

Year in Review – 2015-16

June 14, 2016

The 2015-16 school year began on August 12, 2015, and concluded on May 26, 2016, as 6,220 students crossed the graduation stage—the true measure of our success.

You have an electronic portfolio of evidences and a narrative. I would like to begin this *Year in Review* with a tribute to the hard work of the students and the employees who directly impact students, and to the hard work of those employees who support the employees who directly support students. The Board Members are to be commended for their tireless service.

Our true north is always what benefits students. Our vision is clear that "All JCPS students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world."

In my last review, the Board gave me clear and direct feedback asking me to focus on Four Areas—as always— 1. Instructional Leadership and Strategic Leadership; 2. Managerial Leadership, which means building the capacity to execute; 3. Cultural Leadership, building high-performing teams, collaboration, and trust; and 4. Human Resources Leadership, leadership development and support of teachers' professional practice.

The real hallmark of this year is the collaborative development of *Vision 2020*. I am confident that it will provide us a roadmap to improve JCPS, a JCPS where students are challenged and engaged in authentic learning in a caring and supportive environment—a JCPS where each employee is growing—a JCPS where the infrastructure (both human and technical) supports the work of helping students.

The Curriculum Management Audit (CMA) auditors said that if you follow a plan (reflected in *Vision 2015*) that the probability of success of increasing achievement will be there. Our results show that we are seeing progress in moving achievement — increased College and Career Readiness (CCR) (32 percentage point increase since 2010), a graduation rate of 79 percent (more males of color graduating) and in spite of maintaining a level of achievement, these gains over the past three years. On the elementary level, we were one point away from reaching the KDE target—which is to be on the trajectory of eventually all students being proficient. Two schools exited priority status—Waggener and Fern Creek. The District was found to have capacity during a KDE Review.

Let me highlight four very intentional strategic efforts contained in *Vision 2020*:

First – Instructional Leadership and Strategic Leadership

- K-Readiness Camps
- Student Engagement in Coding at the Beech, and the Literature and Series Revised discrimination policy to include gender identity
- Student Community Voices
- The launch of the Compassionate Schools Project (will be up to 16 schools) to help students acquire capacities to be successful

Second – Managerial Leadership

You asked me to build my team to have the capacity to execute. Let me point out the outstanding progress in this area:

- Internal Audit function—hybrid of Dean Dorton working with internal auditors
- Legal Expertise—Wyatt, Tarrant and Combs and Middleton Reutlinger
- McCarthy Strategic Solutions
- Dr. Dena Dossett as the Chief of Data Management, Planning, and Program Evaluation
- CBO Tom Hudson
- Tiffeny Armour - Director of HR
- CCO Allison Martin
- Director of Priority—Dr. Muñoz
- Angie Gilpin - Assistant Secretary to the Board
- Christy Rogers—Director of College and Career Readiness
- Dr. Katy Zeitz—Area Assistant Superintendent, Alternative Schools and Behavior Support System
- Implementation Coaches for Ford NGL (three principals)
- Jefferson County Public Education Foundation's Executive Director—Sam Corbett

Examples of our ability to execute:

- Day One Logistics
- Elementary depots reduced from 20 to 10 in the last three years. Average ride time—28 minutes
- Safety Protocols
- Crisis Response Team
- Legislative Agenda—pension, HB 184 Superintendent Authority, restoration of cuts
- Facilities Assessment
- A new website

- Four offsite Board meetings
- Electronic Budget Process (Eliminating 3 million dollars from Central Office)
- Aligning dollars to priorities
- Third Party Evaluation—KDE District Review found us to have capacity
- Curriculum Resources prior to the end of the school
- In Communications—livestreaming meetings and press conferences, live updates on social media
- The redesign of Stuart Middle School—utilizing lessons from turnaround led by a project coordinator

Third – Cultural Leadership

Cultural Leadership—developing high-performing teams, collaboration, and trust.

- This is being done from the Board room to the classroom.
- The Board has modeled its commitment to being a high-performing team through your work with Dr. Thomas Alsbury.
- The schools are modeling it through Professional Learning Communities
- The development of *Vision 2020* was a collaboration
- *JCPS Forward*—a teacher-led professional movement
- Teacherpreneur—Paul Barnwell—creating virtual learning communities
- Harvard Graduate School of Education *By All Means* working with the city to braid the services for our students

Fourth – Human Resources Leadership

We are a people-powered business. Your fourth priority for me was Human Resources Leadership—leadership development and effective support of teachers' professional practice

- A restructuring of Human Resources—using AppliTrack
- Full implementation of the Teacher Professional Growth & Effectiveness System (PGES) through the collaborative efforts of the Educator Quality Oversight Committee (EQOC)
- EQOC's incentives to teach in high-needs schools applied at Stuart Middle School
- NISL (National Institute for School Leadership)—an executive program for school leaders
- Minority Recruitment

We must remain focused—we have two priorities for the next weeks — 1. Reducing our Assessment System to allow room for authentic assessments, and 2. Designing a Proactive Behavior Support System to be ready for the start of the next school year.

People don't remember *days*—they remember *moments*. I encourage us to all remember the great moments of 2015-16 and our ability to "shoulder through" the challenges. I had the opportunity to attend the JROTC promotion ceremony at Seneca High School where they honored Colonel Mahoney. As a video played, students began to surround the Colonel. Student after student indicated how the Colonel had impacted his/her life, and worked with them through challenges, and recounted his words to them — *it is a marathon, not a sprint*.

I leave you with the same words. Creating a system to benefit every student is hard work. It is possible. We are seeing progress. *Our work is a marathon, not a sprint*.