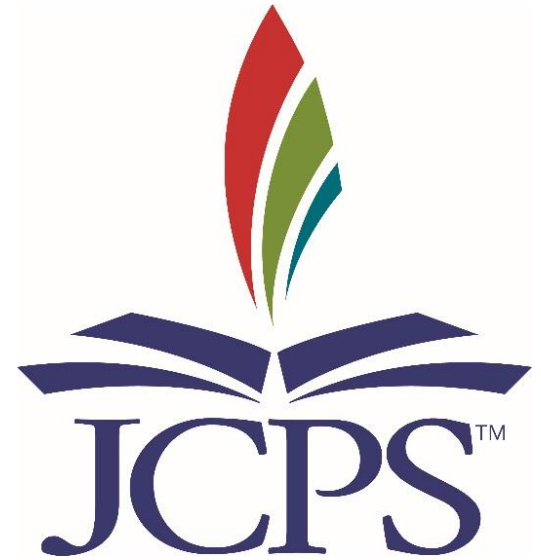


Turnaround Schools

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

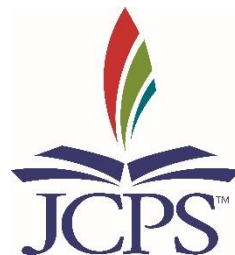
**MONITOR
SUPPORT
COACH**



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)

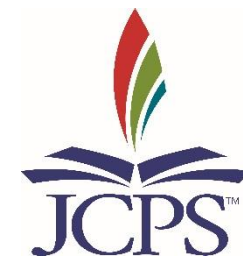
| Cohort 1 | AMO Score | AMO Goal | AMO Met | Grad Rate | >5% |
|----------|-----------|----------|---------|-----------|-----|
| 2013 | 39.2 | 32.0 | Yes | 70.9 | No |
| 2014 | 55.0 | 54.2 | Yes | 77.9 | No |
| 2015 | 58.7 | 56.0 | Yes | 74.5 | No |
| 2016 | 57.9 | 54.9 | Yes | 79.8 | Yes |

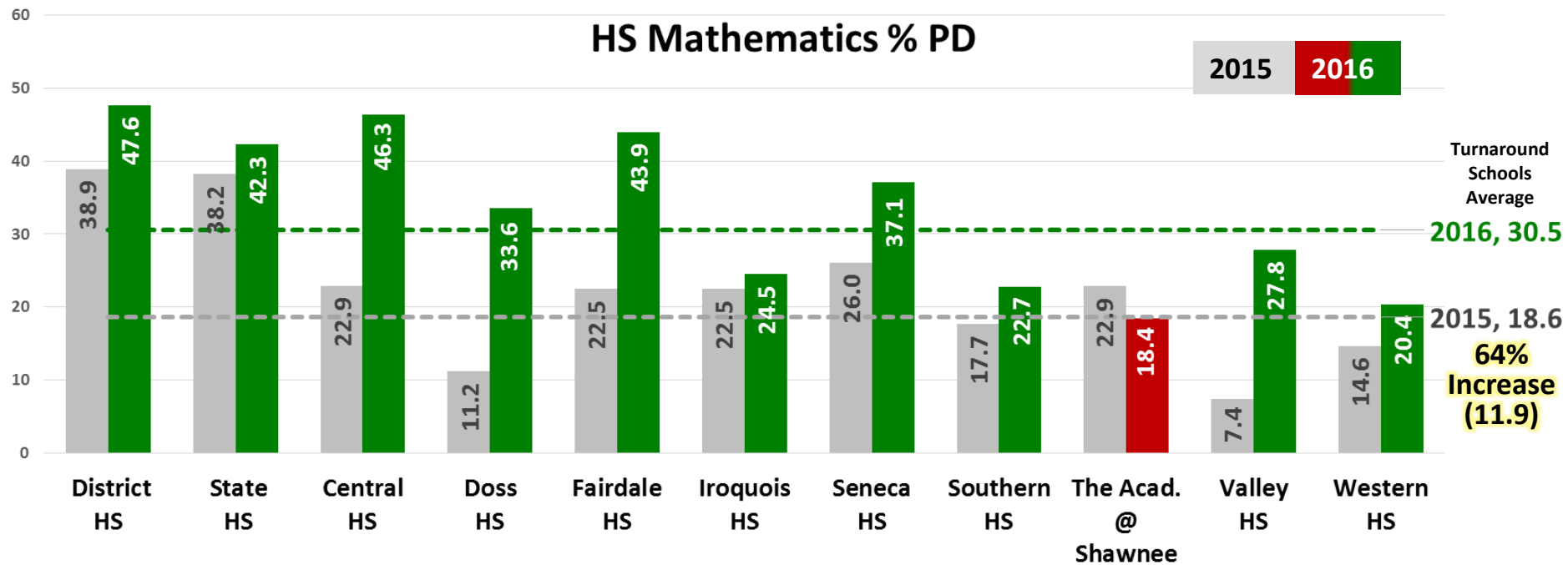
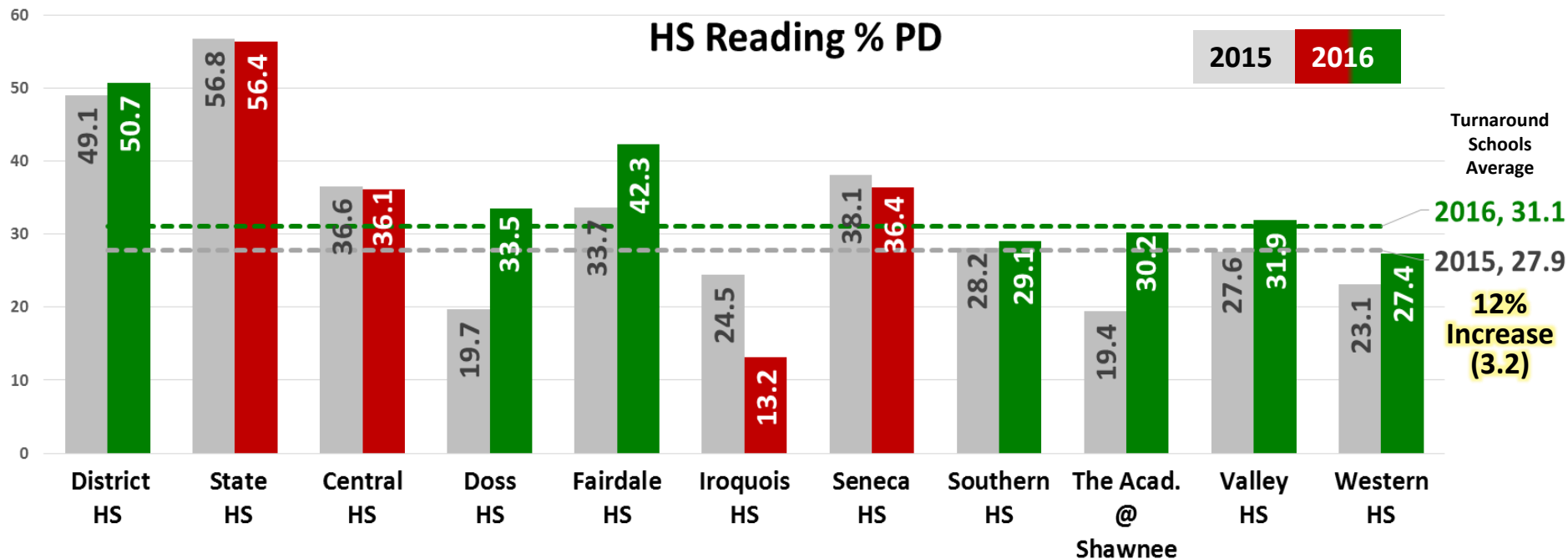
Western High

| 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 |

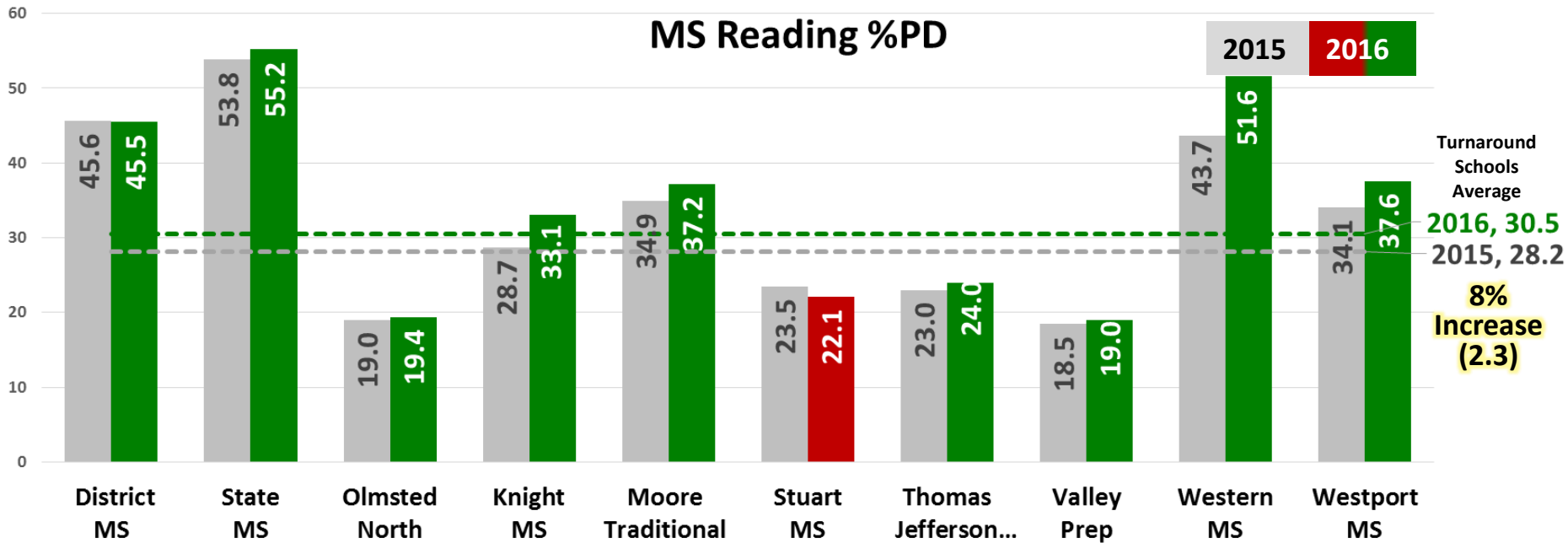
★ ESL Location

Turnaround Schools
% PD
(Achievement)
Growth 2015 to 2016

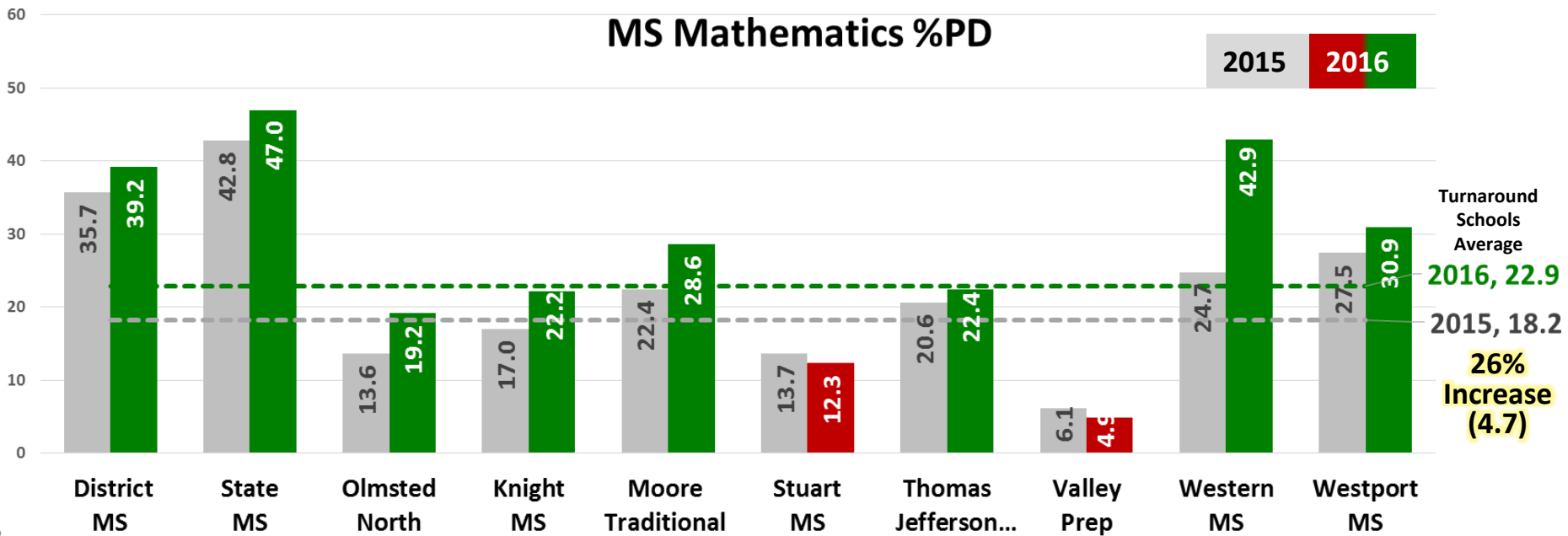


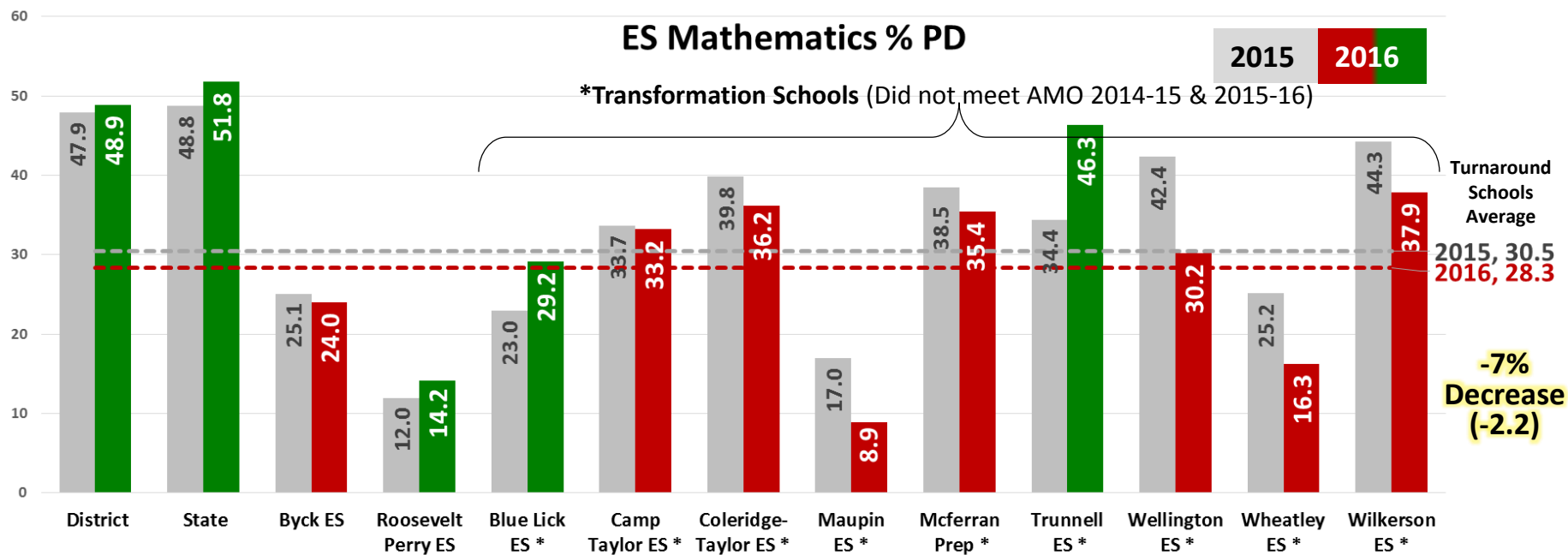
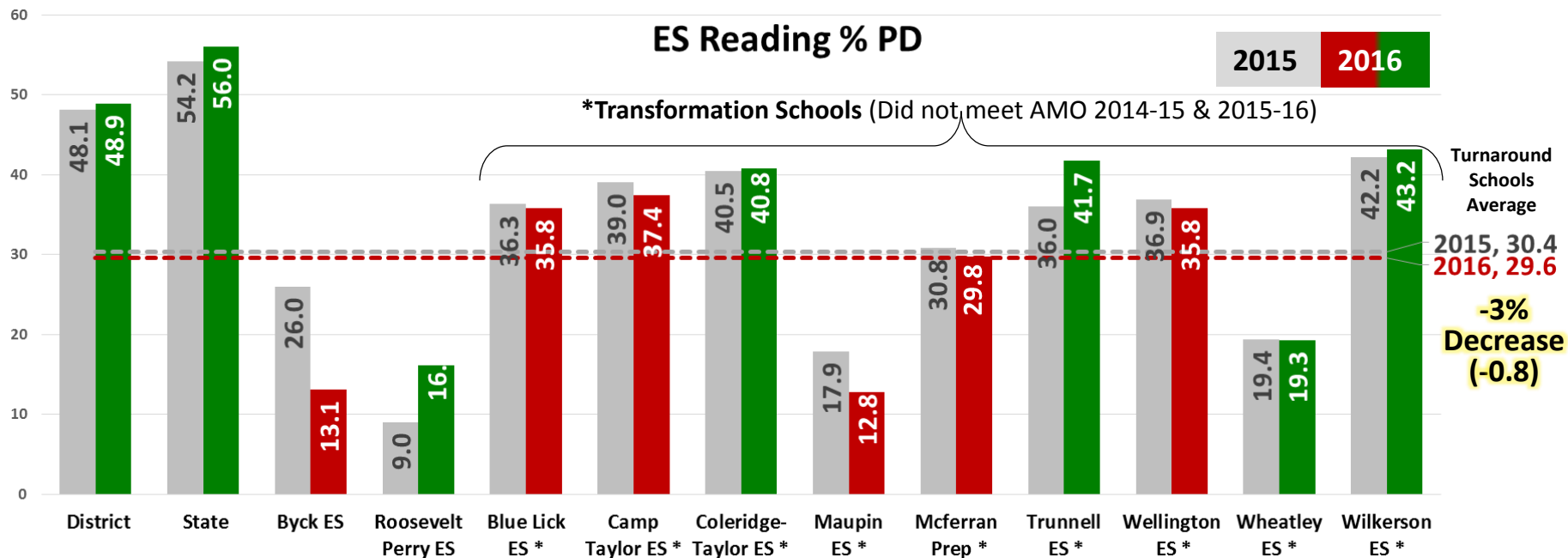


MS Reading %PD



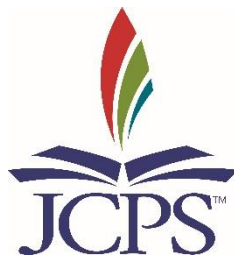
MS Mathematics %PD





Novice Reduction

**Non-Duplicated Gap Group
% Novice**



% Novice Non-Duplicated Gap Group

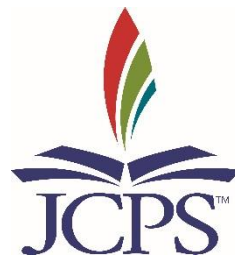
| High | | District | State | Turn-around AVG | Central HS | Doss HS | Fairdale HS | Iroquois HS | Seneca HS | Southern HS | The Academy @ Shawnee | Valley HS | Western HS |
|-------------|------|----------|-------|--------------------|---------------|------------|----------------|----------------|--------------|----------------|--------------------------------|--------------|---------------|
| 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**

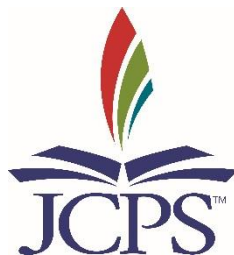
- 3 schools potentially exiting priority status
- Novice Reduction was successful

- **Middle Schools in 2016-17**

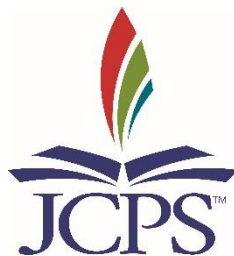
- Only 3 schools met AMO last school year
- Novice Reduction needs HELP

- **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 | 37.6 | 5035 | 39.5 | 1.9 | 1920 | 77.8 | 1,891 | 80.6 | 2.8 |
| Central High School | 282 | 36.2 | 269 | 34.9 | -1.3 | * | * | * | * | * |
| Doss High | 250 | 17.6 | 220 | 32.3 | 14.7 | 24 | 41.7 | 16 | 50.0 | 8.3 |
| Fairdale High School | 218 | 30.3 | 236 | 41.1 | 10.8 | 46 | 50.0 | 38 | 50.0 | 0.0 |
| Iroquois High | 233 | 22.7 | 290 | 12.8 | -9.9 | 12 | 58.3 | * | * | * |
| Seneca High | 329 | 35.0 | 314 | 33.1 | -1.9 | 54 | 57.4 | 38 | 63.2 | 5.8 |
| Southern High School | 260 | 26.2 | 278 | 25.2 | -1.0 | 45 | 40.0 | 49 | 51.0 | 11.0 |
| The Academy @ Shawnee | 126 | 18.3 | 122 | 29.5 | 11.2 | * | * | * | * | * |
| Valley High School | 230 | 26.5 | 181 | 29.3 | 2.8 | 42 | 33.3 | 29 | 48.3 | 15.0 |
| Western High School | 153 | 21.6 | 206 | 26.2 | 4.6 | * | * | * | * | * |

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

> = 1

Between

< = -1

*Less than 10 students, data not reported

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

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

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

> = 1

Between

< = -1

*Less than 10 students, data not reported

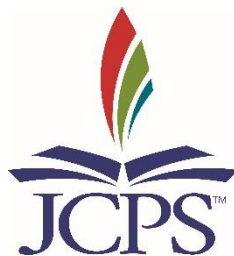
Closing the Gap: Elementary Schools

Mathematics

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

Questions & Answers

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 |
| Knight MS | 79% | 95% | 14 | 15.6 | 90% |
| Moore Traditional | 75% | 96% | 107 | 12.3 | 77% |
| Olmsted North | 84% | 94% | 116 | 18.2 | 90% |
| Stuart Academy | 84% | 93% | 126 | 14.0 | 46% |
| Thomas Jefferson MS | 86% | 95% | 139 | 16.3 | 84% |
| Valley Prep | 84% | 93% | 61 | 14.1 | 75% |
| Western MS | 65% | 96% | 8 | 6.1 | 83% |
| Westport MS | 61% | 95% | 165 | 12.5 | 70% |
| | | | | | |
| Turnaround Total | 75% | 95% | 736 | 13.6 | 76% |
| Non Turnaround Total | 58% | 96% | 1,404 | 8.8 | 88% |

Non Academic: Elementary Schools

| | 2016-17 Enrollment | | | | | | | |
|----------------------|--------------------|-------|-------|--------------------|---------|------------|---------|-----------------|
| | Total | # ESL | % ESL | % African American | % White | % Hispanic | % Other | % Free/ Reduced |
| Blake ES | 470 | 69 | 15% | 26% | 48% | 16% | 9% | 81% |
| Blue Lick ES | 491 | - | - | 21% | 63% | 10% | 5% | 78% |
| Byck ES | 490 | 46 | 9% | 89% | 5% | 3% | 3% | 91% |
| Camp Taylor ES | 432 | 110 | 25% | 23% | 48% | 25% | 5% | 85% |
| Coleridge-Taylor | 588 | - | - | 71% | 22% | 2% | 4% | 70% |
| Maupin ES | 341 | - | - | 82% | 11% | 2% | 5% | 89% |
| McFerran Preparatory | 736 | 134 | 18% | 74% | 9% | 12% | 5% | 87% |
| Roosevelt Perry ES | 345 | - | - | 80% | 13% | 3% | 4% | 96% |
| Trunnell ES | 514 | 44 | 9% | 35% | 41% | 13% | 12% | 77% |
| Wellington ES | 455 | - | - | 53% | 36% | 4% | 7% | 83% |
| Wheatley ES | 343 | 70 | 20% | 85% | 3% | 8% | 3% | 89% |
| Wilkerson ES | 456 | 48 | 11% | 21% | 59% | 14% | 6% | 74% |
| Turnaround Total | 5,661 | 521 | 9% | 55% | 30% | 9% | 6% | 83% |
| Non Turnaround Total | 40,222 | 3291 | 8% | 32% | 46% | 12% | 10% | 64% |

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% |

Questions & Answers

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)

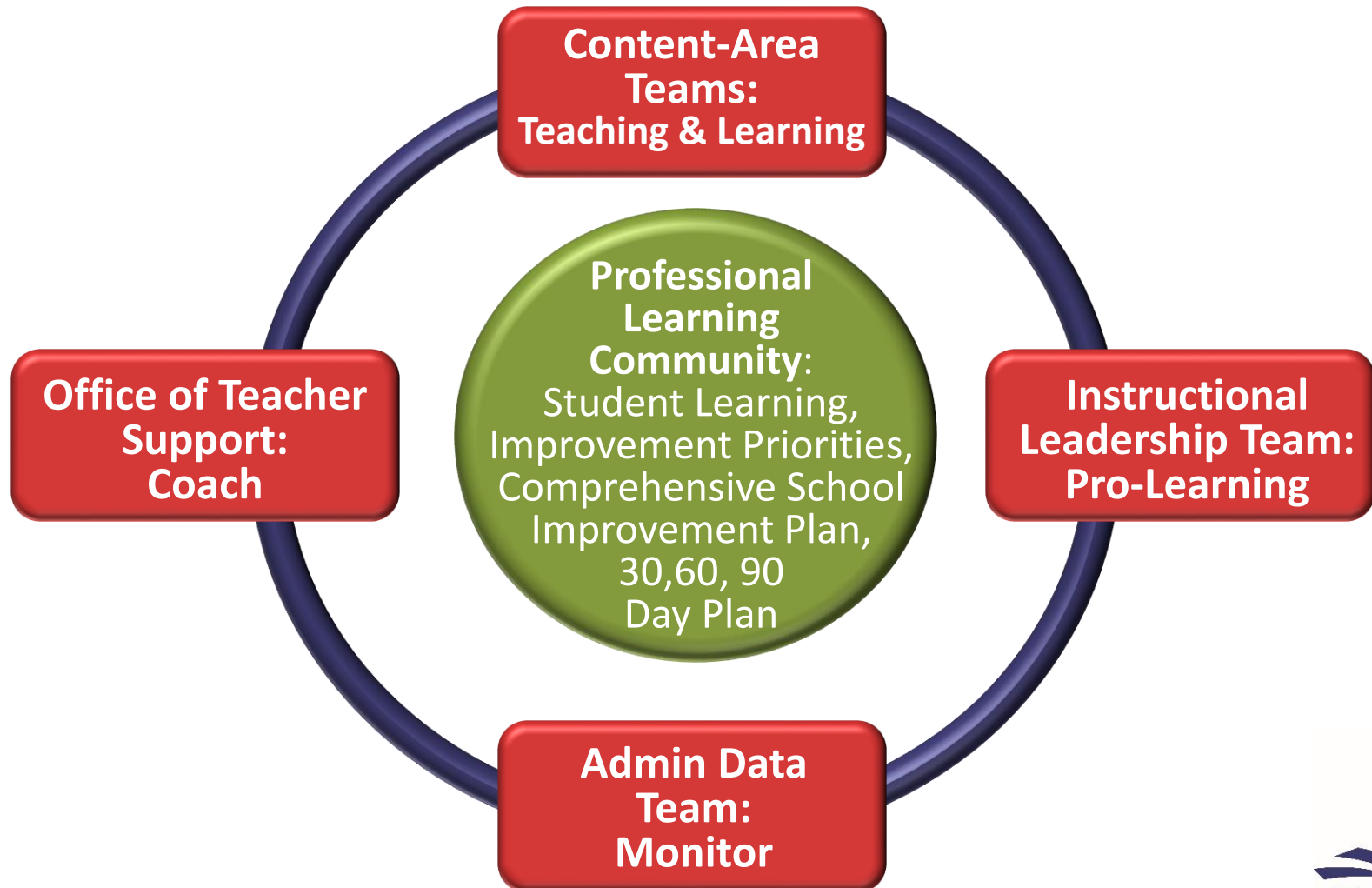
- **Math Envisions 2.0**
(Core Program)
- **Journeys**
(Reading Core Program)
- **Multi Tiered System of Support (Rtl)**
- **Compass Learning**
- **Thoughtful Education**
(Literacy Instructional Strategies)
- **Positive Behavior Intervention & Supports/Seven Habits of Happy Kids**
- **MAP** (Measures 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

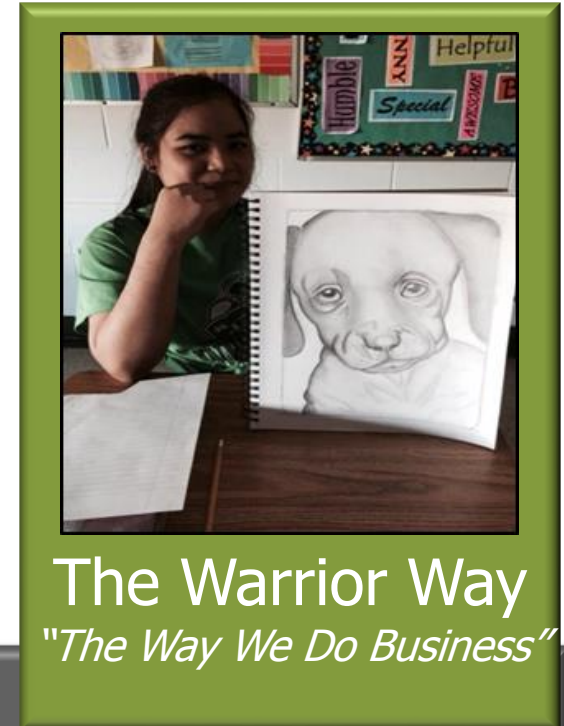


A Collaborative Approach

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

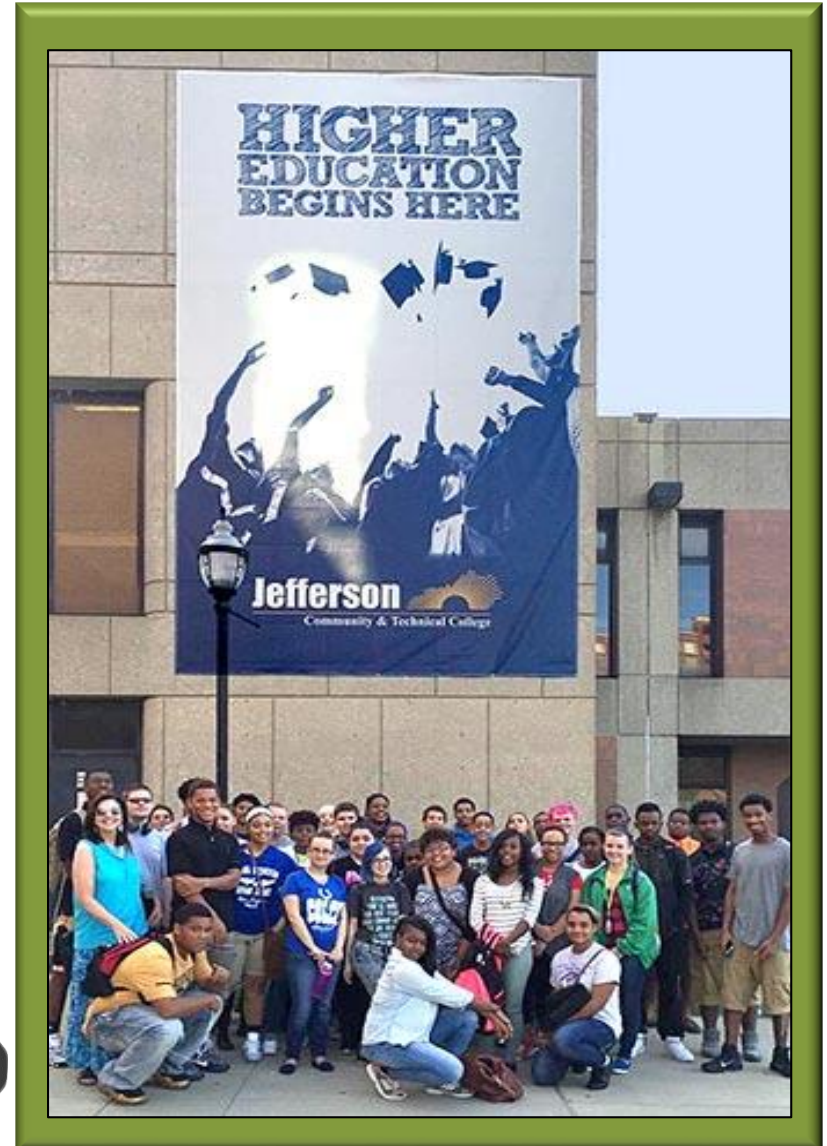
- All EoC/Core Content (NAPD)
- Student Success
- Attendance
- Behavior
- College Readiness (ACT)
- Career Readiness

Warrior Big Rocks

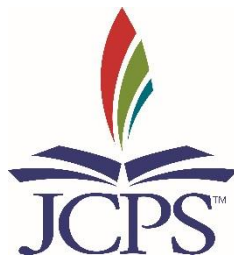
Increased
Rigor

Positive
Behavior
Strategies

Appropriate
Instructional
Support



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



Questions & Answers

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

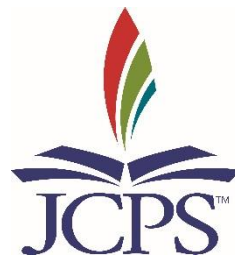
Goal: Infrastructure Improvements

Strategy 3.1.2: Improve instructional infrastructure

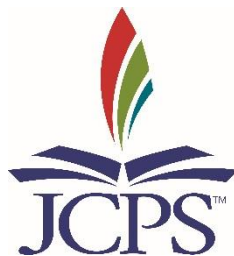
Strategy 3.1.4: Ensure responsible stewardship of resources

Goal: Access to Public School Choice

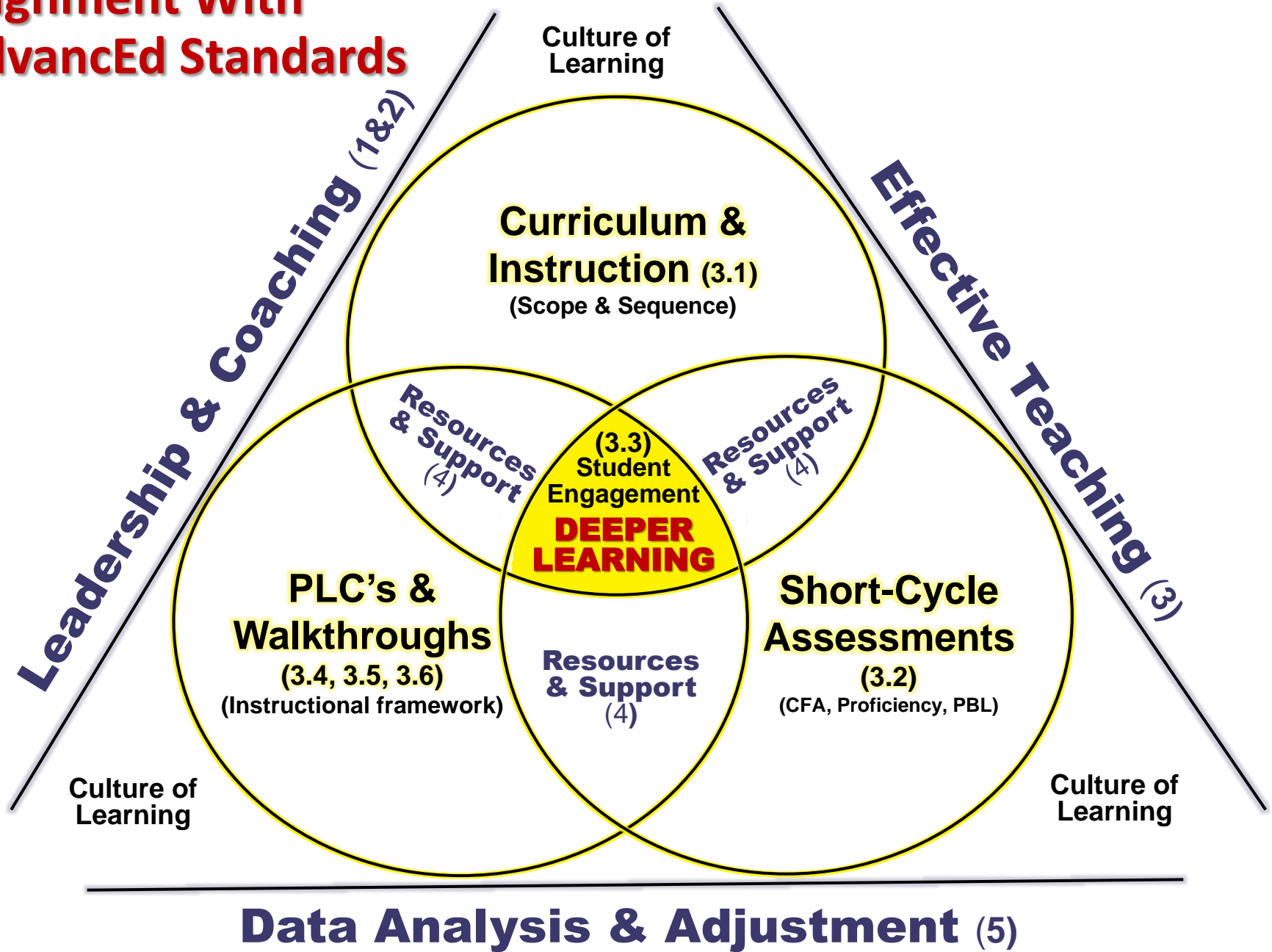
Strategy 3.4.5: Reduce student mobility



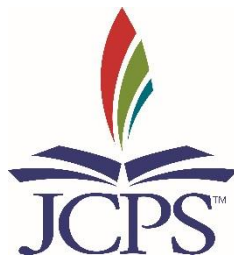
School-Based Work



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.

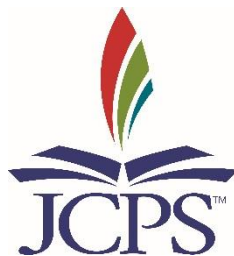
Principal's Meeting

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.



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Western High School

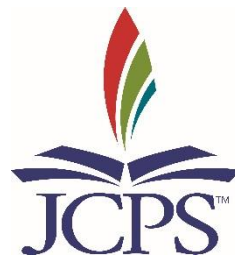
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Questions & Answers

