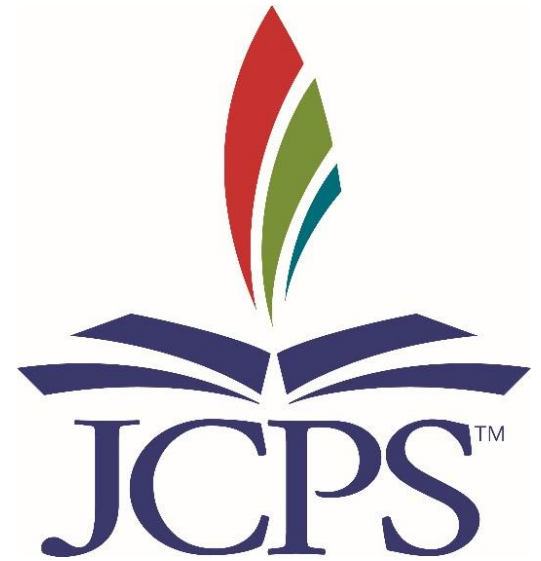


# **Turnaround Schools**

## Priority and Transformation In-Depth Analysis

### **Work Session**

Tuesday, November 15, 2016



# It Takes Teamwork



JCPS Students

**Dr. Donna Hargens**  
JCPS Superintendent

**Chief Academic Officer &  
Assistant Superintendents**

**Priority Schools Office**

**Dr. Marco Muñoz**  
Director II

**Jennifer Westerfield**  
Data Management/  
Research Technician

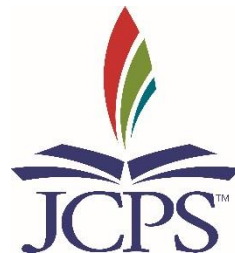
**MONITOR  
SUPPORT  
COACH**



**Tim Godbey**  
KDE Educational Recovery Director  
KDE School Based ERLs & ERSs



**Administrators & Teachers**



# Turnaround Schools

## Transformation Schools

Schools tracking toward priority status--at least two consecutive years not meeting AMO and in the bottom 20% of the state.

## Priority Schools

Schools identified by the Kentucky Department of Education

- Not meeting AMO three consecutive years
- Bottom 5% of the state
- less than 80% graduation rate

# Turnaround Schools 2015-16

## 2016 AMO Outcomes

Priority Schools	
No	Byck ES ( 0.5 away from meeting AMO)
Met AMO	Doss HS
Met AMO	Fairdale HS
Met AMO	Olmsted North
No	Iroquois HS
No	Knight MS
No	Moore Traditional (6-8)
Met AMO	Myers MS
Met AMO	Roosevelt-Perry ES
No	Seneca HS
Met AMO	Southern HS
No	Stuart MS
Met AMO	The Academy @ Shawnee
No	Thomas Jefferson MS
Met AMO	Valley Prep
Met AMO	Valley HS
Met AMO	Western HS
Met AMO	Western MS
No	Westport MS ( 0.8 away from meeting AMO)

Transformation Schools	
Met AMO	Atkinson Academy
Met AMO	Carrithers MS
No	Coleridge-Taylor ES
Met AMO	Farmer ES
Met AMO	Highland MS
No	Maupin ES*
Met AMO	Noe MS
Met AMO	Watterson ES
No	Wellington ES*
	* New Priority

**11 of 19 priority schools met their KDE goal (up from just 7 schools the prior year)**

- Olmsted Academy North met its goal for the first time as a priority school.
- Valley High and the Academy @ Shawnee High both met their goal for four consecutive years.
- Roosevelt-Perry Elementary, a new priority school, met its target in year 1.
- KDE did not report any new priority schools to the federal government.

# Turnaround Schools 2016-17

## 2016-17 Transformation Schools

At least 2 consecutive years not meeting AMO and in the bottom 20% of the state.

Lower Risk

Central HS

Blake ES

Trunnell ES

Coleridge-Taylor ES

Blue Lick ES

Wilkerson ES

Camp Taylor ES

McFerran Preparatory

Wheatley ES

Wellington ES\*

Maupin ES\*

\*New Priority School

Higher Risk



## 2016-17 Priority Schools

### Potential Exit After 2018-19

#### Byck Elementary ★

Cohort 4	AMO Score	AMO Goal	AMO Met	>5%
2015	53.6	54.4	No	No
2016	35.1	35.6	No	No

#### Knight Middle

Cohort 2	AMO Score	AMO Goal	AMO Met	>5%
2013	33.9	36.8	No	No
2014	45.0	44.7	Yes	No
2015	52.0	45.2	Yes	No
2016	38.4	45.6	No	No

#### Moore Traditional (6-8) ★

Cohort 4	AMO Score	AMO Goal	AMO Met	>5%
2015	52.6	53.1	No	No
2016	36.2	46.4	No	No

#### Stuart Middle

Cohort 3	AMO Score	AMO Goal	AMO Met	>5%
2013	36.3	32.8	Yes	No
2014	48.3	50.1	No	No
2015	46.7	48.4	No	No
2016	25.3	37.6	No	No

#### Thomas Jefferson Middle ★

Cohort 3	AMO Score	AMO Goal	AMO Met	>5%
2013	37.3	37.4	No	No
2014	48.8	47.9	Yes	No
2015	48.6	49.6	No	No
2016	31.9	33.9	No	No

#### Westport Middle ★

Cohort 3	AMO Score	AMO Goal	AMO Met	>5%
2013	40.0	36.5	Yes	No
2014	54.6	54.8	No	Yes
2015	52.9	55.5	No	No
2016	38.9	39.7	No	Yes

#### Iroquois High ★

Cohort 2	AMO Score	AMO Goal	AMO Met	Grad Rate	>5%
2013	40.5	35.4	Yes	70.0	No
2014	58.5	52.1	Yes	78.6	No
2015	56.3	59.5	No	76.0	No
2016	45.2	49.8	No	68.8	No

#### Seneca High ★

Cohort 2	AMO Score	AMO Goal	AMO Met	Grad Rate	>5%
2013	53.2	46.7	Yes	82.5	Yes
2014	63.2	65.0	No	89.9	Yes
2015	64.4	64.2	Yes	88.2	No
2016	55.8	60.4	No	87.8	Yes

### Potential Exit After 2017-18

#### Roosevelt Perry Elementary

Cohort 4	AMO Score	AMO Goal	AMO Met	>5%
2015	42.1	44.5	No	No
2016	30.1	20.8	Yes	No

#### Olmsted North Middle ★

Cohort 3	AMO Score	AMO Goal	AMO Met	>5%
2013	33.8	34.8	No	No
2014	48.0	50.0	No	No
2015	46.3	48.6	No	No
2016	33.7	33.6	Yes	No

#### Western Middle ★

Cohort 1	AMO Score	AMO Goal	AMO Met	>5%
2013	51.1	38.0	Yes	Yes
2014	63.1	57.9	Yes	Yes
2015	56.6	64.0	No	Yes
2016	60.4	41.1	Yes	Yes

#### Doss High ★

Cohort 2	AMO Score	AMO Goal	AMO Met	Grad Rate	>5%
2013	42.8	36.8	Yes	82.9	No
2014	61.8	57.0	Yes	86.3	Yes
2015	57.9	62.8	No	89.6	No
2016	56.0	47.3	Yes	87.6	Yes

#### Fairdale High ★

Cohort 2	AMO Score	AMO Goal	AMO Met	Grad Rate	>5%
2013	52.0	47.0	Yes	88.5	Yes
2014	67.4	63.6	Yes	91.8	Yes
2015	64.7	68.4	No	87.6	Yes
2016	65.6	56.8	Yes	91.3	Yes

#### Southern High ★

Cohort 2	AMO Score	AMO Goal	AMO Met	Grad Rate	>5%
2013	48.7	42.2	Yes	80.9	No
2014	63.9	58.4	Yes	84.5	Yes
2015	64.5	64.9	No	86.6	Yes
2016	57.2	57.2	Yes	86.4	No

### Potential Exit After 2016-17



#### Valley Prep

Cohort 1	AMO Score	AMO Goal	AMO Met	>5%
2015	41.6	45.5	No	No
2016	24.4	22.6	Yes	No

#### Academy @ Shawnee (9-12)

Cohort 1	AMO Score	AMO Goal	AMO Met	Grad Rate	>5%
2013	32.7	28.9	Yes	69.4	No
2014	56.2	49.2	Yes	72.5	No
2015	59.0	57.1	Yes	72.5	No
2016	52.6	51.7	Yes	75.2	No

#### Valley HS (9-12)

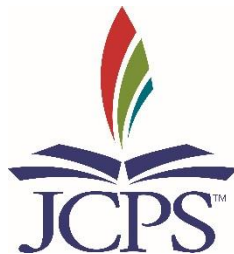
Cohort 1	AMO Score	AMO Goal	AMO Met	Grad Rate	>5%
2013	39.2	32.0	Yes	70.9	No
2014	55.0	54.2	Yes	77.9	No
2015	58.7	56.0	Yes	74.5	No
2016	57.9	54.9	Yes	79.8	Yes

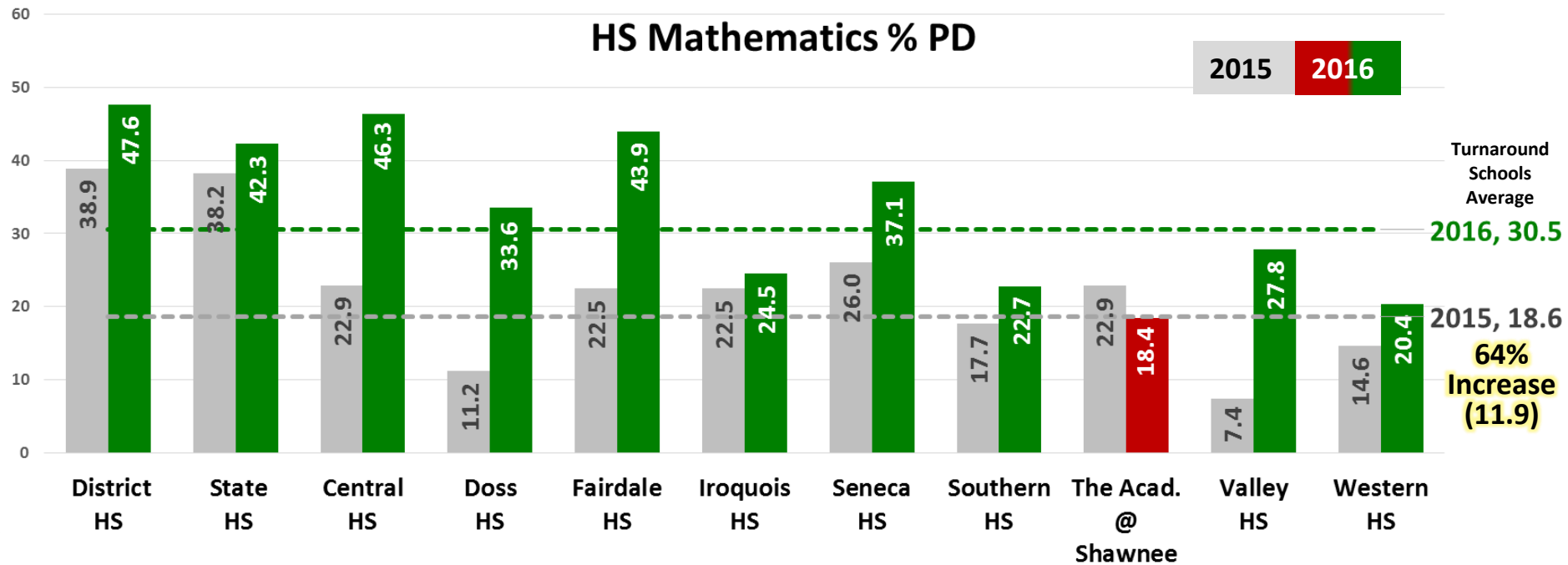
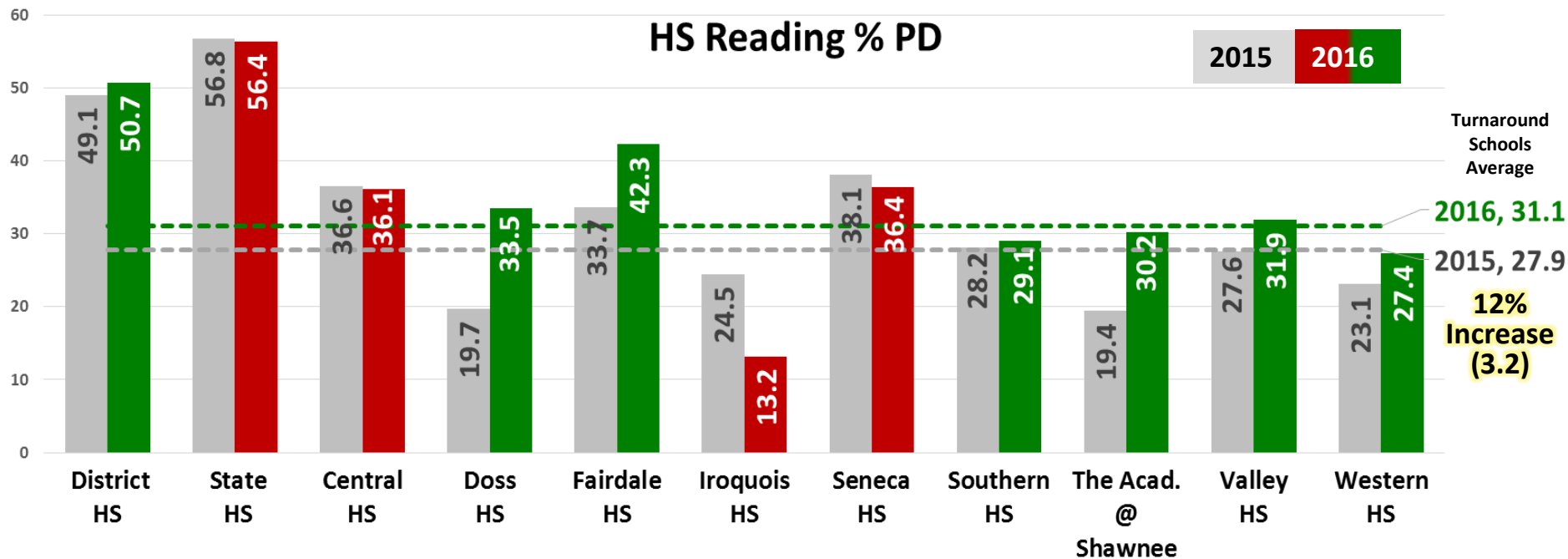
#### Western High

Cohort 1	AMO Score	AMO Goal	AMO Met	Grad Rate	>5%
2013	48.0	41.3	Yes	75.5	No
2014	57.4	61.0	No	81.6	No
2015	59.3	58.3	Yes	85.5	No
2016	53.7	52.9	Yes	75.9	No

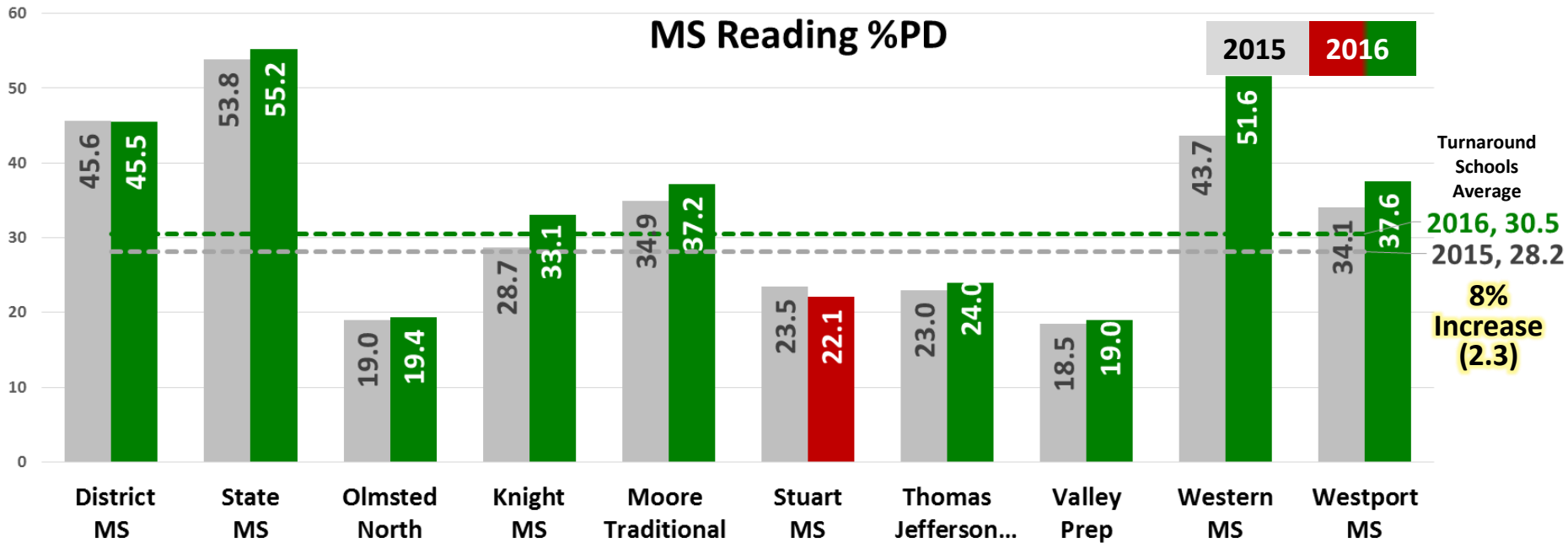
★ ESL Location

**Turnaround Schools**  
**% PD**  
**(Achievement)**  
**Growth 2015 to 2016**

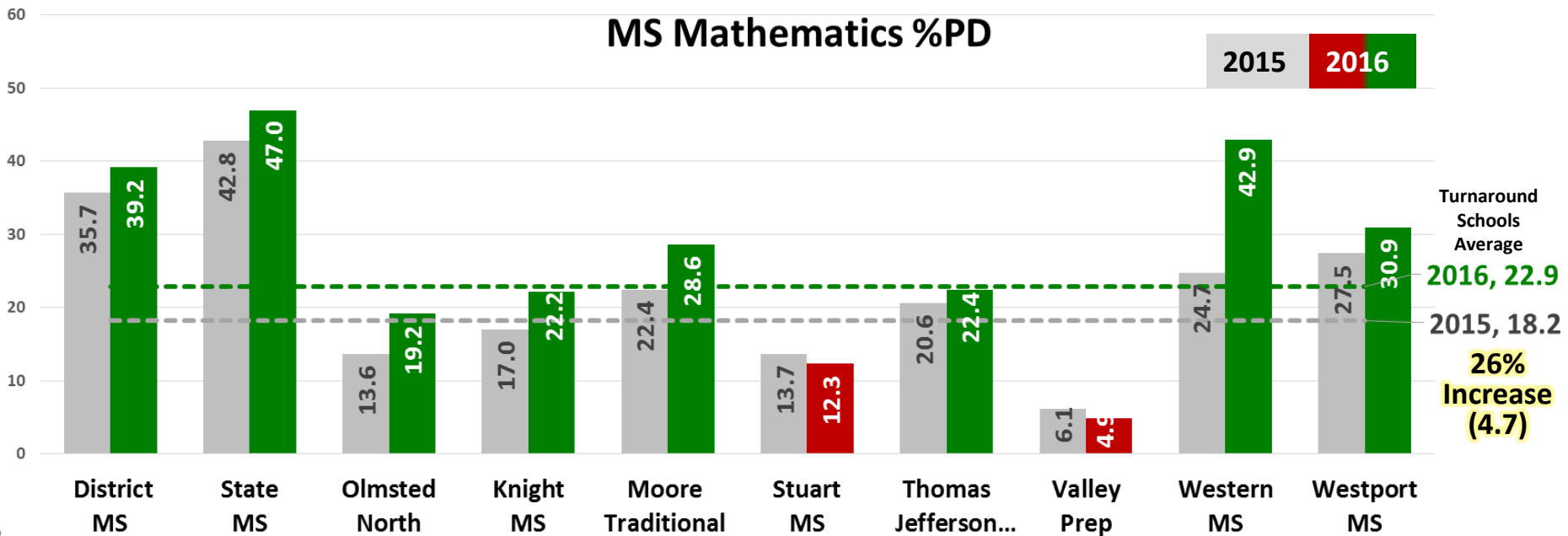




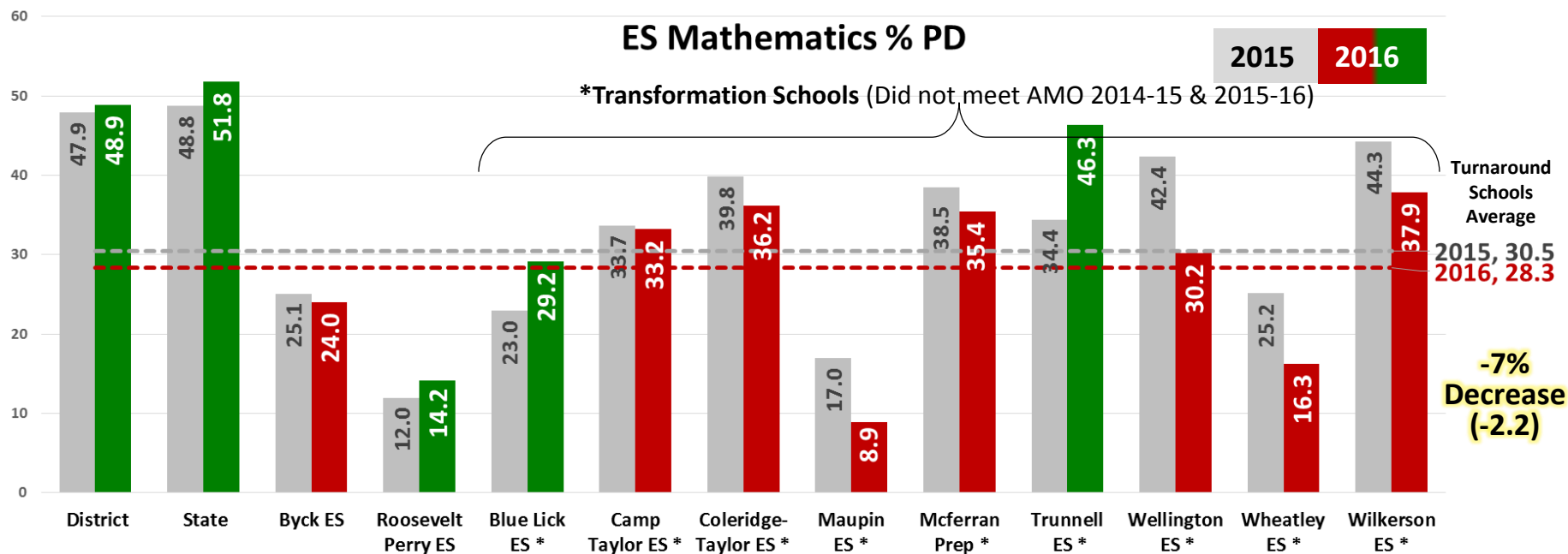
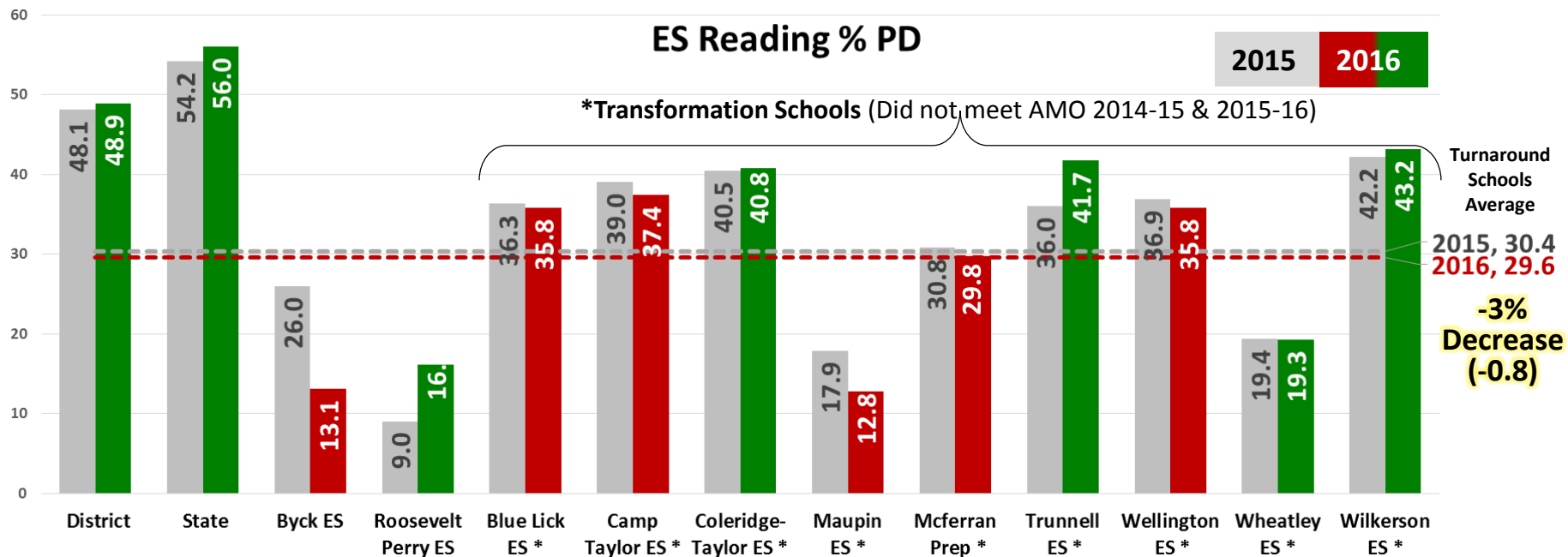
## MS Reading %PD



## MS Mathematics %PD

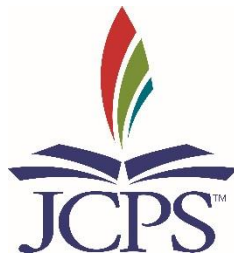






# **Novice Reduction**

**Non-Duplicated Gap Group  
% Novice**



# % Novice Non-Duplicated Gap Group

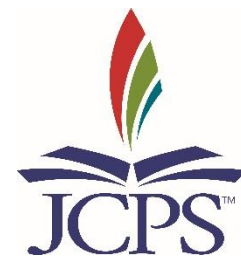
High		District	State	Turn-around AVG	Central HS	Doss HS	Fairdale HS	Iroquois HS	Seneca HS	Southern HS	The Academy @ Shawnee	Valley HS	Western HS
Mathematics	Gain	-7.0	-2.4	-12.9	-12.4	-17.5	-11.5	-3.3	-11.5	-4.3	-5.5	-24.4	-25.5
	2015	29.7	30.3	38.8	25.6	44.6	30.7	32.7	33.4	34.0	41.8	52.7	53.5
	2016	22.7	27.9	25.9	13.2	27.1	19.2	29.4	21.9	29.7	36.3	28.3	28.0
Reading	Gain	-3.0	-1.0	-5.0	-0.4	-15.7	-13.6	12.2	1.1	-2.6	-13.9	-7.2	-4.9
	2015	52.7	45.6	64.3	52.8	71.2	60.6	66.1	55.3	63.8	76.2	63.0	69.9
	2016	49.7	44.6	59.3	52.4	55.5	47.0	78.3	56.4	61.2	62.3	55.8	65.0

Middle		District	State	Turn-around AVG	Olmsted North	Knight MS	Moore Traditional	Stuart MS	Thomas Jefferson MS	Valley Prep	Western MS	Westport MS
Mathematics	Gain	1.4	0.4	0.8	-5.4	-1.6	4.0	8.8	0.9	4.3	-6.9	1.9
	2015	31.6	22.1	39.2	47.3	35.9	36.4	40.3	35.4	55.7	24.4	38.4
	2016	33.0	22.5	40.0	41.9	34.3	40.4	49.1	36.3	60.0	17.5	40.3
Reading	Gain	1.8	0.0	0.5	1.5	-2.2	3.0	5.6	0.7	1.0	-3.8	-2.0
	2015	37.7	28.4	45.9	55.9	44.1	39.2	47.2	48.0	59.8	29.5	43.8
	2016	39.5	28.4	46.4	57.4	41.9	42.2	52.8	48.7	60.8	25.7	41.8

Elementary		District	State	Turn-around AVG	Byck ES	Roosevelt Perry ES	Blue Lick ES	Camp Taylor ES	Coleridge- Taylor ES	Maupin ES	McFerran Prep	Trunnell ES	Wellington ES	Wheatley ES	Wilkerson ES
Mathematics	Gain	-0.8	-2.4	1.3	-6.6	-8.3	1.3	1.1	4.6	12.1	-0.2	-6.2	1.2	14.5	0.8
	2015	26.5	23.8	37.6	48.2	64.8	34.1	25.5	36.7	48.2	28.6	32.9	28.6	37.9	28.1
	2016	25.7	21.4	38.9	41.6	56.5	35.4	26.6	41.3	60.3	28.4	26.7	29.8	52.4	28.9
Reading	Gain	1.0	0.9	3.7	8.9	-2.4	2.1	8.0	-0.9	11.6	0.3	1.7	1.6	5.0	5.2
	2015	33.1	25.6	44.1	53.2	65.4	38.5	28.2	47.5	53.2	39.5	35.6	41.1	51.0	31.6
	2016	34.1	26.5	47.8	62.1	63.0	40.6	36.2	46.6	64.8	39.8	37.3	42.7	56.0	36.8

# Key Takeaways So Far

- Two types of schools – **Priority Schools** and **Transformation Schools**
- We need to differentiate support for:
  - 4 schools with the potential of **EXITING** priority status in **2016-17**: Valley Prep (closure), Western High (2 consecutive AMO met), Shawnee High (4 consecutive AMO met), and Valley High (4 consecutive AMO met; appeal).
  - 6 schools with the potential of **EXITING** priority status in **2017-18** and 10 schools with the potential of exiting priority status in **2018-19**.
  - 9 schools with the potential of **ENTERING** priority status after scores associated with 2016-17 are released: Wheatley, McFerran, Camp Taylor, Wilkerson, Coleridge-Taylor, Blue Lick, Trunnell, Blake and possibly Central High.



# Key Takeaways So Far (Continued)

- **High Schools in 2016-17**

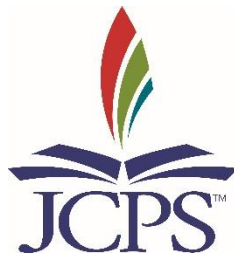
- 3 schools potentially exiting priority status
- Novice Reduction was successful

- **Middle Schools in 2016-17**

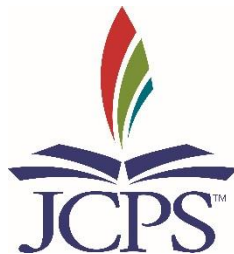
- Only 3 schools met AMO last school year
- Novice Reduction needs HELP

- **Elementary Schools in 2016-17**

- 8 schools potentially entering priority status
- Novice Reduction needs HELP



# Closing the Gap



# Closing the Gap: High Schools

## Reading

	Gap					Non Gap				
	2015		2016		% Gap Change	2015		2016		% Gap Change
	# Tested	% PD	# Tested	% PD		# Tested	% PD	# Tested	% PD	
---District Total---	4776	<b>37.6</b>	5035	<b>39.5</b>	<b>1.9</b>	1920	<b>77.8</b>	1,891	<b>80.6</b>	<b>2.8</b>
Central High School	282	<b>36.2</b>	269	<b>34.9</b>	<b>-1.3</b>	*	*	*	*	*
Doss High	250	<b>17.6</b>	220	<b>32.3</b>	<b>14.7</b>	24	<b>41.7</b>	16	<b>50.0</b>	<b>8.3</b>
Fairdale High School	218	<b>30.3</b>	236	<b>41.1</b>	<b>10.8</b>	46	<b>50.0</b>	38	<b>50.0</b>	<b>0.0</b>
Iroquois High	233	<b>22.7</b>	290	<b>12.8</b>	<b>-9.9</b>	12	<b>58.3</b>	*	*	*
Moore Traditional School	218	<b>29.4</b>	240	<b>26.7</b>	<b>-2.7</b>	42	<b>61.9</b>	36	<b>55.6</b>	<b>-6.3</b>
Seneca High	329	<b>35.0</b>	314	<b>33.1</b>	<b>-1.9</b>	54	<b>57.4</b>	38	<b>63.2</b>	<b>5.8</b>
Southern High School	260	<b>26.2</b>	278	<b>25.2</b>	<b>-1.0</b>	45	<b>40.0</b>	49	<b>51.0</b>	<b>11.0</b>
Valley High School	230	<b>26.5</b>	181	<b>29.3</b>	<b>2.8</b>	42	<b>33.3</b>	29	<b>48.3</b>	<b>15.0</b>
Western High School	153	<b>21.6</b>	206	<b>26.2</b>	<b>4.6</b>	*	*	*	*	*

**> = 1**

**Between**

**< = -1**

\*Less than 10 students, data not reported

# Closing the Gap: High Schools

## Mathematics

	Gap					Non Gap				
	2015		2016		% Gap Change	2015		2016		% Gap Change
	# Tested	% PD	# Tested	% PD		# Tested	% PD	# Tested	% PD	
---District Total---	4,189	<b>28.9</b>	4,126	<b>38</b>	<b>9.2</b>	2,075	<b>59.1</b>	1,881	<b>68.4</b>	<b>9.3</b>
Central High School	250	<b>22.4</b>	212	<b>46</b>	<b>23.4</b>	*	*	*	*	*
Doss High	233	<b>11.6</b>	207	<b>32</b>	<b>20.8</b>	26	<b>7.69</b>	16	<b>50.0</b>	<b>42.3</b>
Fairdale High School	205	<b>21.5</b>	198	<b>42</b>	<b>20.9</b>	71	<b>25.4</b>	41	<b>51.2</b>	<b>25.9</b>
Iroquois High	208	<b>20.7</b>	177	<b>25</b>	<b>4.2</b>	14	<b>50</b>	*	*	*
Seneca High	332	<b>25.6</b>	224	<b>37</b>	<b>11.5</b>	49	<b>28.6</b>	40	<b>37.5</b>	<b>8.9</b>
Southern High School	200	<b>14.5</b>	175	<b>23</b>	<b>8.9</b>	54	<b>29.6</b>	45	<b>20.0</b>	<b>-9.6</b>
The Academy @ Shawnee	98	<b>22.4</b>	91	<b>17</b>	<b>-5.9</b>	11	<b>27.3</b>	*	*	*
Valley High School	207	<b>6.3</b>	184	<b>26</b>	<b>19.2</b>	50	<b>12</b>	28	<b>42.9</b>	<b>30.9</b>
Western High School	185	<b>13.5</b>	150	<b>19</b>	<b>5.8</b>	14	<b>28.6</b>	12	<b>33.3</b>	<b>4.8</b>



# Closing the Gap: Middle Schools

## Reading

	Gap					Non Gap				
	2015		2016		% Gap Change	2015		2016		% Gap Change
	# Tested	% PD	# Tested	% PD		# Tested	% PD	# Tested	% PD	
---District Total---	15938	<b>35.0</b>	15854	<b>35.6</b>	<b>0.6</b>	5066	<b>78.9</b>	4,750	<b>78.3</b>	<b>-0.6</b>
Frederick Law Olmsted Academy	628	<b>18.5</b>	544	<b>18.4</b>	<b>-0.1</b>	20	<b>35.0</b>	18	<b>50.0</b>	<b>15.0</b>
Knight Middle School	365	<b>25.2</b>	353	<b>32.0</b>	<b>6.8</b>	46	<b>56.5</b>	43	<b>41.9</b>	<b>-14.6</b>
Moore Traditional School	786	<b>33.1</b>	801	<b>34.8</b>	<b>1.7</b>	111	<b>47.7</b>	87	<b>58.6</b>	<b>10.9</b>
Stuart Middle	765	<b>22.5</b>	676	<b>20.6</b>	<b>-1.9</b>	87	<b>32.2</b>	71	<b>36.6</b>	<b>4.4</b>
Thomas Jefferson Middle	830	<b>22.8</b>	780	<b>23.6</b>	<b>0.8</b>	32	<b>28.1</b>	25	<b>36.0</b>	<b>7.9</b>
Valley Prep	366	<b>17.2</b>	360	<b>17.5</b>	<b>0.3</b>	29	<b>34.5</b>	24	<b>41.7</b>	<b>7.2</b>
Western Middle	495	<b>39.4</b>	487	<b>46.0</b>	<b>6.6</b>	59	<b>79.7</b>	75	<b>88.0</b>	<b>8.3</b>
Westport Middle School	909	<b>28.5</b>	919	<b>31.1</b>	<b>2.6</b>	175	<b>63.4</b>	203	<b>67.0</b>	<b>3.6</b>

**> = 1**

**Between**

**< = -1**

\*Less than 10 students, data not reported

# Closing the Gap: Middle Schools

## Mathematics

	Gap					Non Gap				
	2015		2016		% Gap Change	2015		2016		% Gap Change
	# Tested	% PD	# Tested	% PD		# Tested	% PD	# Tested	% PD	
---District Total---	15,938	<b>25.2</b>	15,854	<b>28.8</b>	<b>3.6</b>	5,066	<b>68.8</b>	4,750	<b>73.8</b>	<b>5.0</b>
Frederick Law Olmsted Acade	628	<b>13.2</b>	544	<b>18.2</b>	<b>5.0</b>	20	<b>25.0</b>	18	<b>50.0</b>	<b>25.0</b>
Knight Middle School	365	<b>15.6</b>	353	<b>20.4</b>	<b>4.8</b>	46	<b>28.3</b>	43	<b>37.2</b>	<b>8.9</b>
Moore Traditional School	786	<b>20.1</b>	801	<b>26.5</b>	<b>6.4</b>	111	<b>38.7</b>	87	<b>48.3</b>	<b>9.5</b>
Stuart Middle	765	<b>12.7</b>	676	<b>11.1</b>	<b>-1.6</b>	87	<b>23.0</b>	71	<b>23.9</b>	<b>1.0</b>
Thomas Jefferson Middle	830	<b>20.2</b>	780	<b>22.1</b>	<b>1.9</b>	32	<b>31.3</b>	25	<b>32.0</b>	<b>0.8</b>
Valley Prep	366	<b>5.5</b>	360	<b>5.0</b>	<b>-0.5</b>	29	<b>13.8</b>	24	<b>4.2</b>	<b>-9.6</b>
Western Middle	495	<b>20.6</b>	487	<b>38.0</b>	<b>17.4</b>	59	<b>59.3</b>	75	<b>74.7</b>	<b>15.3</b>
Westport Middle School	909	<b>21.6</b>	919	<b>23.9</b>	<b>2.3</b>	175	<b>58.3</b>	203	<b>62.6</b>	<b>4.3</b>

# Closing the Gap: Elementary Schools

## Reading

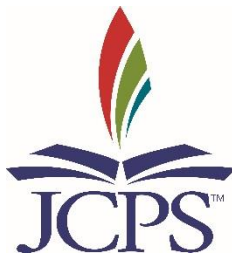
	Gap					Non Gap				
	2015		2016		% Gap Change	2015		2016		% Gap Change
	# Tested	% PD	# Tested	% PD		# Tested	% PD	# Tested	% PD	
---District Total---	16,801	<b>38.8</b>	17,732	<b>40.4</b>	<b>1.6</b>	4,928	<b>79.9</b>	4,538	<b>82.0</b>	<b>2.1</b>
Blake Elementary	160	<b>38.1</b>	171	<b>38.0</b>	<b>-0.1</b>	22	<b>68.2</b>	23	<b>65.2</b>	<b>-3.0</b>
Blue Lick Elementary	182	<b>33.5</b>	212	<b>35.4</b>	<b>1.9</b>	22	<b>59.1</b>	14	<b>42.9</b>	<b>-16.2</b>
Byck Elementary	218	<b>22.0</b>	219	<b>12.3</b>	<b>-9.7</b>	17	<b>76.5</b>	*	*	*
Camp Taylor Elementary	188	<b>36.7</b>	177	<b>36.2</b>	<b>-0.5</b>	17	<b>64.7</b>	13	<b>53.8</b>	<b>-10.9</b>
Coleridge-Taylor Elementary	221	<b>29.4</b>	223	<b>31.8</b>	<b>2.4</b>	48	<b>91.7</b>	42	<b>88.1</b>	<b>-3.6</b>
Maupin Elementary	220	<b>16.4</b>	179	<b>12.8</b>	<b>-3.6</b>	*	*	0	--	--
Mcferran Preparatory Academy	332	<b>30.1</b>	334	<b>28.7</b>	<b>-1.4</b>	*	*	*	*	*
Roosevelt Perry Elementary	162	<b>8.0</b>	154	<b>15.6</b>	<b>7.6</b>	*	*	*	*	*
Trunnell Elementary	222	<b>32.9</b>	217	<b>38.7</b>	<b>5.8</b>	28	<b>60.7</b>	23	<b>69.6</b>	<b>8.9</b>
Wellington Elementary	185	<b>36.8</b>	218	<b>35.3</b>	<b>-1.5</b>	13	<b>38.5</b>	14	<b>42.9</b>	<b>4.4</b>
Wheatley Elementary	153	<b>19.0</b>	166	<b>19.3</b>	<b>0.3</b>	*	*	0	--	--
Wilkerson Elementary	171	<b>34.5</b>	190	<b>36.8</b>	<b>2.3</b>	59	<b>64.4</b>	37	<b>75.7</b>	<b>11.3</b>

# Closing the Gap: Elementary Schools

## Mathematics

	Gap					Non Gap				
	2015		2016		% Gap Change	2015		2016		% Gap Change
	# Tested	% PD	# Tested	% PD		# Tested	% PD	# Tested	% PD	
---District Total---	16,801	<b>38.7</b>	17,732	<b>40.4</b>	<b>1.7</b>	4,928	<b>79.4</b>	4,538	<b>82</b>	<b>2.6</b>
Blake Elementary	160	<b>32.5</b>	171	<b>35.7</b>	<b>3.2</b>	22	<b>59.1</b>	23	<b>52.2</b>	<b>-6.9</b>
Blue Lick Elementary	182	<b>19.8</b>	212	<b>29.2</b>	<b>9.4</b>	22	<b>50</b>	14	<b>28.6</b>	<b>-21.4</b>
Byck Elementary	218	<b>20.2</b>	219	<b>23.3</b>	<b>3.1</b>	17	<b>88.2</b>	*	*	*
Camp Taylor Elementary	188	<b>30.9</b>	177	<b>30.5</b>	<b>-0.4</b>	17	<b>64.7</b>	13	<b>69.2</b>	<b>4.5</b>
Coleridge-Taylor Elementary	221	<b>31.2</b>	223	<b>27.8</b>	<b>-3.4</b>	48	<b>79.2</b>	42	<b>81</b>	<b>1.8</b>
Maupin Elementary	220	<b>15.9</b>	179	<b>8.9</b>	<b>-7.0</b>	*	*	0	--	--
Mcferran Preparatory Academy	332	<b>38.3</b>	334	<b>34.4</b>	<b>-3.9</b>	*	*	*	*	*
Roosevelt Perry Elementary	162	<b>10.5</b>	154	<b>13.6</b>	<b>3.1</b>	*	*	*	*	*
Trunnell Elementary	222	<b>30.6</b>	217	<b>42.4</b>	<b>11.8</b>	28	<b>64.3</b>	23	<b>82.6</b>	<b>18.3</b>
Wellington Elementary	185	<b>40.5</b>	218	<b>29.8</b>	<b>-10.7</b>	13	<b>69.2</b>	14	<b>35.7</b>	<b>-33.5</b>
Wheatley Elementary	153	<b>24.8</b>	166	<b>16.3</b>	<b>-8.5</b>	*	*	0	--	--
Wilkerson Elementary	171	<b>36.8</b>	190	<b>31.1</b>	<b>-5.7</b>	59	<b>66.1</b>	37	<b>73</b>	<b>6.9</b>

# Non-Academics



# Non Academic: High Schools

	2016-17 Enrollment						
	Total	# ESL	% ESL	% African American	% White	% Hispanic	% Other
Academy @ Shawnee	549	-	-	53%	42%	3%	3%
Central HS	1,105	48	4%	81%	7%	8%	4%
Doss HS	1,080	108	10%	49%	34%	11%	6%
Fairdale HS	1,181	69	6%	21%	60%	15%	4%
Iroquois HS	1,284	384	30%	52%	25%	12%	11%
Seneca HS	1,401	129	9%	42%	36%	16%	6%
Southern HS	1,256	111	9%	32%	46%	18%	4%
Valley HS	1,086	-	-	37%	56%	3%	3%
Western HS	788	-	-	70%	24%	3%	3%
Turnaround Total	9,730	849	9%	47%	37%	11%	5%
Non Turnaround Total	17,675	283	2%	31%	55%	7%	7%

# Non Academic: High Schools

	2016-17				
	% Free/ Reduced	Attendance Rate	YTD Suspensions	% Mobility	Teacher Retention Rate
Academy @ Shawnee	80%	90%	300	18.2	78%
Central HS	83%	95%	19	2.0	86%
Doss HS	74%	92%	169	11.9	87%
Fairdale HS	71%	92%	69	7.2	96%
Iroquois HS	83%	90%	334	14.6	84%
Seneca HS	76%	91%	173	12.6	89%
Southern HS	71%	92%	153	13.6	88%
Valley HS	79%	91%	173	14.1	90%
Western HS	82%	90%	201	17.7	75%
Turnaround Total	77%	92%	1,591	12.4	86%
Non Turnaround Total	47%	95%	1,364	5.64	89%

# Non Academic: Middle Schools

	2016-17 Enrollment						
	Total	# ESL	% ESL	% African American	% White	% Hispanic	% Other
Olmsted North	578	76	13%	42%	36%	15%	8%
Knight MS	414	-	-	25%	57%	12%	5%
Moore Traditional	932	74	8%	33%	41%	20%	6%
Stuart Academy	654	-	-	43%	44%	9%	5%
Thomas Jefferson MS	910	102	11%	43%	30%	20%	7%
Valley Prep	184	-	-	52%	40%	4%	4%
Western MS	606	47	8%	58%	29%	7%	6%
Westport MS	1,261	58	5%	34%	46%	11%	8%
Turnaround Total	5,539	357	6%	40%	40%	14%	7%
Non Turnaround Total	15,026	284	2%	36%	48%	8%	8%



# Non Academic: Middle Schools

	2016-17				
	% Free/ Reduced	Attendance Rate	YTD Suspensions	% Mobility	Teacher Retention Rate
<b>Knight MS</b>	79%	95%	14	15.6	90%
<b>Moore Traditional</b>	75%	96%	107	12.3	77%
<b>Olmsted North</b>	84%	94%	116	18.2	90%
<b>Stuart Academy</b>	84%	93%	126	14.0	46%
<b>Thomas Jefferson MS</b>	86%	95%	139	16.3	84%
<b>Valley Prep</b>	84%	93%	61	14.1	75%
<b>Western MS</b>	65%	96%	8	6.1	83%
<b>Westport MS</b>	61%	95%	165	12.5	70%
<b>Turnaround Total</b>	75%	95%	736	13.6	76%
<b>Non Turnaround Total</b>	<b>58%</b>	<b>96%</b>	<b>1,404</b>	<b>8.8</b>	<b>88%</b>

# Non Academic: Elementary Schools

	2016-17 Enrollment						
	Total	# ESL	% ESL	% African American	% White	% Hispanic	% Other
Blake ES	470	69	15%	26%	48%	16%	9%
Blue Lick ES	491	-	-	21%	63%	10%	5%
Byck ES	490	46	9%	89%	5%	3%	3%
Camp Taylor ES	432	110	25%	23%	48%	25%	5%
Coleridge-Taylor	588	-	-	71%	22%	2%	4%
Maupin ES	341	-	-	82%	11%	2%	5%
McFerran Preparatory	736	134	18%	74%	9%	12%	5%
Roosevelt Perry ES	345	-	-	80%	13%	3%	4%
Trunnell ES	514	44	9%	35%	41%	13%	12%
Wellington ES	455	-	-	53%	36%	4%	7%
Wheatley ES	343	70	20%	85%	3%	8%	3%
Wilkerson ES	456	48	11%	21%	59%	14%	6%
Turnaround Total	5,191	521	10%	55%	30%	9%	6%
Non Turnaround Total	40,222	3291	8%	32%	46%	12%	10%

# Non Academic: Elementary Schools

	2016-17				
	% Free/ Reduced	Attendance Rate	YTD Suspensions	% Mobility	Teacher Retention Rate
Blake ES	81%	97%	7	13.3	83%
Blue Lick ES	78%	96%	6	12.1	88%
Byck ES	91%	96%	15	6.8	85%
Camp Taylor ES	85%	97%	3	10.3	94%
Coleridge-Taylor	70%	97%	17	10.7	85%
Maupin ES	89%	96%	5	7.5	78%
McFerran Preparatory	87%	96%	13	6.6	90%
Roosevelt Perry ES	96%	95%	47	6.7	68%
Trunnell ES	77%	96%	5	8.7	82%
Wellington ES	83%	96%	10	16.2	91%
Wheatley ES	89%	96%	22	17.8	81%
Wilkerson ES	74%	97%	0	11.5	90%
Turnaround Total	83%	96%	150	10.5	85%
Non Turnaround Total	64%	97%	479	9.7	88%

# Kentucky Department of Education



# Supporting Priority Schools in JCPS

- Diagnostic Reviews for all priority schools to assist leadership in identifying improvement priorities.
- Currently, estimated up to \$6 million awarded to three schools in year one of priority (Moore MS, Roosevelt-Perry, Byck).
- Additional funds to be soon released for existing priority schools. No funds for latest priority schools (Maupin & Wellington)
- 22 Education Recovery Staff Members assisting 17 schools.
- 1 Educational Recovery Director working with school teams and district personnel
- Novice Reduction Training for ALL schools in JCPS (October).

# What is a Diagnostic Review?

The diagnostic review process is a comprehensive examination of five major systems at work in the school to support student success. These systems are:

1. Purpose and Direction
2. Governance and Leadership
3. Teaching and Assessing for Learning
4. Resources and Support
5. Using Results for Continuous Improvement

Each school conducts an internal self-assessment of their systems and processes aligned to the AdvancEd Standards and Indicators for School Improvement.

A team of education specialists uses that self-assessment and other relevant data such as observations, interviews, and artifact examination to provide an external review of the systems and processes aligned to the AdvancEd Standards and Indicators for School Improvement.

A report is generated by the diagnostic review team with identified improvement priorities to assist the school and district in the improvement planning process.

# Roosevelt-Perry Elementary



# How We are Addressing Improvement Priorities

- Development and Implementation of Vision & Mission
- The Rewriting of our Comprehensive School Improvement Plan to reflect the systems of work
- Master schedule that allows maximum minutes for instruction
- The Development of Multi Tiered System of Support handbook and protocol
- The Implementation of Multi Tiered System of Support Monthly
- Continuous Improvement Protocol procedures





# How We are Addressing Improvement Priorities

- Professional Learning Community work (continued)
- Core Program Focus
- Coaching for Teachers by Instructional Support Staff
- Community Partnership (Louisville Urban League)
- Parent Involvement Series and Family Nights at School
- Reviewing and/or rewriting of School Policies



# Professional Development (Summer 2016)

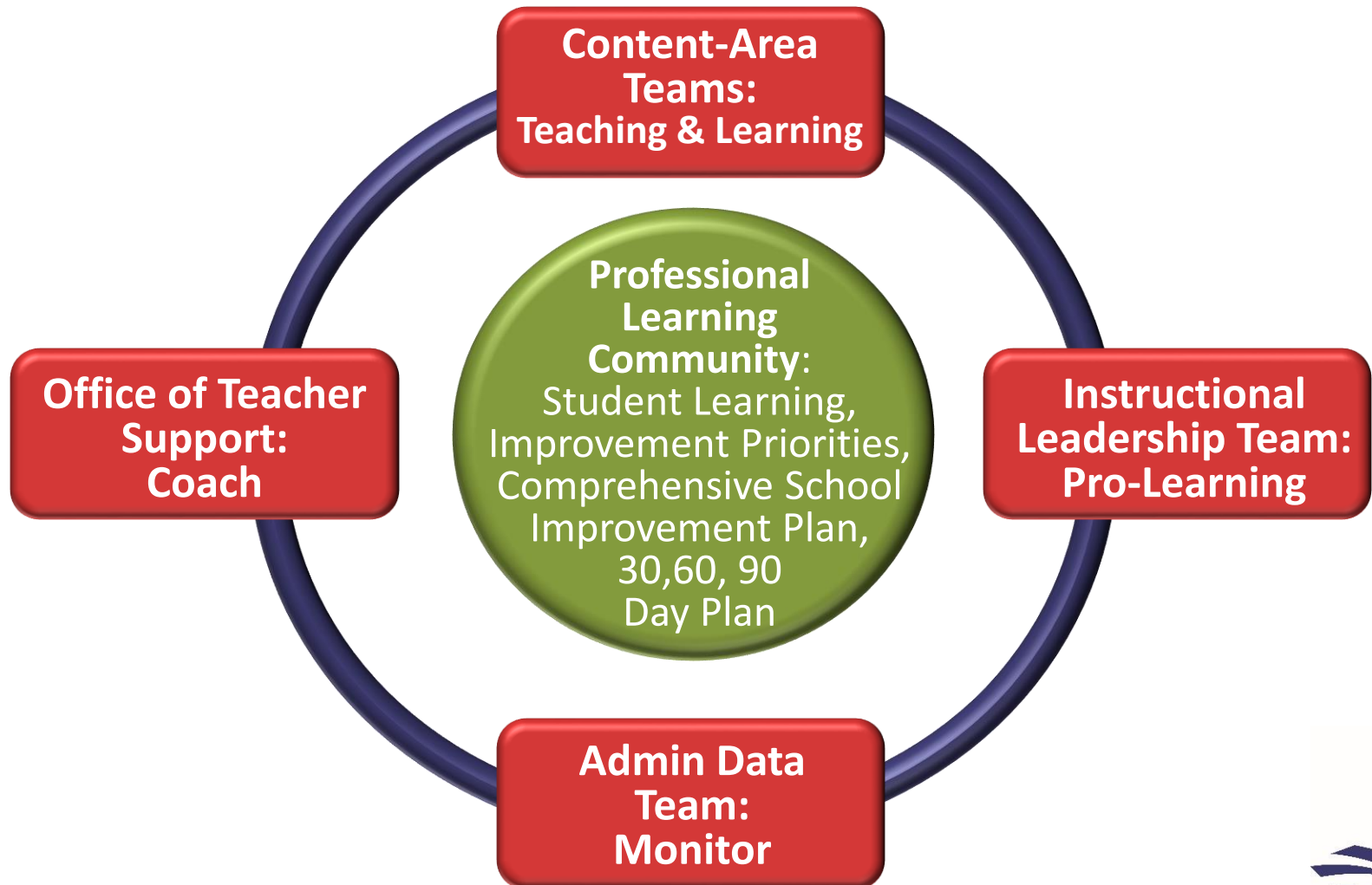
- **Math Envisions 2.0**  
(Core Program)
- **Journeys**  
(Reading Core Program)
- **Multi Tiered System of Support (Rtl)**
- **Compass Learning**
- **Thoughtful Education**  
(Literacy Instructional Strategies)
- **Positive Behavior Intervention & Supports/Seven Habits of Happy Kids**
- **MAP** (Measures of Academic Progress)
- **Focus on Curriculum & Instruction as well as Interventions, in the context of a positive behavior system**



# Frederick Law Olmsted Academy North



# A Professional Learning Community Driven by Collaborative Teams



# Current PLC/School Improvement Focus:

Improve Assessment and Feedback for Learning (Wiliam, 2011)

	Where the Learner is going	Where the Learner is right now	How to get there
Teacher	1. Clarifying learning Intentions and criteria for success	2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding	3. Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	4 Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	5 Activating students as the owners of their own learning	



# A Professional Learning Community Driven by Collaborative Teams

**Olmsted North (PLC): Improve student learning and instruction through better formative assessment techniques**

- Instructional Leadership Team (ILT): Design and deliver content specific professional learning for teachers focusing on **formative assessment techniques**.
- Collaborative Teams (CTs): Teachers use learning data to design and deliver high quality instruction, through **formative assessment** techniques, that ensure all students succeed.
- Admin Data Team (ADT): Monitor/Support teacher learning and formative assessment techniques through **instructional walkthroughs** (Danielson, 3D), CT artifact assessments and feedback.
- Office of Teacher Support (OTS): Coach individual teacher learning needs based on student performance and formative measures of **instructional performance** (PGES).

# Western High School



# Finding Our Barriers To School Improvement



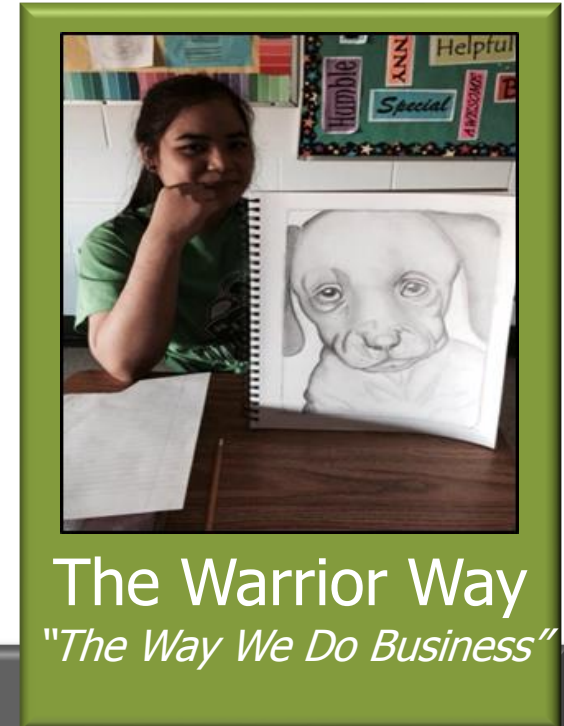
## A Collaborative Approach

WECHS. College-ready. Career-experienced. Goal-driven. Reality-certain.



# The Journey - Identifying Key Barriers to School improvement

- Low reading and writing skills
- Deficits in basic math skills
- Instructional effectiveness
- Student SEL aptitude
- Student exposure to trauma
- Student apathy
- Lack of home support/ involvement



## The Warrior Way

- Standardization of protocols and procedures
- Identification of needed resources (School & District)
- The Big Green Book (BGB)

# Data Monitoring of School Progress

- All EoC/Core Content (NAPD)
- Student Success
- Attendance
- Behavior
- College Readiness (ACT)
- Career Readiness

## Warrior Big Rocks

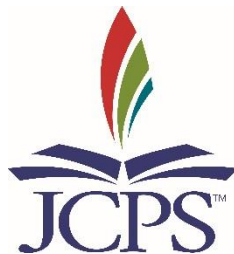
Increased  
Rigor

Positive  
Behavior  
Strategies

Appropriate  
Instructional  
Support



# **Summarizing Our School-District-State Partnership to Support Turnaround Schools**



# Guiding Our Work - Vision 2020

## Focus Area: Learning, Growth, and Development

### Goal: Deeper Learning

Strategy 1.1.1: Adopt a broader definition of learning

Strategy 1.1.7: Eliminate achievement, learning, and opportunity gaps

## Focus Area: Increasing Capacity and Improving Culture

### Goal: Professional Capacity in Teachers and Leaders

Strategy 2.1.1: Personalize deeper learning

### Goal: High-Performing Teams and Professional Learning Communities

Strategy 2.2.1: Define high-performing teams

Strategy 2.2.4: Develop leaders

## Focus Area: Improving Infrastructure and Integrating Systems

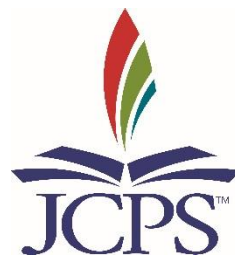
### Goal: Infrastructure Improvements

Strategy 3.1.2: Improve instructional infrastructure

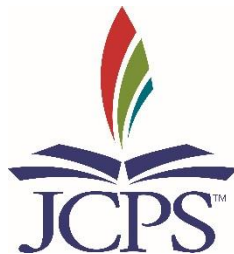
Strategy 3.1.4: Ensure responsible stewardship of resources

### Goal: Access to Public School Choice

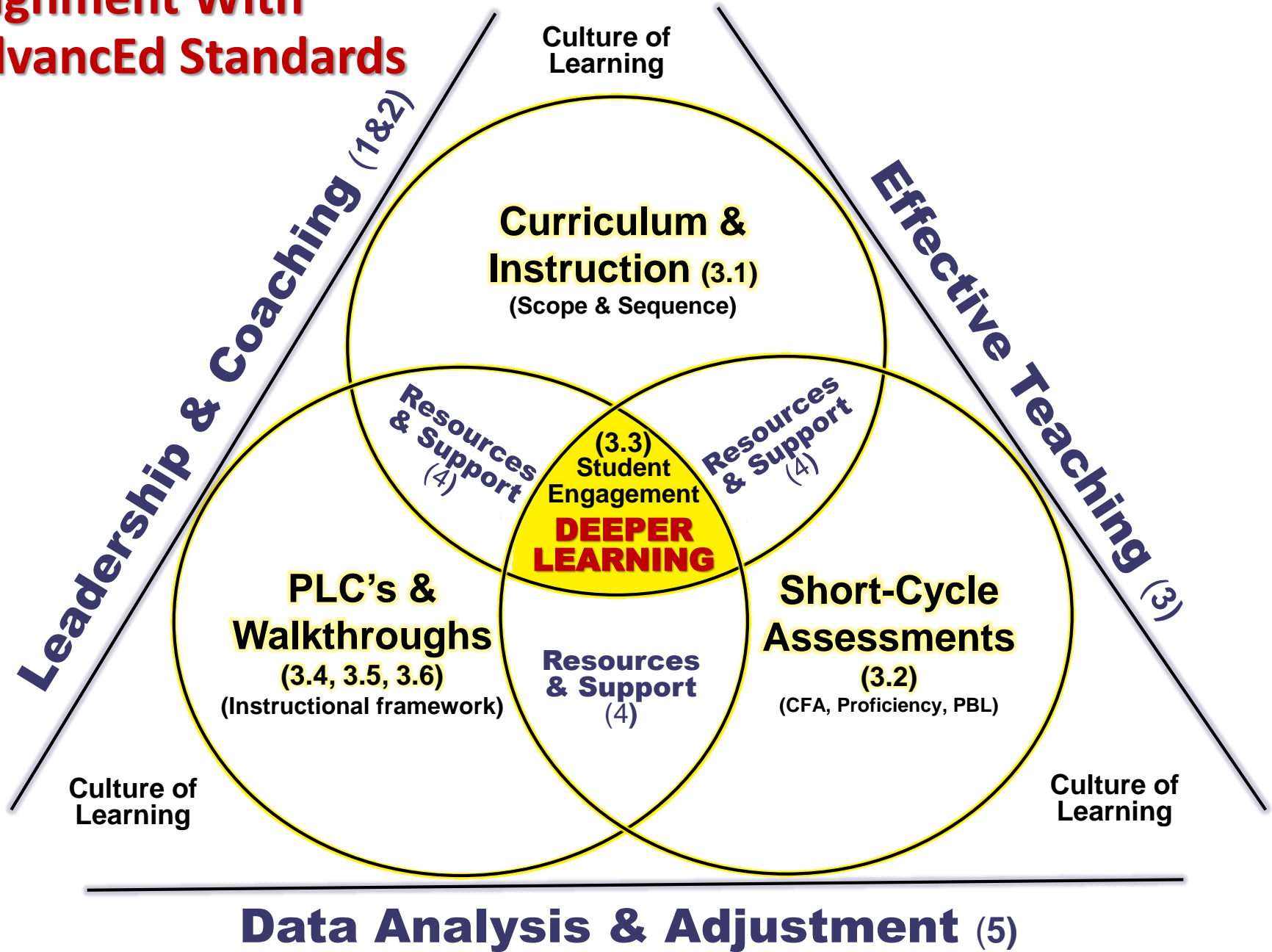
Strategy 3.4.5: Reduce student mobility



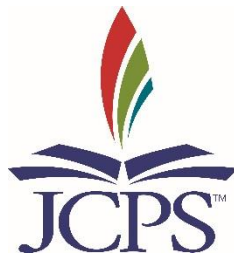
# School-Based Work



# Alignment With AdvancEd Standards



# District-Based Work





## Operations:

Prompt maintenance of facilities and student transportation make learning possible.

## Data Management, Planning & Program Evaluation:

Assistance with truancy prevention, student mobility, annual audits, grants, and accountability reviews.

## Diversity, Equity, and Poverty:

CARDS (UofL) professional development program and Equity Institute focusing on Males of Color.

## Chief Academic Officer (Curriculum & Instruction and Academic Support Services):

Professional Development with Content Specialists and District Goal Clarity Coaches; mental health, counselors, ECE, and ESL services.

## Human Resources:

Priority schools may receive their transfer list one week earlier than other schools. Priority schools shall participate in the transfer process but will not be required to select any staff from the transfer list.



## Finance:

Extended learning funds are provided to priority schools as part of the Turnaround/Transformation Model requirements.

## KDE:

Educational Recovery Staff is supporting priority schools

- Educational Recovery Director
- Educational Recovery Leaders
- Educational Recovery Specialists

## Communications:

Perfect Attendance Incentive and Social Media Ambassadors program.



# Strategic Support for Building Capacity

## Priority Teacher Institute

Designed by priority teachers for **new priority teachers**. July 28 & 29, Booster Session Nov 7. Numerous breakout opportunities: Cultural Proficiency, Assessment Strategies, Engagement Strategies, Classroom Rituals and Routines, Networking Opportunities

## Priority Coaches Community

**Goal clarity coaches** review and create new personal action plans with peer support from the PCC and are introduced to new coaching ideas. Next meeting Dec 13.

## National Institute for School Leadership

**Administrators and teacher leaders** train in effective and student-centered instructional leadership. Sessions ongoing throughout year.

## Response to Intervention

**Administrators, goal clarity coaches, and teacher leaders** train on the premise to provide timely, targeted, systematic support early, rather than delayed help.

## Principal's Meeting

Multiple breakout sessions throughout the year. Latest work session Nov 10.

**Principals** participated in a guided discussion around recent accountability results. Ideas, resources, best practices, and feedback shared within the groups.

# Key Takeaways (Continued)

- We will continue supporting our Priority and Transformation schools by joining forces with school leadership/teachers, students, parents, and community in a coherent, strategic way.

## Priority Schools Office

**Dr. Marco Muñoz**, Director II  
[marco.munoz@jefferson.kyschools.us](mailto:marco.munoz@jefferson.kyschools.us)

**Jennifer Westerfield**, Data Management/Research Technician  
[jennifer.westerfield@jefferson.kyschools.us](mailto:jennifer.westerfield@jefferson.kyschools.us)

## Kentucky Department of Education

**Tim Godbey**, Educational Recovery Director  
[tim.godbey@education.ky.gov](mailto:tim.godbey@education.ky.gov)

## Western High School

**Michael Newman**, Principal  
[michael.newman@jefferson.kyschools.us](mailto:michael.newman@jefferson.kyschools.us)

## Frederick Law Olmsted Academy North

**Ryan Rodosky**, Principal  
[ryan.rodosky@jefferson.kyschools.us](mailto:ryan.rodosky@jefferson.kyschools.us)

## Roosevelt-Perry Elementary

**Nichole Marshall**, Principal  
[kimberly.marshall2@jefferson.kyschools.us](mailto:kimberly.marshall2@jefferson.kyschools.us)

