

Superintendent's Report

September 13, 2016

Chair Jones, Members of the Board, thank you for the opportunity to present the Superintendent's Report.

First, I would like to express my appreciation to Vice-Chair Porter, Principal Susan French-Epps and the Lincoln school family, and, of course, to Terri Robinson and the JCPS staff who make an offsite meeting happen. It is inspiring to be in District 1 at Lincoln Elementary Performing Arts School. An important part of *Vision 2020* is authentic assessment. The student demonstrations of learning are just that. The governance of this Board makes this program and learning in District 1 possible.

Second, I appreciated the opportunity to participate on the Greater Louisville Inc. GLIDE trip to Austin for the last two days. Austin is one of our benchmark Districts. Dr. Michael Raisor, Ms. Horne, and I visited an elementary school converted from a factory space, a District Performing Arts Center, and a shared athletic facility complete with an AstroTurf field.

Austin is the fastest growing city in the U.S. What gives Austin its edge? Austin embraces each failure as a step on the way to success. In fact, the Mayor called immediate success suspect. The other element is that Austin wants to be authentically Austin and provide opportunity for all. Another speaker noted that when *Austinites* succeed, Austin succeeds.

A thread throughout the trip was the need to keep attracting a talented workforce to Austin. The community also embraces the idea, as we do here, of 'educating their way out of poverty'.

This afternoon at the work session you heard a budget presentation. Let me put our progress in a context. The curriculum management audit gave us 10 recommendations in order of criticality. The first three were:

1. Organize around learning
2. Work on policy development
3. Align planning

In the center, Recommendations 4-8 were about creating systems to support learning.

Recommendations 9 and 10 were about creating equal access, an equitable distribution of resources and, finally, a spending plan aligned to the priorities.

The collaboration between finance and data management has resulted in a process that analyzes expenditures, both short-term and long-term, to ensure that they are data-driven and aligned with our strategic priorities. Stewardship is a value and a strategy in *Vision 2020* —*Strategy 3.1.4*.

Dr. Dena Dossett provided an overview of the features of the Board's data dashboard. The dashboard is designed to provide the Board a tool for oversight and to answer the questions:

1. Are students coming to school?
2. Are staff attending?
3. Is the environment supporting learning, or being disrupted by loss of learning time due to behavioral issues?

Big picture — are we maximizing learning time? That is exactly the right focus.

Vision 2020 set forth a goal of expanding access to our public choice system to ensure we are aligned to the values of diversity and choice. Dr. Dossett provided a snapshot of our status in 2016-17. Ninety percent (90%) of schools fall within the diversity index. Specific strategies are being developed to work to bring all schools within the diversity index. These strategies will align with the Magnet Review Committee strategies and the Facilities Review.

In order to have *Vision 2020* come alive, we have to engage everyone in the work.

Ms. Porter held a community conversation at Foster Elementary. Ms. Horne had a booth/community conversation Friday night at the Middletown Family Fun Festival. Ms. Duncan had a booth/community conversation on Saturday at the Fairdale Fair and Parade.

Hope Street Group (HSG) is a national non-profit created to expand teacher voice in creating collaborative solutions to educational problems. Hope Street Fellows exist at the national and state level. KY Hope Street Fellows will present the concept to create a Local Teacher Fellowship (LTF) in JCPS. This aligns with the second focus area of *Vision 2020* — building capacity in teacher leaders.

Let's recap where we are on our deliverables in *Vision 2020*:

Thanks to the Deeper Learning Committee and the stakeholder session, we have a preliminary definition of deeper learning to guide our work.

We also have a revised assessment system. The Assessment Committee met last week and identified the need to communicate it directly to teachers with a consistent message. We are in the process of creating a video to explain it.

Twenty (20) schools have been added and are in motion building capacity through the Bellarmine Literacy Project.

Over 1,000 students benefited from summer literacy boost.

And, over 1,000 incoming Kindergarten students were in Kindergarten camps.

Student Voice Project is completed — the goal is to give voice to the experience of our students. The rollout of the completed audios will happen in the next two weeks.

Dr. Raisor is beginning to form a Facilities Committee to work with the Facilities Assessment.

In addition to our two directors, we have a team of 10 resource teachers to assist with implementation of Restorative Practices and Positive Behavior Intervention Systems (PBIS) in our schools. Dr. Katy Zeitz is currently scheduling our district administrative training with the International Institute for Restorative Practices (IIRP). In addition, we are reaching out to three schools to be our lab schools.

IIRP training for those schools will begin in the fall and conclude in early spring. Interested schools will be able to respond to an RFP-like proposal later this fall for inclusion in our second cohort of 14 schools.

Our focus is on quality implementation schoolwide, making training dates more of a challenge. We want to ensure that support staff, custodians, and food service partners are included as they are important service providers to our students and partners in this work. Finally, we are committed to involving our bus drivers in a portion of the training to bring them aboard as critical members of our school communities.

I witnessed 313-HELP in action. The team is beginning to analyze the data. We should have data soon.

Dr. Dossett spoke about the predictability tool for the 2017-18 application period. Dr. Dossett will be tracking student mobility for the 2016-17 school year per *Strategy 3.4.5*. That is a variable that impacts learning.

As you will recall, HR has been in a process of improvement. A critical variable in the success of a child is a great teacher in every classroom. Here is an update on our vacancies:

- On Day 1, we had 27 vacancies — all classrooms were covered by a resource teacher, coach, or preferred sub.
- 16 vacancies were filled.
- Today, 11 of those vacancies still exist in high needs areas, like chemistry and math.
- Unfortunately, we have 26 additional vacancies.

The totals today are 36 vacancies:

- 7 in Elementary
- 10 in Middle, and
- 20 in High.

I will keep you updated.

Chair Jones, I am recommending for approval the consent agenda later in the meeting.