

Superintendent's Report

October 26, 2015

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

Last year, we began a journey of envisioning a system of alternative schools that could better meet the social, emotional, and learning needs of our students. One branch of the Success Pathways is the Restorative Academies where students are held responsible for their behavior while being supported because of their needs and expected to work on building the academic foundation needed to return to an A1, or regular school, and be successful there. A keystone piece of the re-envisioning alternative education is a centralized placement process where students are placed in a school that best meets their needs.

A keystone piece was the creation of Minor Daniels Academy on Bashford Manor Lane named after a dedicated JCPS administrator who had devoted his life to the 'power of providing opportunity' to young people and helping them to learn from their choices and to do and be better.

It has been said that 'you cannot fix what you cannot face'. I recognize that we have had issues and that we need to work together to resolve those issues in order to benefit our students. We will do and be better. And we are on it. I present to you the following signed commitment:

Read "Resolution in Support of Minor Daniels Academy"

I also want to congratulate the 15 middle school students who transitioned from Minor Daniels Academy back to their A1 school last week and 17 high school students who have transitioned from Minor Daniels Academy back to their A1 school since September 2015. They are the only true measure of the success of our collaboration. Their ability to make good behavioral choices and to build on their academic skills will be the ultimate "authentic assessment" of our work.

Kentucky stepped out in 2011-12, the year I came to the District, to adopt new more rigorous standards — and we have been moving quickly since then. Those standards were to provide a staircase for our students to achieve college and career readiness. The class of 2025 was in third grade last year. They are now in the fourth grade. This is the class that has experienced every step on the staircase. Students higher up the staircase understandably have gaps in learning — they missed what happened on certain stairs.

So how have we done? A year ago. Overall, we increased achievement by 5.9 percentage points for all students in combined reading and math. Overall, the gap group increased 6.2 percentage points.

The 2015 results dipped .2 overall and plateaued for the gap group. Still a 5.7 and 6.2 increase overall for those years.

It makes sense that the more steps you have had, the better you do. Our elementary students were at 48% proficient and distinguished in combined reading and math — only 1% away from the target based on a trajectory of reaching 100% proficiency. They increased by 9 percentage points. Middle school students gained 6 percentage points over the past 4 years. We are, however, seeing a 5 percentage point decline in high school.

If you separate Reading and Math, you see an upward climb in elementary and middle in both areas. You see a 3 percentage point decline in English II in high school with a 7-point decline in Algebra II — definitely areas we need to work on to reverse that trend.

Let's look at college and career readiness — from 2010 to 2015, we increased by 32 percentage points — a gain of 2.5 percentage points from last year, but short of our target.

We maintained a 79% graduation rate — with 198 more students graduating from the previous year from a larger number of possible graduates.

Vision 2015 guided us through a period of progress and now stability. Our growing LEP (Limited English Proficient) student population had a significant decrease from last year. Again — we need to work to reverse to combat that trend in an expanding population. *Vision 2020*, our new strategic plan, will guide us on the next leg of the journey.

Vision 2020 focuses on building capacity in teachers and building high-performing teams and engaging students in meaning learning and assessment. It focuses on the academic skills, but also challenges us to build the capacities and dispositions in our students that are critical to their success in our "shared world". It envisions a new reality where every student is K-Ready and every student is proficient in reading at the third grade. It includes providing our schools and our families quality service and access to a user-friendly public school choice system. Technology will be a powerful tool to help us improve.

I want to thank our Board for your work on the Strategic Plan and your thoughtful feedback, and the groups that we visited to solicit feedback. The collaboration that has taken place

regarding this plan will serve us well. As soon as a draft has been developed from the feedback, it will be pushed out again for another review.

I also want to thank the 100 people who stepped up to consider serving on the Magnet Steering Committee. If you are serving on the committee or want to be involved by being kept up-to-date, we appreciate your participation in the process. The committee's careful and thoughtful study of the Magnet Review Recommendations is part of a cycle of continuous improvement. Magnet schools are an important part of our choice system.

I would like to congratulate Dr. Dena Dossett in her new position — Chief of Data Management, Planning, and Program Evaluation. The cabinet-level position is responsible for overseeing the collection and analysis of data that drives the district's student assignment, pupil personnel, resource development, educational assessment, and program evaluation functions. Dr. Dossett has served as JCPS Director of Planning in the Data Management Department since 2010, and has been with JCPS since 1999.

Chair Jones, this concludes my report and my recommendation for approval of the consent agenda later in the meeting.