectations

Preface

The Jefferson County Board of Education conducted the annual performance review for the superintendent of Jefferson County Public Schools. This report conveys the Board's feedback to Dr. Hargens and delineates expectations for the 2013-2014 school year.

The process began with a presentation of evidence by Dr. Donna Hargens in the Year in Review 2012-2013 to the Board on May 28, 2013. This report is available on the district web site at http://www.jefferson.kyschools.us/Superintendent/SuperIntendent_Reports_Pubs.html.

The Board's review centered on three performance objectives that were established collaboratively with Dr. Hargens for the 2012-2013 school year.

Performance Objective 1: Effectively implement the *Strategic Plan Vision 2015*.

Performance Objective 2: Improve student achievement.

Performance Objective 3: Continually assess and improve organizational management.

Evaluation Narrative

Performance Objective 1: Effectively implement the *Strategic Plan Vision 2015*.

The Board charged Dr. Hargens with the implementation of strategic initiatives outlined in the Jefferson County Public Schools strategic plan *Vision 2015*. Dr. Hargens leads *Vision 2015* with unwavering consistency. She communicates a coherent message within Jefferson County Public Schools and within the community that the work revolves around four focus areas and goals of the district. The board recognizes her strength in designing a process to monitor and track progress of implementation. She systematically communicates progress to the board, citing emergent evidence of progress and barriers. These reports are critical to the Board's understanding of the status of implementation. A cornerstone of her leadership is the use of data to monitor progress through a set of quality indicators. The launch of the strategic initiatives has provided a foundation for continued development and coherent focus.

The Board will continue this performance objective in 2013-2014 and outlines the following expectations of Dr. Hargens:

- Make improved communication a top priority internally and externally through multiple avenues.
- Drive the strategic initiatives deeper into the schools and improve student learning.
- Provide in-depth analyses of indicators that include information regarding the impact of the district strategic initiatives.

- Establish a cycle of review of the strategic plan that allows for mid-course adjustments based on the above analyses and recommendations.
- Develop a web-based dashboard of indicators that is user friendly and allows access to multiple layers of information.

Performance Objective 2: Improve student achievement

For the 2012-2013 school year, Dr. Hargens will assess, monitor and manage three related areas: the implementation of the Kentucky Core Academic Standards, the district's commitment to diversity, and the improvement of student achievement. Student achievement is measured by four state established parameters:

1. Proficiency on state accountability tests,
2. Growth in every student's learning from year to year,
3. Graduation trajectories, and
4. College and career readiness.

The Board is encouraged by the early signs of progress in specific indicators of student performance, particularly graduation rates, dropout rates, suspensions, and indicators of college and career readiness. The Board will review the state assessment results when released in the fall of 2013. Emphasis has been placed on schools designated by the Kentucky Department of Education as priority schools, where there have been comprehensive efforts to improve teaching and learning.

Dr. Hargens is leading the district in the use of proven practices to influence student learning and directing increased funds to the school level to support quality teaching and learning. Under her leadership, the district received a District of Innovation designation from Kentucky Department of Education, which demonstrates her willingness to be creative and embrace new approaches. The Board applauds implementation of professional learning communities in schools as positive and supportive of student-centered, data-focused conversations through teacher collaboration.

The Board applauds Dr. Hargens steadfast focus to improve student learning and college and career readiness. The Board would like to see increased emphasis on:

- In-depth analyses of what is working or not working for student learning based on the indicators being measured.
- Reporting and analyzing the state of the district's performance upon receiving scores from the state proficiency assessments.

- Continuing to emphasize evidence of growth in learning for all students.

The Board recognizes that our students have wide-ranging needs across academic, social, emotional and health areas. Therefore, we direct the superintendent to:

- Examine district early childhood education programs and define improvements that can be made so that far more of our youngest learners are ready for and succeed in subsequent grades.
- Initiate community conversations with potential partners to explore additional services that can most appropriately be provided by other organizations.
- Rebuild the volunteer program to engage the community in assisting in our efforts to improve student learning.

Performance Objective 3: Continually assess and improve organizational management.

Dr. Hargens established a new organizational structure which is in its first year and has been a significant change to internal operations. She actively directed the implementation of recommendations from previous organizational and curriculum audits and has made good progress on the tasks associated with these recommendations. Dr. Hargens has taken significant steps in her responsibilities to be a conscientious steward of Jefferson County Public School finances. The Board recognizes that the six area Assistant Superintendents for Academic Achievement are providing significant support to their assigned schools focusing on essential systemic changes to support success for students and improvements in school performance.

The Board directs the superintendent to focus attention on the employees of the District and the internal culture necessary to support the vision and strategies in order to achieve desired educational outcomes. Therefore, the Board directs Dr. Hargens to:

- Create a culture of teamwork that recognizes the knowledge and skill of staff and their contributions to our collective efforts.
- Design and implement a system of professional development for administrators, teachers and support personnel that equips employees with essential skills aligned to strategy.
- Continue work to develop systematic, proactive and responsive communication strategies with staff and the community through multiple avenues.
- Provide the Board with an analysis of the new organization structure that includes information regarding:
 - Needs and feedback from district personnel regarding quality of services,
 - Recommendations to improve the organizational effectiveness and the capacity for people to appropriately carry out their duties.

- Provide an analysis of the facility needs in the district, including enrollment and population trends and recommendations to inform the Board's decisions on short- and long-term needs.
- Provide an analysis of the informational technology capacity of the district with recommendations to meet current and future IT needs that support student learning and operational effectiveness.

Summary

Dr. Hargens' determined efforts and resolve to bring about systemic change in Jefferson County Public Schools is recognized, appreciated, and supported by the Jefferson County Board of Education. The Board recognizes the magnitude of the goals to which we have dedicated the energies of our staff and resources of the district. We applaud Dr. Hargens for her tenacity and passion to improve student achievement. She continues to take bold steps to implement the strategies articulated in *Vision 2015*. We commend her for extensive outreach to and engagement with the community. During the 2013-14 school year, Dr. Hargens will direct her attention to the recommendations as outlined by the Board. We encourage Dr. Hargens to cultivate the full engagement of staff, develop ways to listen to the input of principals, teachers, and district level leaders, and build a collective energy toward common goals. We are convinced that by engaging the talents of our Jefferson County Public Schools' staff and continued community support, significant strides will be made toward achieving our vision.

PERFORMANCE OBJECTIVES 2013-2014

The Superintendent will direct her attention to the above specified expectations associated with the following performance objectives during the 2013-2014 school year:

Performance Objective 1: Improve student achievement.

Performance Objective 2: Develop capacity within the organization.

Performance Objective 3: Continuously improve the implementation of *Vision 2015*.

Diane Porter
Diane Porter, Chair

24 June 2013
Date

Carol Ann Haddad
Carol Ann Haddad, Vice Chair

June 24, 2013
Date