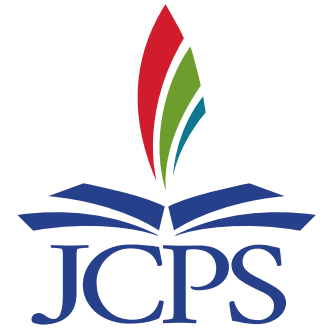


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EXCELLENCE
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The Journey
Year in Review 2015-16

Donna M. Hargens, Ed.D.

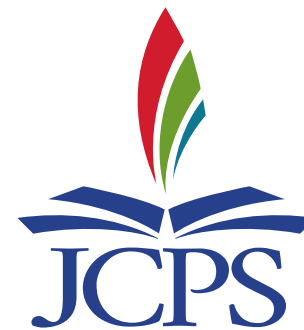
Superintendent

June 14, 2016

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A screenshot of a web browser displaying the Superintendent Leadership Plan page. The browser's address bar shows the URL "https://webapps.jefferson.kyschools.us/superintendentleadership...". The page title is "Superintendent Leadership Plan" and there is a "Log in" link in the top right corner. A dropdown menu shows "Leadership Plan: Dr. Donna Hargens 2015-2016". The page content is organized into three main sections, each with a blue header and a white body. The first section is "Standard 1: Strategic Leadership", which includes an "Evidence" button and a paragraph describing the superintendent's role in reimagining the district's vision. The second section is "Standard 2: Instructional Leadership", also with an "Evidence" button and a paragraph about supporting a system committed to shared values. The third section is "Standard 3: Cultural Leadership", with an "Evidence" button. The Windows taskbar at the bottom shows various application icons and the system clock indicating 11:09 AM on 6/14/2016.

Standard 1: Strategic Leadership

Evidence

The superintendent creates conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student who graduates from high school, is globally competitive in postsecondary education and/or the workforce, and is prepared for life in the 21st century. The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.

Operationalizing a shared vision for learning. The superintendent... [Show Indicators](#)

Standard 2: Instructional Leadership

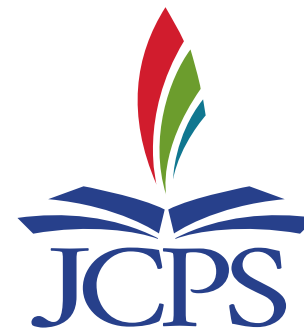
Evidence

The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.

Putting student learning at the center. The superintendent... [Show Indicators](#)

Standard 3: Cultural Leadership

Evidence



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YEAR IN REVIEW 2015-16

The 2015-16 school year began on August 12, 2015, and concluded on May 26, 2016. The school year gave us the opportunity to continue making a positive difference for all students as we started the process of implementing our Strategic Plan, *Vision 2020 Excellence with Equity*. As stated in our vision, we are working so 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.”

PERFORMANCE OBJECTIVE: INSTRUCTIONAL LEADERSHIP AND STRATEGIC LEADERSHIP

We received the following Unbridled Learning Accountability Model results from the 2014-15 school year on October 1, 2015. College and Career Readiness rate was 63 percent. That rate increased from 2014 to 2015 by 2.5 points, totaling a 32 percentage point increase overall since 2010 — or more than doubled since 2010 (31 percent).

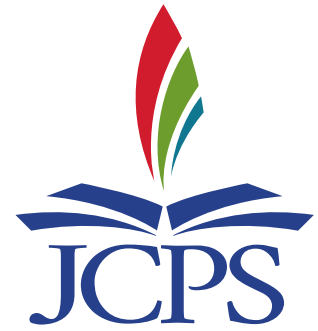
Graduation rate came in at 79 percent which was an increase in the actual number of 198 more students (5,742 total) graduating from 2014 to 2015 in the four-year cohort graduation model.

In the area of achievement, we saw a plateau, or maintenance, overall for achievement and for our gap group. When we disaggregated the data by subgroups, we maintained the achievement level for groups with a -2.3 decrease in LEP (Limited English Proficient); however, this decrease is due to the nature of the exit process of LEP students once they reach English proficiency. Increases have been achieved over three years: All students = 5.7, Non-Gap = 7.3, Gap = 6.2, African American = 4.8, ECE Exceptional Child Education = 3.2, Free/Reduced Lunch = 6.2, Hispanic = 5.4 and LEP Limited English Proficient = 3.1.

We improved our overall score to 64.5, but missed our target after having met our KDE targets two years in a row. On the elementary level, we were within 1 point of reaching our KDE proficiency target. In reading, 48 with a target of 50, and in math, 48 with a target of 47.

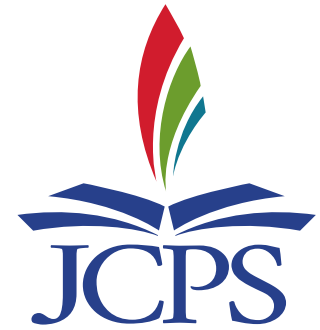
Behind every data point is a child—we never forget this important principle in our work; for that reason, we broke this data down to the actual number of students who earned proficiency/distinguished status: 21,833 in Reading or Math.

Ongoing key initiatives strengthening student success include: Kindergarten Readiness Camps—The focus of the four-week summer camps is to increase kindergarten readiness levels for incoming kindergarten students. Participants in the summer 2015 showed marked gains in Kindergarten Readiness results. The curriculum, with detailed, aligned lessons, consisted of BRIGANCE Readiness Activities that focused heavily on the activities in Language Development, Literacy, and Mathematics. Research shows these three areas are the greatest indicators of Kindergarten Readiness. Monitoring student progress in the program was essential to the



Vision

All JCPS students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.



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FOUR AREAS

Instructional Leadership and Strategic Leadership

Managerial Leadership

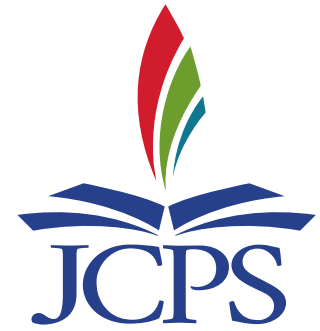
Cultural Leadership

Human Resources Leadership

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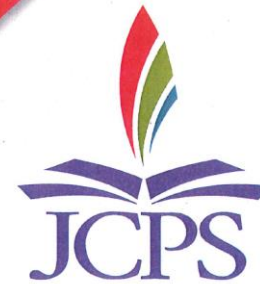
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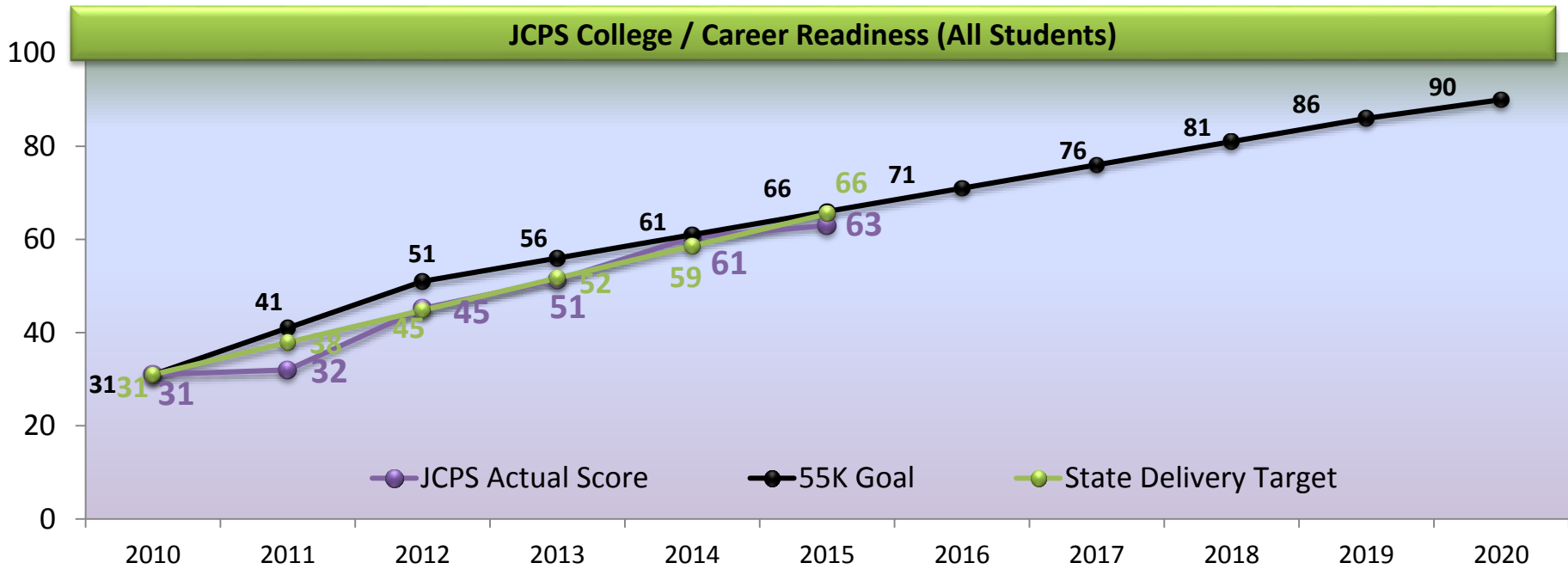
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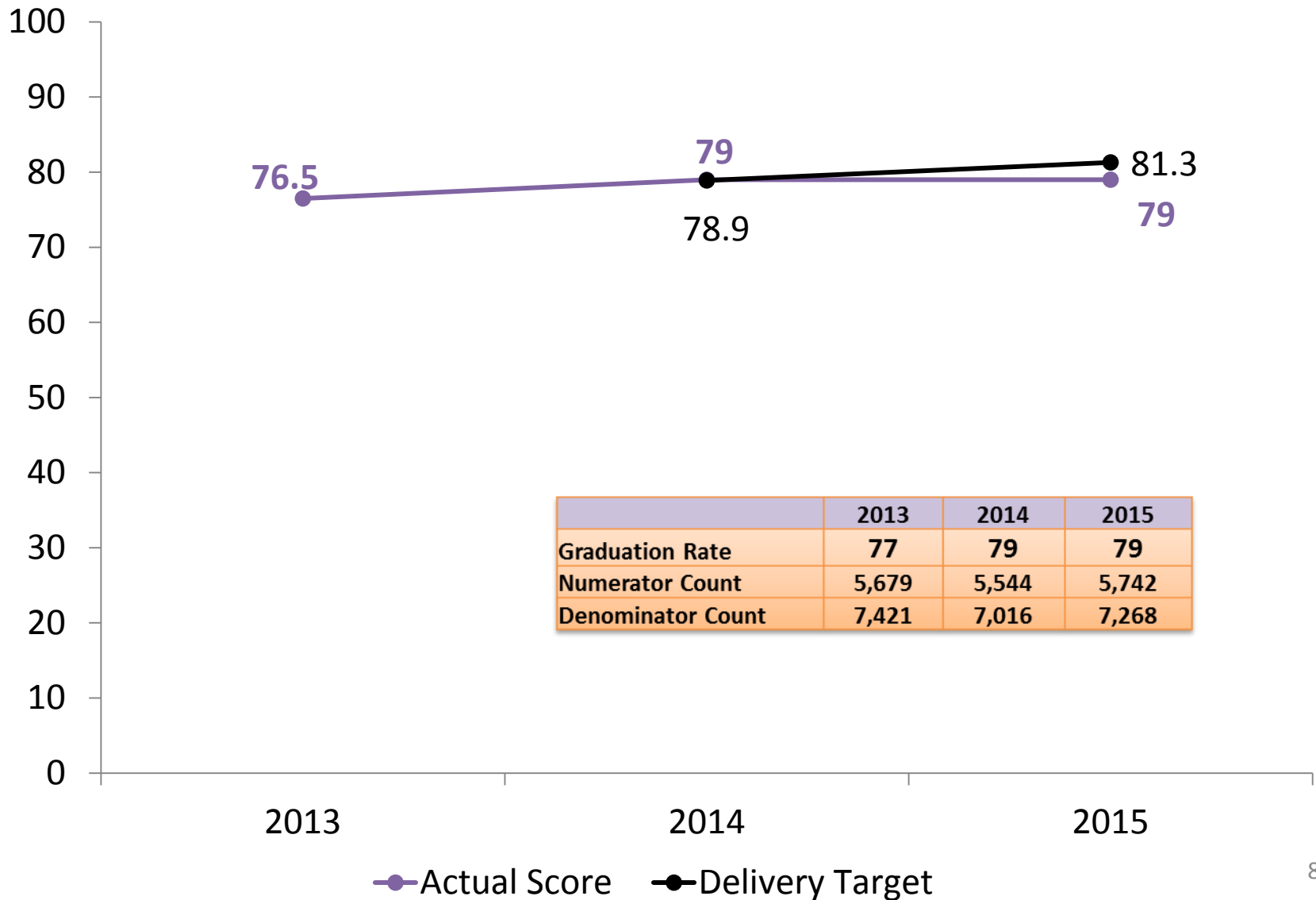


Learning, Growth, and Development
Increasing Capacity and Improving Culture
Improving Infrastructure and Integrating Systems

College / Career Readiness Goal: Increase the percentage of graduates that are college or career ready to 90%



JCPS Four-Year Cohort Graduation



Overall Summary: Reading & Math

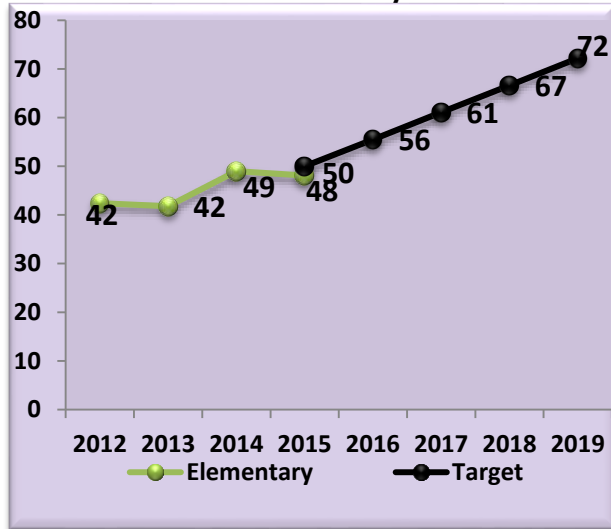
Groups	2012 to 2015	2014 to 2015
All Students	5.7	-.2
Non-Gap	7.3	.4
Gap	6.2	0
African-American	4.8	-.5
Exceptional Child Education (ECE)	3.2	-.6
Free/Reduced lunch	6.2	.1
Hispanic	5.4	.7
Limited English Proficient (LEP)	3.1	-2.3

Increased	Gain of 1% or more
Stable	0 - < 1% gain or loss
Decreased	Loss of 1% or more

Unbridled Learning READING % Proficient / Distinguished

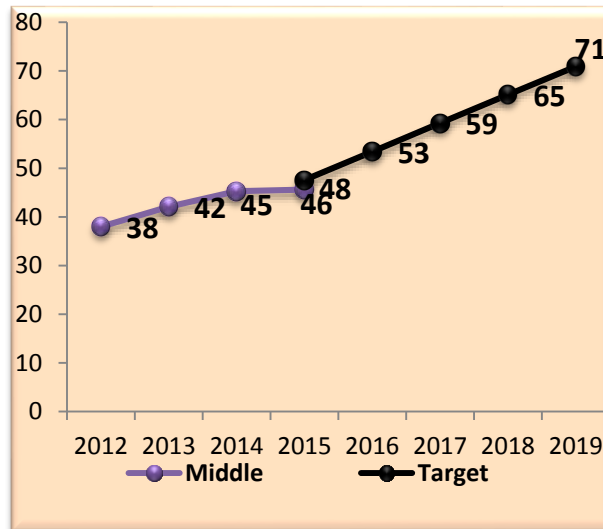
The Gap and Proficiency Delivery Targets for the 2014-15 through the 2018-19 school years have changed. They were re-base-lined due to action taken by the Kentucky Board of Education at its December 2014 meeting. The original trajectories for these goals were calculated after the first year of K-PREP testing; the new targets are based on a three-year average baseline.

Elementary

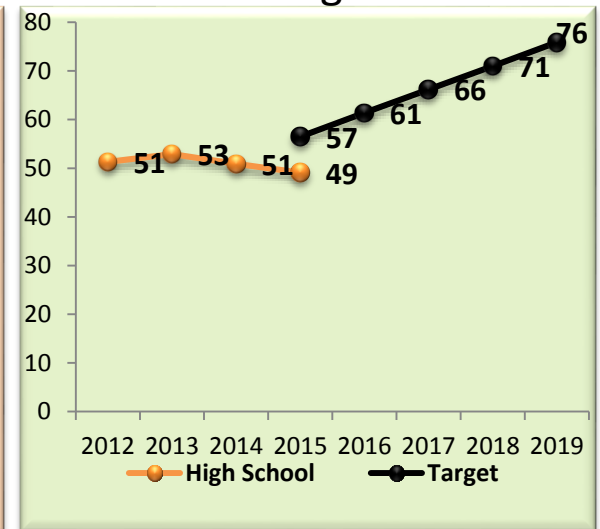


ALL STUDENTS

Middle



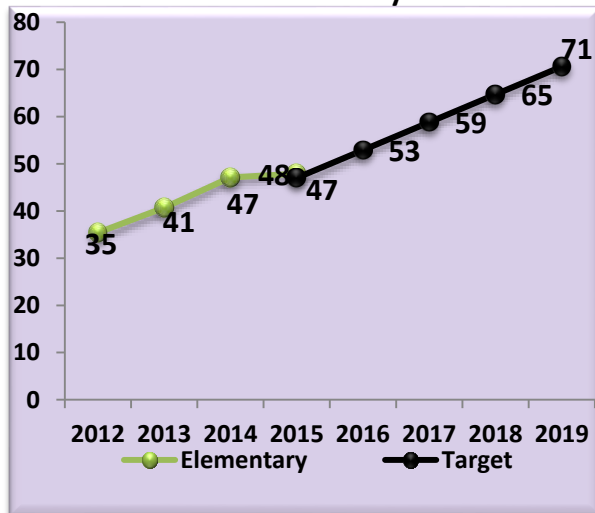
High



Unbridled Learning MATH % Proficient / Distinguished

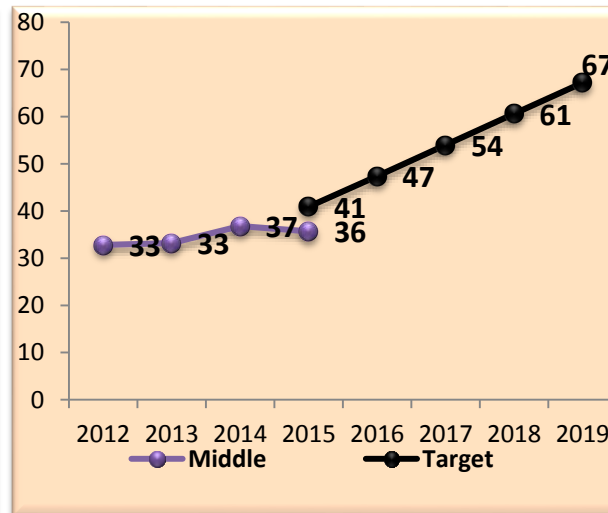
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Elementary

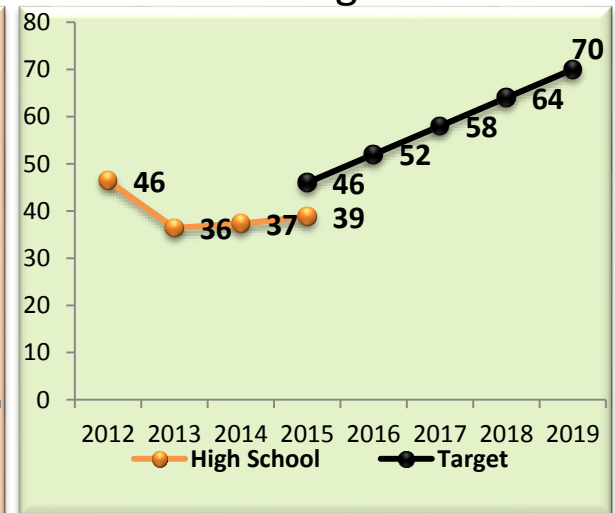


ALL STUDENTS

Middle



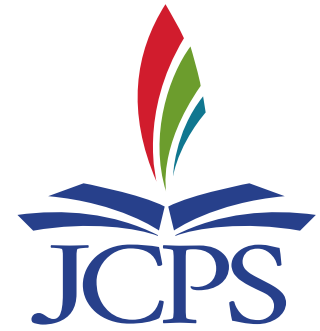
High



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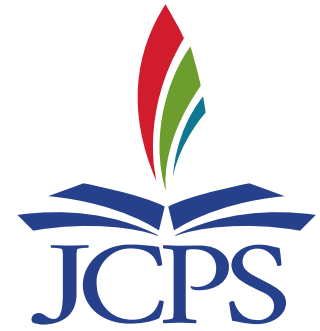


Instructional Leadership and Strategic Leadership

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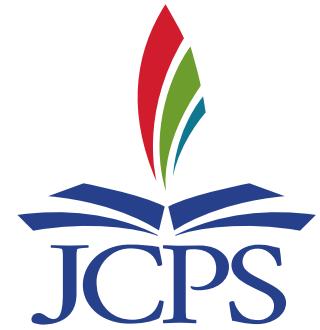


Managerial Leadership

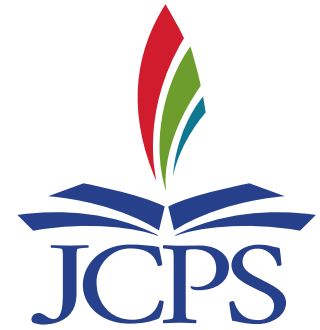
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Cultural Leadership

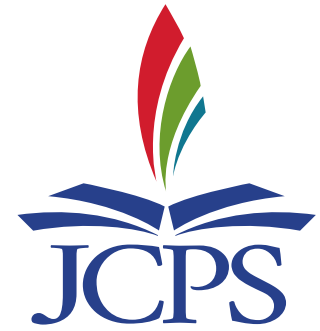


Human Resources Leadership

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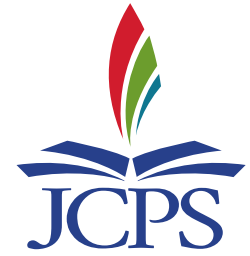
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Colonel Mahoney

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We can provide SUCCESS for every student!