

Jefferson County
Public Schools



Donna M. Hargens, Ed.D.
Superintendent
June 10, 2014

Strategic Plan: Vision 2015

STRATEGY

Jul-Sep
**1st
Qtr**

- Eighteen-member Cabinet
- Accountability results 2010-11: 9th percentile
- Implement Common Core
- Board operating principles
- Waiser 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)

Oct-Dec
**2nd
Qtr**

- Received CMA's first recommendation on organizational structure
- What Works In JCPS
- Central Office position freeze
- Completed organizational review

Jan-Mar
**3rd
Qtr**

- Jefferson County Board of Education (JCBE) received full CMA results.
- JCBE approved new organization charts.

Apr-Jun
**4th
Qtr**

- Conducted District Leadership Assessment
- JCBE approved *Strategic Plan: Vision 2015*.
- JCBE approved freezing administrator salaries for 2012-13 school year.

Key dates of progress toward completion

STRUCTURE

- 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
 - Goal Clarity Coach positions in schools
 - PLCs and Student Response Teams
-
- Student Assignment
 - 13 clusters
 - Online applications
 - Mobile application bus
 - GPS
 - Bus Stop Cafe
-
- Advanced External Review Exit Report
-
- JCBE approved request for Kentucky auditor re-
 - JCPS designated as District of Innovation
 - AdvanceED accreditation
 - Louisville Linked Program planned to be in place for 2013-14 school year
-



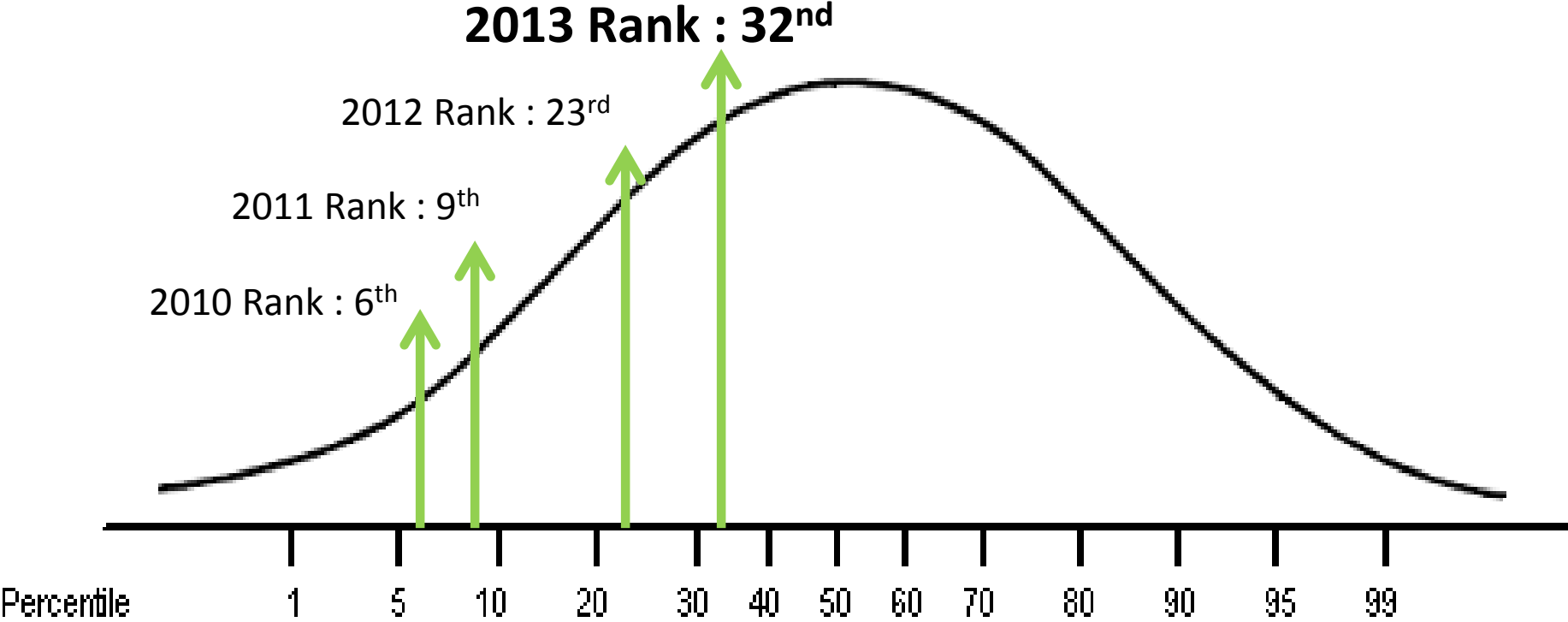
ACTION

- Added assistant principals
 - Accountability results 2012-13: 32nd percentile
 - \$5 million in Extended Learning
 - Added 18 ECE teachers
 - PLC Rounds
-
- Equity Scorecard
 - School Improvement Academy
 - Joint Commitment with Metro Government to improve education outcomes
 - Restructuring of Frost Middle and Valley High
-
- 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
-
- JCBE discussed 2013 School Board Quality Standards report with Dr. Thomas Alsbury.
 - Closing and repurposing of Myers Middle
 - *Code of Acceptable Behavior and Discipline*
 - Kentucky auditor released findings of JCPS audit.
 - Technology Plan
 - Facilities Plan

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

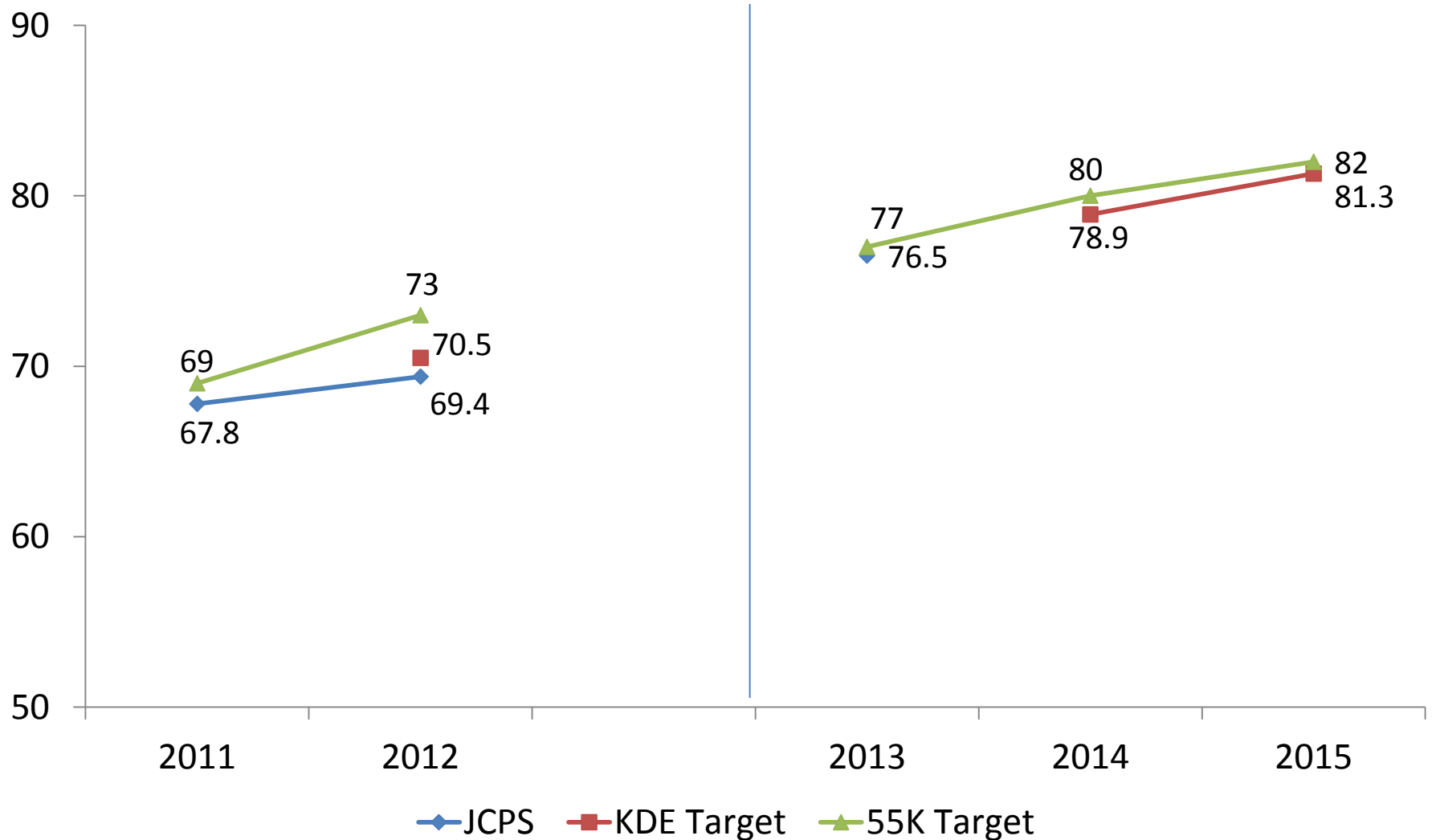


Schools Moving in the Right Direction:

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

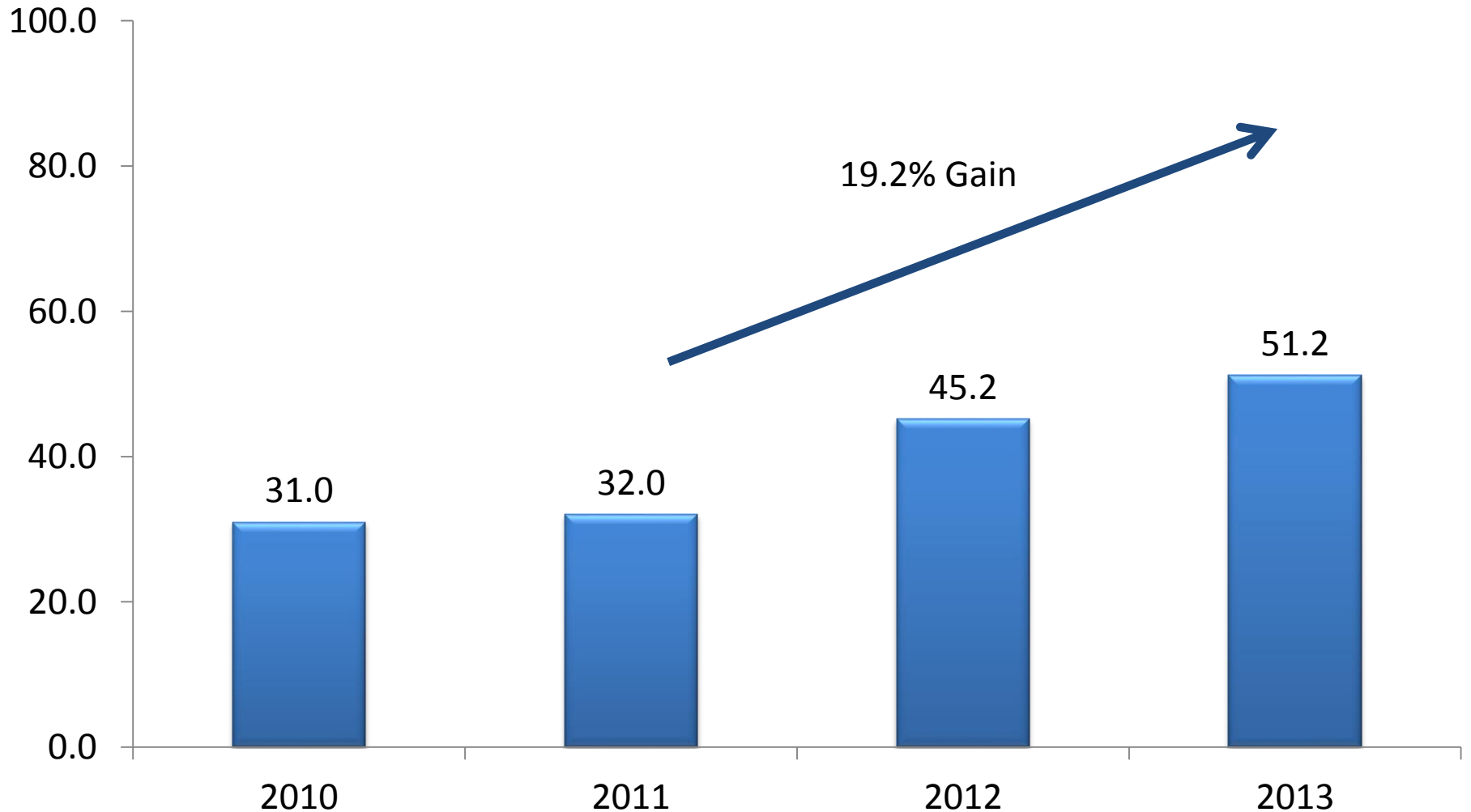
JCPS Graduation Rate



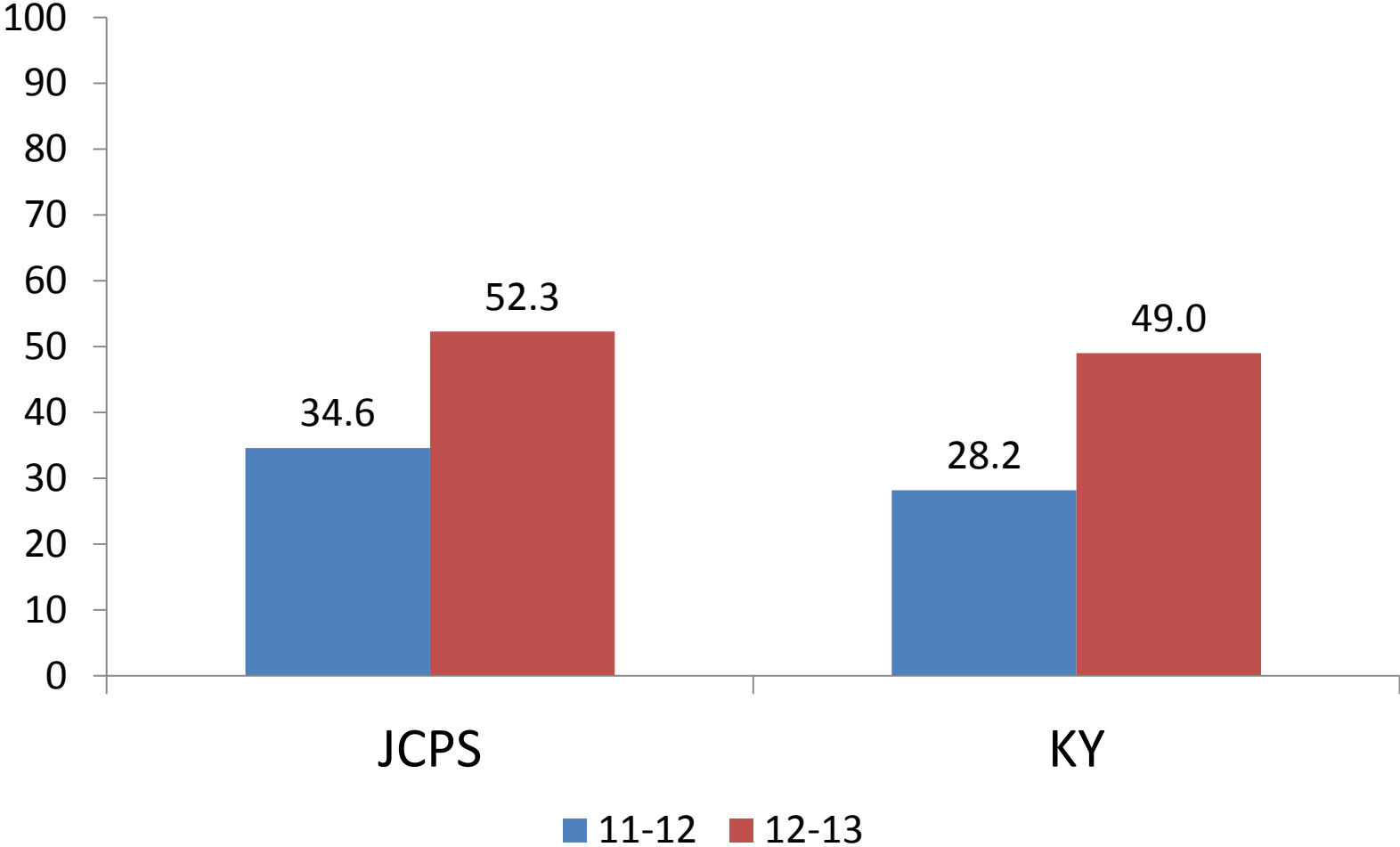
The graduation rate calculation changed from Average Freshman Graduation Rate (AFGR) to Cohort method in 2013

Focus Area 2: Graduation and Beyond

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

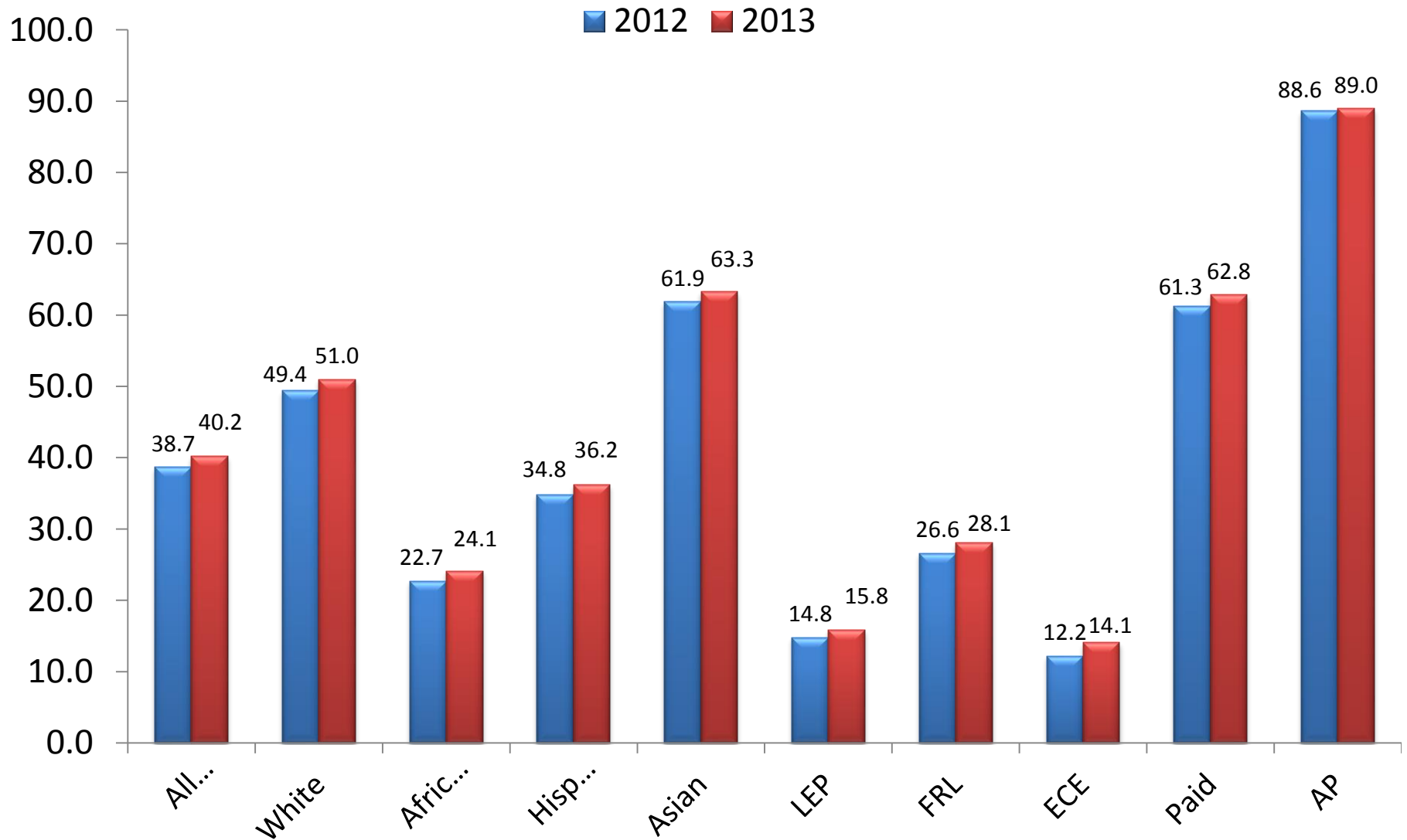


Kindergarten Readiness - % Ready



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

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





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 Risor - 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 sides; 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

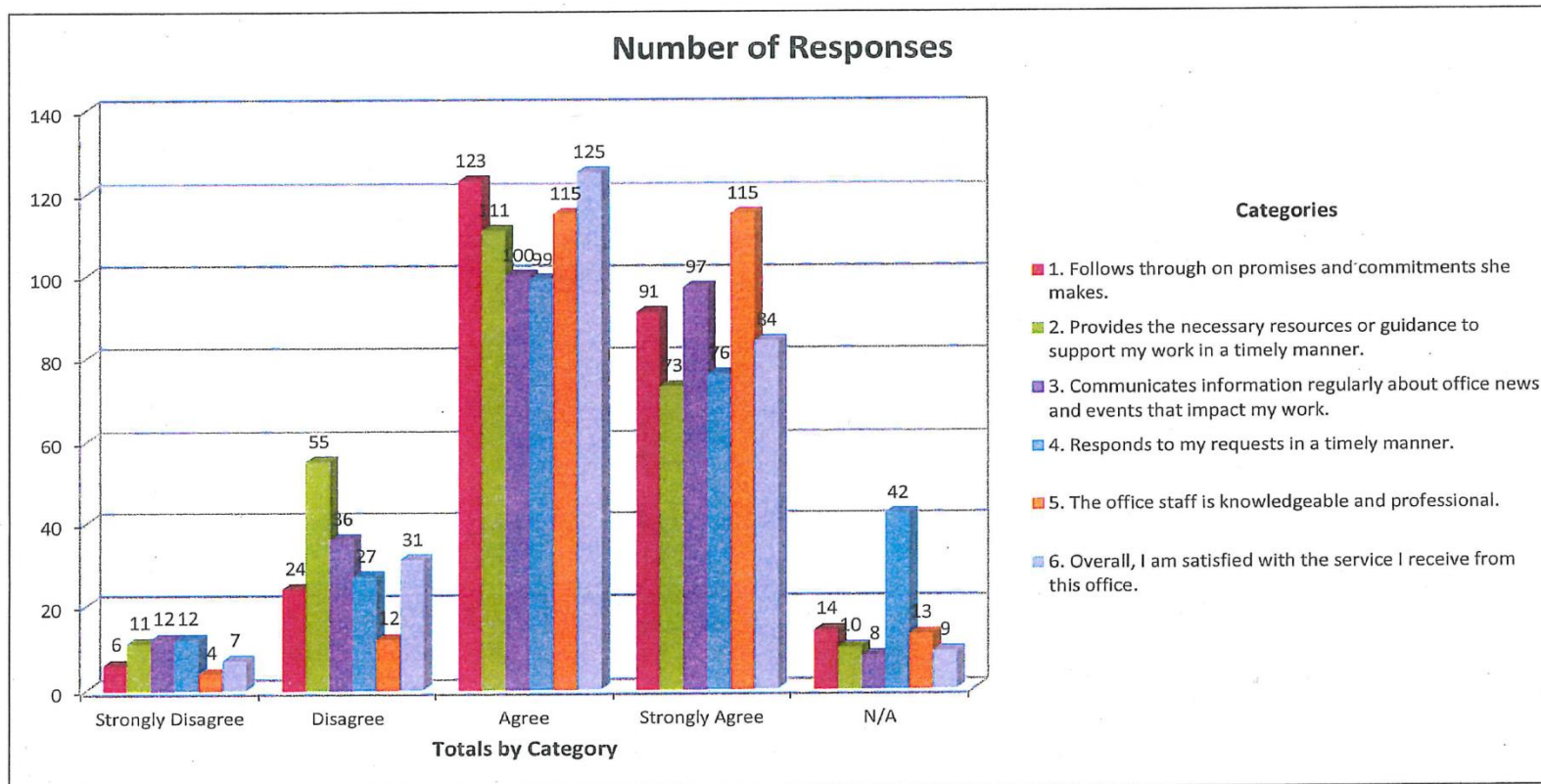
- Six Sigma/systems thinking; spending time on what important; willingness to ask questions; sense of humor and perspective; passion around looking ahead; processes and procedures
- Affability; outside lens; levity; willingness; systems thinker
- Quick wit; presentation skills; intelligence
- Humor;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

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

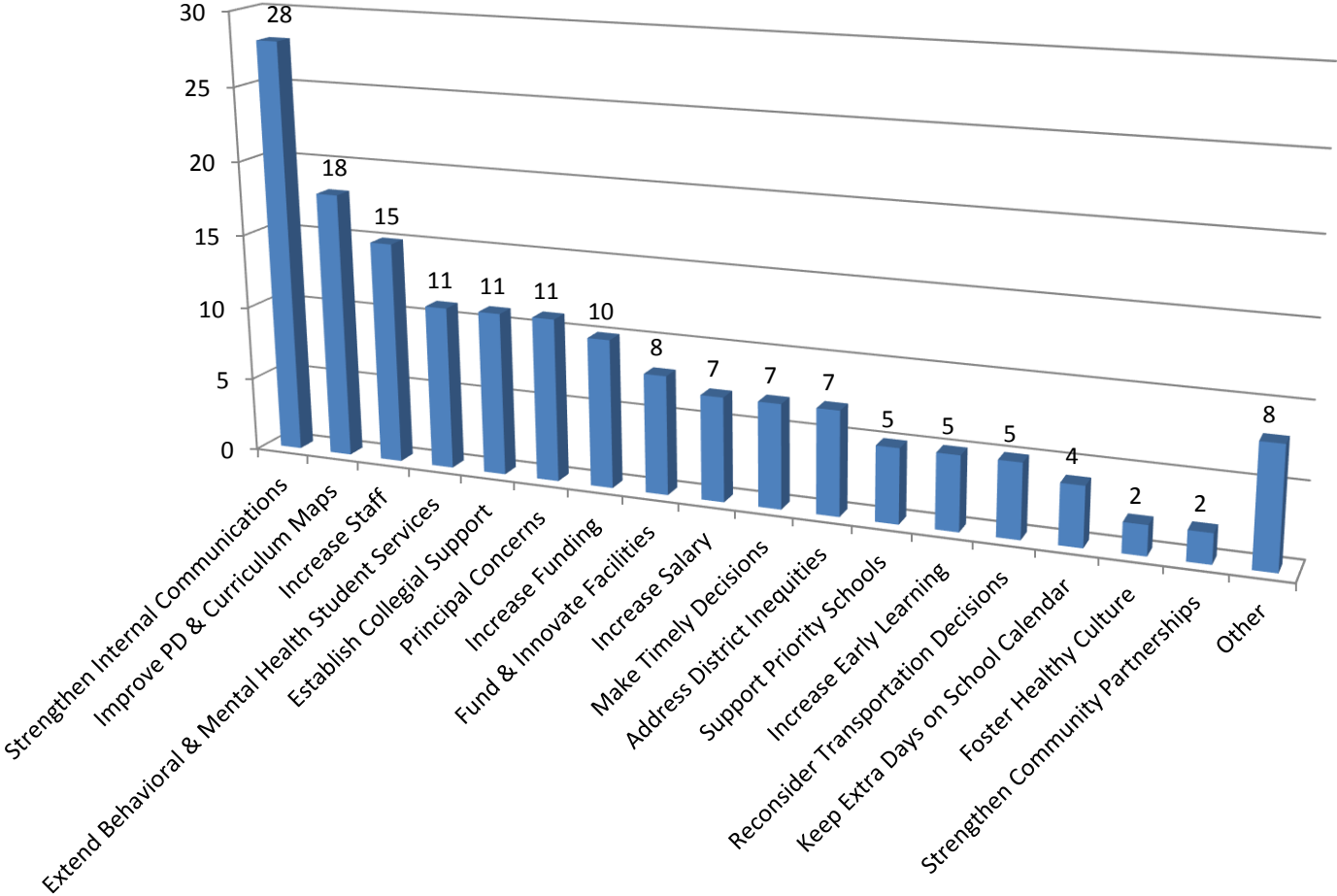
- Perspective; realism, understanding, pragmatism; history of organization; knowledge of people
- Intelligence; ability to follow through; great team
- Experience and critical eye; willingness to try new things; perspective
- History; consistency
- History; data facts; directness

Superintendent 360 Survey Results 2013 - 2014 School Year

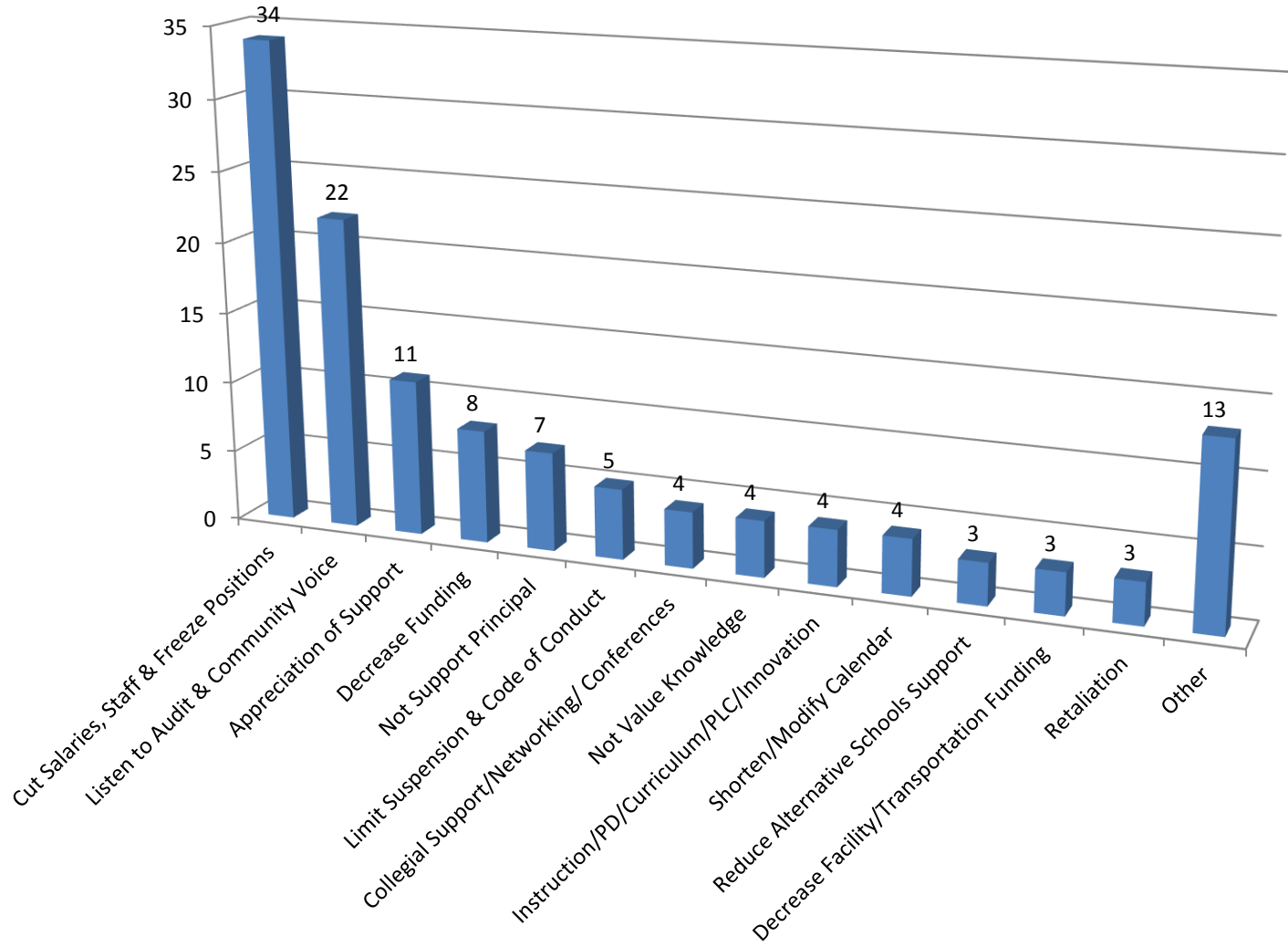
Question	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
	Count				
1. Follows through on promises and commitments she makes.	6	24	123	91	14
2. Provides the necessary resources or guidance to support my work in a timely manner.	11	55	111	73	10
3. Communicates information regularly about office news 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



What would you like me to do?



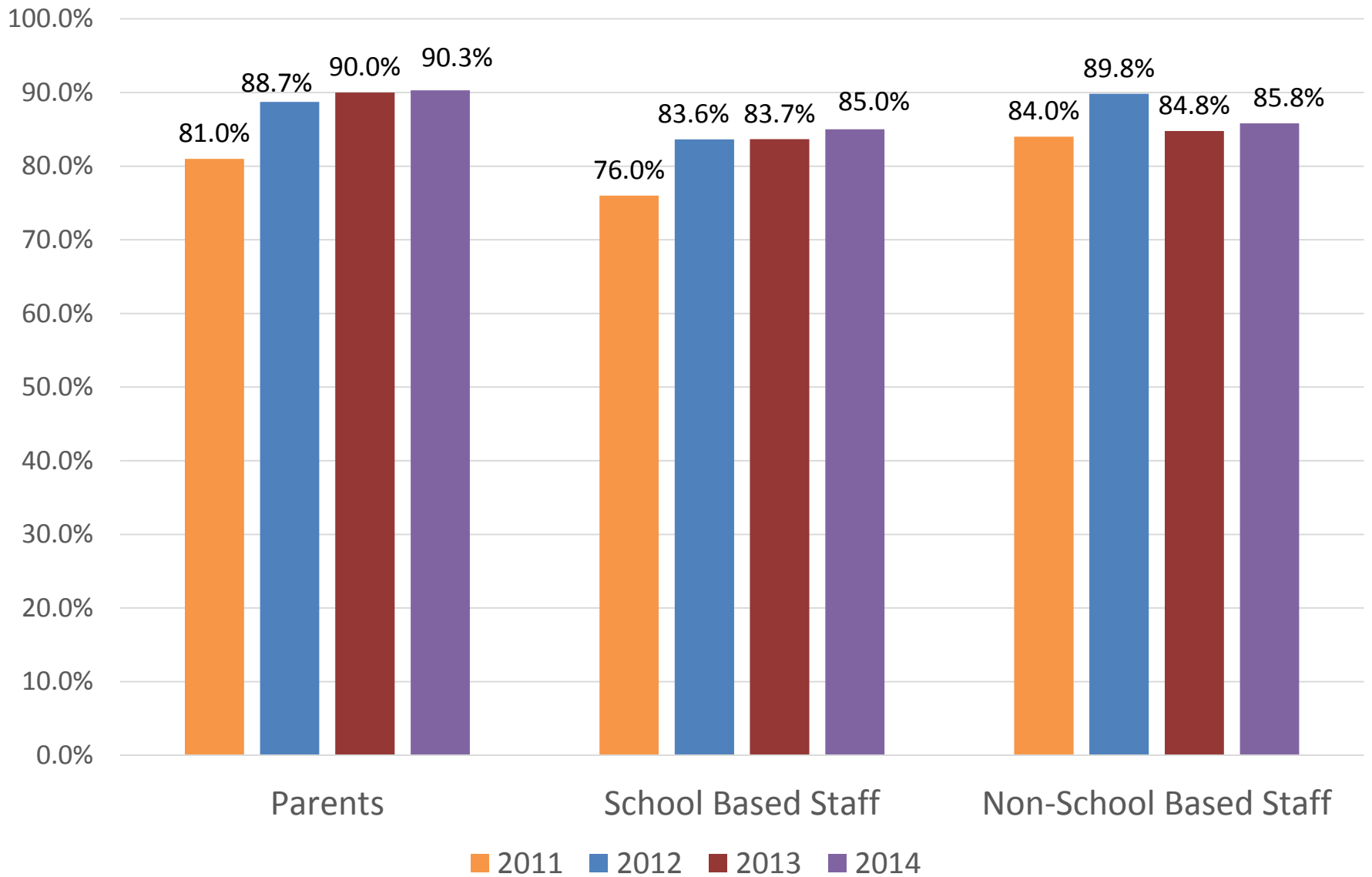
What are you afraid I am going to do?



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

Presented by Jo Anderson, Jr.
Consortium for Educational Change

JCPS Comprehensive District Improvement Plan: Implementation Status

■ % Complete ■ % In Progress ■ % To Begin



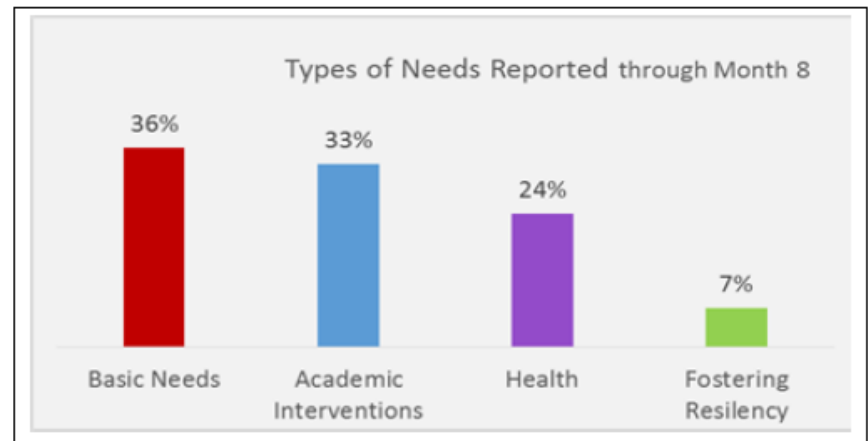
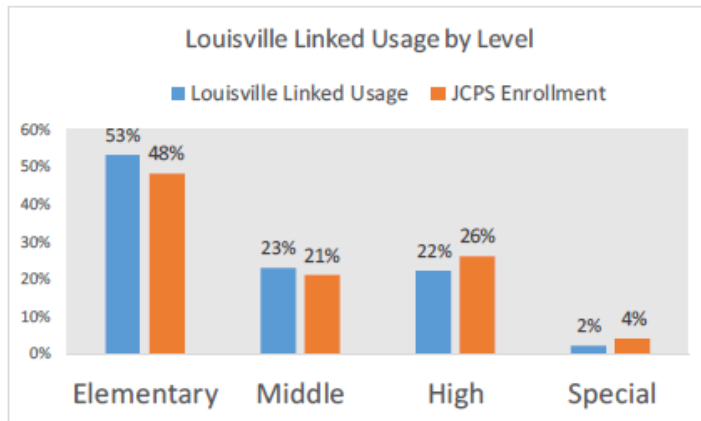
Louisville Linked Data Report – Pupil Month 8

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.



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



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

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
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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)

Failure to Meet Expectations

Applying Consequences

Offense

Referral to Assistant Principal

Student Due Process

Disciplinary Consequence

Transition/Support Practices

0.5% of all students

Assignment to an Alternative School

Transition/Support Practices

PROACTIVE

REACTIVE

Return to Regular School Environment

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
<i>Summer Boost – 55 schools</i>	703
Total Number of Schools	Projected Number of Students
84	3,938







Focus Area 1: Increased Learning

	Leading Indicators	Prior	Current	Progress																								
1	Increases in achievement total, growth total, and gap total as measured by CASCADE benchmark assessments (scores reported for Math/Reading combined average % P/D prior – KPREP/EOC Spring 2013; current – CASCADE Spring 2014)	<table border="1"> <thead> <tr> <th></th> <th>Ach</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>ES</td> <td>63</td> <td>36</td> </tr> <tr> <td>MS</td> <td>58</td> <td>30</td> </tr> <tr> <td>HS</td> <td>60</td> <td>35</td> </tr> </tbody> </table> SY1213		Ach	Gap	ES	63	36	MS	58	30	HS	60	35	<table border="1"> <thead> <tr> <th></th> <th>Ach</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>ES</td> <td>69</td> <td>48</td> </tr> <tr> <td>MS</td> <td>54</td> <td>36</td> </tr> <tr> <td>HS</td> <td>70</td> <td>51</td> </tr> </tbody> </table> SY1314		Ach	Gap	ES	69	48	MS	54	36	HS	70	51	
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ES	69	48																										
MS	54	36																										
HS	70	51																										
2	Increase in K Readiness and K-2 measures (prior - Fall 2012; current – Fall 2013)	34.6% SY1213	52.3% SY1314																									
3	Increase in monthly attendance as measured by monthly attendance reports (prior - 8 th pupil month 2013; current – 8 th pupil month 2014)	93.8% SY1213	93.7% SY1314																									
4	Decrease in student suspensions as measured by monthly suspension reports (prior - 8 th pupil month 2013; current – 8 th pupil month 2014)	11,304 SY1213	10,971 SY1314																									
5	Decrease in dropouts as measured by monthly withdrawal reports (prior - 8 th pupil month 2013; current – 8 th pupil month 2014)	1,597 SY1213	1,559 SY1314																									
6	Increase in number of observed instructional best practices per month (PGES pilot observations using Danielson's Framework for SY1314, prior – window 3, current – window 4)	<table border="1"> <tbody> <tr> <td>Overall:</td> <td>3.3</td> </tr> <tr> <td>Environment:</td> <td>3.3</td> </tr> <tr> <td>Instruction:</td> <td>3.1</td> </tr> </tbody> </table> SY1314	Overall:	3.3	Environment:	3.3	Instruction:	3.1	<table border="1"> <tbody> <tr> <td>Overall:</td> <td>3.3</td> </tr> <tr> <td>Environment:</td> <td>3.4</td> </tr> <tr> <td>Instruction:</td> <td>3.3</td> </tr> </tbody> </table> SY1314	Overall:	3.3	Environment:	3.4	Instruction:	3.3	= 												
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Instruction:	3.3																											
7	Increase in number of completed Curriculum Management Audit actions (prior - April 2013; current – April 2014)	29% SY1213	43% SY1314																									





Focus Area 2: Graduation and Beyond

	Leading Indicators	Prior	Current	Progress
1	Increase in the percentage of students reaching benchmarks on EXPLORE, PLAN, and ACT (current – 12-13 ACT composite, 13-14 EXPLORE & PLAN composite)	EXPLORE ₍₁₂₋₁₃₎ - 14.6 PLAN ₍₁₂₋₁₃₎ – 16.4 ACT ₍₁₁₋₁₂₎ – 18.6	EXPLORE ₍₁₃₋₁₄₎ - 14.5 PLAN ₍₁₃₋₁₄₎ – 16.4 ACT ₍₁₂₋₁₃₎ – 18.7	 = 
2	Increase in the percentage of students passing college placement tests (current - thru EOY 2014 from CCR dashboard)	50% SY ₁₂₁₃	54% SY ₁₃₁₄	
3	Increase in the percentage of students receiving industry certifications (current -12-13 scores ; prior – 11-12 scores) Number Career Ready Technical	KOSSA - 2,874 Tech Career Ready - 343 SY ₁₁₁₂	KOSSA - 2,063 Tech Career Ready - 711 SY ₁₂₁₃	 
4	Increase in the percentage of students enrolling in postsecondary institutions (reported as Any Time During the 1 st Yr After High School on National Student Clearinghouse – current class of 2012)	63% Class of 2011	61% Class of 2012	
5	Increase the number of students scoring 3 or better on Advanced Placement tests and scoring 24 or better on International Baccalaureate (IB) tests (current – 12-13 scores) <i>Note: Although the % passing hasn't increased, the number tests taken has increased from 2012 to 2013</i>	AP - 49.7% (7,762 tests) IB – 58.3% (252 tests) SY ₁₁₁₂	AP – 47.8% (8,043 tests) IB – 55.9% (270 tests) SY ₁₂₁₃	   
6	Include survey indicators regarding the satisfaction as well as other skills (current – 13-14 CSS survey results reported): CSS – student satisfaction CSS – student preparedness for college	69.3% 81.3% SY ₁₂₁₃	66.1% 79.5% SY ₁₃₁₄	 

Focus Area 3: Stakeholder Involvement & Engagement

	Leading Indicators	Prior	Current	Progress
1	<p>Increase in extended learning time as measured by the number of hours engaged in out-of-school time instruction on a monthly basis in the core content areas and ACT (current - cumulative total through April 2014 for learning place students; prior – through April 2013)</p> <p>Priority School ATTAIn students (current - Dec - Feb 2014)</p>	<p><u>Learning Place Students</u> 23.5 hours 3150 users</p> <p><u>ATTAIn students</u> 0 hours 0 users</p> <p>SY1213</p>	<p><u>Learning Place Students</u> 12.1 hours 3,061 users</p> <p><u>ATTAIn students</u> 7.6 hours 5,416 users</p> <p>SY1314</p>	<p>   </p>
2	<p>Increase in number of enrichment opportunities/service learning to support student learning (current - reported through August 2013)</p> <p>UPDATE: Parent survey will be distributed during the summer</p>	<p>11 hours</p> <p>SY1112</p>	<p>13.7 hours</p> <p>SY1213</p>	<p></p>
3	<p>Increase in the use of the Parent Portal and parent contacts (reported as avg. number of weekly logins ; current - April 2014, prior – April 2013)</p>	<p>28,762</p> <p>SY1213</p>	<p>35,567</p> <p>SY1314</p>	<p></p>

Focus Area 4: Safe, Resourced, Supported, and Equipped Schools

	Leading Indicators	Prior	Current	Progress
1	Increase in percent of spending on items for school, increase in percent of total general fund directed at instruction, and decrease in spending unrelated to student achievement (current -FY14; prior – FY13)	School – 72.8% Instruction – 50.8% SY1213	School – 73.2% Instruction – 51.8% SY1314	
2	Increase in the retention and recruitment of high-quality staff as measured by retention rates, recruitment rates, and staff with advanced degrees or certifications (current –SY1314)	89.7% retained 84.8% advanced degree SY1213	90.5% retained 85.6% advanced degree SY1314	
3	Increase in the number of targeted professional development as measured by pdCentral (prior - April 2013; current cumulative total- June 2014) <i>Note: Initial rollout of cultural competence (CC) and professional learning communities (PLC) PD occurred in 2012-13 SY, follow-up PD and implementation occurred in 13-14; targeted PD in 14-15 SY will focus on PGES</i>	Initial Rollout <u>Participants</u> CC 9,808 PLCs 7,004 SY1213	Follow Up <u>Participants</u> Cumulative <u>Total</u> CC + 1,841 = 11,649 PLCs + 3,724 = 10,728 SY1314	+ +
4	Increased implementation of culturally responsive practices/principles and a decrease in race and poverty gaps on students' sense of belonging as measured by survey data (current - 2014 CSS results, prior - 2013 CSS) <i>Note: All student groups (except minority FRL students) increased their sense of belonging from 2013 to 2014</i>	<u>Sense of Belonging:</u> Minority White Paid 80% 80% FRL 75% 74% SY1213	<u>Sense of Belonging:</u> Minority White Paid 81% 82% FRL 74% 75% SY1314	
5	Increase in school safety as measured by discipline data, survey data, and school building safety assessment data (prior - 8 th pupil month 2013; current – 8 th pupil month 2014)	85% Feel safe 701 Bullying Incidents SY1213	85% Feel safe 520 Bullying Incidents SY1314	= 

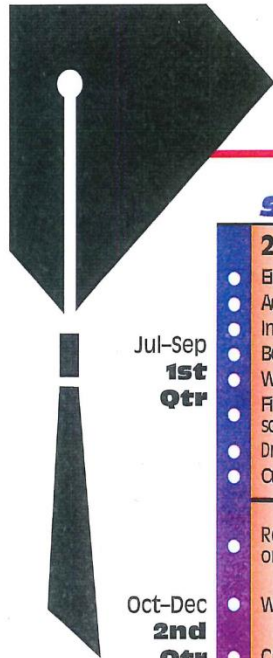
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Moving
in the Right
Direction

Strategic Plan: **Vision 2015**

Key dates of progress toward completion



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