

## Vision 2020: Excellence with Equity

### Targets and Leading Indicators

This document is a draft outline of the current Targets and Leading Indicators as described in Vision 2020. Specific 2016-2017 targets are outlined in some areas. For example, our 2016-2017 target for percent college and career readiness is 70.5% (aligned with state goals). In other areas, baseline data are being collected in 2016-2017 and targets will be set after that data become available. For example, the Comprehensive Surveys have new items on student capacities and dispositions that will be available in April 2017. Finally, there are some Targets and Leading Indicators where metrics are being developed. These are denoted by “TBD” (To Be Determined) in this document.

### Focus Area: Learning, Growth, and Development

#### Goal: Deeper Learning

Strategy Owners	Description	Possible Metric(s)	16-17 Target	Source	Cycle	Metric Owner
<b>TARGETS</b>						
Dossett, Herring, Marshall	<b>1. High school graduation:</b> Increase the Four-Year Adjusted Cohort Graduation Rate from 79.0 percent in 2015 to 93.0 percent in 2020.	4 Year Cohort Rate	84.7	KDE School Report Card	Annual	Dossett
Dossett, Herring, Marshall	<b>2. Graduates ready for college and career:</b> Increase the percentage of students who are college- and career-ready from 63.0 percent in 2015 to 90.0 percent in 2020.	% College/ Career Ready	70.5	KDE School Report Card	Annual	Dossett
Dossett, Herring, Marshall	<b>3. Capacities and dispositions:</b> Increase the percentage of students demonstrating the capacities and dispositions necessary for success in life (Definitions and measures to be developed in 2015-16. Baseline 2016-17*).	Piloting 10 items	Baseline	JCPS CSS	Annual	Dossett
<b>LEADING INDICATORS</b>						
Dossett, Herring, Marshall	<b>1. Academic proficiency:</b> Meet the Kentucky Department of Education (KDE) annual delivery targets for increasing the percentage of students scoring Proficient or Distinguished in all content areas.	KDE Delivery Target - %PD by Content Area (All students)	RD – 61.1, 59.3, 66.2 MA - 58.8, 54.0, 58.0	KDE School Report Card	Annual	Dossett
Dossett, Herring, Marshall	<b>2. Novice reduction:</b> Meet the KDE annual delivery targets for decreasing the percentage of Gap students scoring Novice in reading and math.	% Novice by Content Area (Gap students) – 10% annual decrease	RD – 30.7, 35.6, 44.7 MA - 23.1, 29.7, 20.4	KDE School Report Card	Annual	Dossett

Strategy Owners	Description	Possible Metric(s)	16-17 Target	Source	Cycle	Metric Owner
Dossett, Herring, Marshall	<b>3. Closing the Gap:</b> Meet the KDE annual delivery targets for increasing the percentage of Gap students scoring Proficient or Distinguished while significantly closing the distance in performance between non-Gap and Gap students.	KDE Delivery Target - %PD by Content Area (Gap students)	RD – 54.1, 52.0, 57.3 MA – 52.0, 46.7, 51.0	KDE School Report Card	Annual	Dossett
Dossett, Herring, Marshall	<b>4. Kindergarten readiness:</b> Increase the percentage of students identified as kindergarten-ready from 47.9 percent in fall 2015 to 77 percent in 2020.	BRIGANCE	53.7	KDE Open House	Annual	Dossett
Dossett, Herring, Marshall	<b>5. Primary grade reading:</b> Increase the percentage of students reading on grade level in all Primary grades, kindergarten through grade three	3 <sup>rd</sup> Grade Reading Pledge Benchmarks	K – 67.5% 1 – 50.9% 2 – 56.5%	JCPS CASCADE	Annual	Dossett
Dossett, Herring, Marshall	<b>6. Third-grade reading proficiency:</b> Increase the percentage of students scoring Proficient or higher in reading from 47.0 percent in 2015 to 74.0 percent in 2020	% P/D in Reading (All students – 3 <sup>rd</sup> grade)	50.3% P/D 3 <sup>rd</sup> Grade Reading	KDE School Report Card	Annual	Dossett
Dossett, Herring, Marshall	<b>7. Equitable access:</b> Increase the percentage of students in underrepresented demographic groups participating in Advanced Learning Opportunities (e.g., Advance Program, Advanced Placement [AP], International Baccalaureate, Cambridge International, Dual Credit) and in programs designed to increase learning through enrichment, mentoring, and leadership activities.	% GT non-white	43.5% Non-white GT	KDE School Report Card – Learning Environ (tab) – program % GT non white	Annual	Dossett/ Marshall
Dossett, Herring, Marshall	<b>8. Equitable outcomes:</b> Increase the percentage of students in under-represented demographic groups who receive a score of 3 or better on AP tests.	AP Pass Rate (Gap students)	AP Gap pass rate (3+) 37.4%	JCPS Data Books	Annual	Dossett
Dossett, Herring, Marshall	<b>9. Priority Schools:</b> Reduce the number of schools that are identified as Priority Schools by KDE.	# Priority Schools	16	KDE School Report Card	Annual	Dossett

**Focus Area: Increasing Capacity and Improving Culture**  
*Goal: Professional Capacity in Teachers and Leaders*

Strategy Owners	Description	Possible Metric(s)	16-17 Target	Source	Cycle	Metric Owner
<b>TARGETS</b>						
Hudson, Marshall, Herring	<b>1. Effective Educators:</b> Increase the percentage of students who have access to effective educators (Definitions and measures to be developed in 2015-16. Baseline 2016-17).	% of TPGES Summative Ratings: Exemplary, Accomplished, Developing and Ineffective—Tenured vs Non-Tenured	Exemplary 38%; Accomplished 51%; Developing 5%; Ineffective 3%	CIITS	Annual	Hudson
Hudson, Marshall, Herring	<b>2. Capacities/Dispositions:</b> Increase the percentage of educators exhibiting the professional capacity to implement the integration of teaching, assessment, and learning opportunities in Learning Strategy 1.1.1 (Definitions and measures to be developed in 2015-16. Baseline 2016-17*).	Piloting 10 items	Baseline	JCPS CSS	Annual	Dossett
<b>LEADING INDICATORS</b>						
Hudson, Marshall, Herring	<b>1. Professional responsibilities:</b> Increase the average rating on the Professional Responsibilities and Classroom Environment scales on Professional Growth Effectiveness System (PGES) classroom observations.	% of TPGES Summative Ratings: Domain 2 and Domain 4	Domain 2: Exemplary 17%; Accomplished 65% Domain 4: Exemplary 18%; Accomplished 70%	CIITS	Annual	Hudson
Hudson, Marshall, Herring	<b>3. Culture and climate:</b> Definitions and measures for this indicator to be developed in 2015-16. Baseline 2016-17.	CSS Constructs: Caring Environment, School Belonging; % Student & Staff Attendance	Student att - 95%, staff att - 96% CCS - 84% CE, 81% SB	JCPS CSS JCPS % Attendance Dashboard	Annual (% Att (could be more frequent))	Dossett
Hudson, Marshall, Herring	<b>4. Behavior and discipline:</b> Definitions and measures for this indicator to be developed in 2015-16. Baseline 2016-17.	# /Type Behavior Events #/Type Resolutions SRC	59,019 events, 36,605 resolutions (5% decrease)	KDE School Report Card – LE	Annual (could be more frequent)	Zeitz
Hudson, Marshall, Herring	<b>5. Family involvement:</b> Increase family involvement with students who have multiple behavioral referrals.	% parent/guardian resolutions	10% (baseline – 7%)	JCPS Dash-board (IC)	Annual (could be more frequent)	Zeitz

### Focus Area: Increasing Capacity and Improving Culture

*Goal: High Performing Teams and Professional Learning Communities*

Strategy Owners	Description	Possible Metric(s)	16-17 Target	Source	Cycle	Metric Owner
<b>TARGETS</b>						
Herring, Hudson	<b>1. Effective teams:</b> Increase the number of teams within and across divisions that exhibit characteristics of organizational effectiveness (Definitions and measures to be developed in 2015-16. Baseline 2016-17).	<i>% of School and Department Goal Attainment, including Cross-department evidence</i>	Baseline	School/ Dept. goal attainment	Annual	Hudson
Herring, Hudson	<b>2. Effective PLCs:</b> Increase the average effectiveness rating of PLCs.	CSS Pilot Items	Baseline	JCPS CSS	Annual	Dossett
Herring, Hudson	<b>3. Effective leaders:</b> Increase the number of school and district staff who can lead teams in improving performance (Definitions and measures to be developed in 2015-16. Baseline 2016-17).	CSS Construct: School Admin/ Governance	CSS Staff - 72%	JCPS CSS	Annual	Dossett
<b>LEADING INDICATORS</b>						
Herring, Hudson	<b>1. Time and professional development:</b> Increase the average ratings on Teaching, Empowering, Leading and Learning (TELL) survey time and professional-development (PD) measures.	TELL construct: Time and PD	2015 TELL Time - 64% PD -85%	TELL	Every 2 Years	Dossett
Herring, Hudson	<b>2. High-performing teams:</b> Increase the percentage of JCPS staff who report that they belong to a high-performing team (Baseline 2016-17).	CSS Construct: PLC - Pilot Items	Baseline	JCPS CSS	Annual	Hudson
Herring, Hudson	<b>3. Team goals and roles:</b> Increase the percentage of staff who can clearly articulate team goals as well as their role in contributing to team goals (Baseline 2016-17).	<i>Possibly eliminate</i>	Baseline			Hudson

## Focus Area: Improving Infrastructure and Integrating Systems

### Goal: Infrastructure Improvements

Strategy Owners	Description	Possible Metric(s)	16-17 Target	Source	Cycle	Metric Owner
<b>TARGETS</b>						
Raisor, Hardin, Hudson	<b>1. Physical infrastructure:</b> Increase the percentage of physical resources that meet industry standards (Definitions and measures to be developed in 2015-16. Baseline 2016-17).	Comprehensive Infrastructure Assessment	Baseline	Operations Services	TBD	Raisor
Raisor, Hardin, Hudson	<b>2. Instructional infrastructure:</b> Increase percentage of the allocation of instructional resources and district supports that are distributed based on identified student need (Definitions and measures to be developed in 2015-16. Baseline 2016-17).	TBD	Baseline	TBD	TBD	Herring
Raisor, Hardin, Hudson	<b>3. Human resources:</b> Increase the percentage of highly qualified and effective school and district educators who meet the diverse needs of students (Definitions and measures to be developed in 2015-16. Baseline 2016-17).	% of TPGES, PPGES and OPGES Summative Ratings: Exemplary, Accomplished, Developing and Ineffective	Exemplary TP-38% PP-25% Accomplished TP-51%, PP-70% Developing TP-11%, PP-5% Ineffective TP-3%, PP-0%	CIITS	Annual	Hudson
Raisor, Hardin, Hudson	<b>4. Human resources:</b> Maintain a pool of qualified teacher applicants who are racial and/or ethnic minorities at or above 200 by 2020	% Minority Teacher applicants	TBD	Applitrack	Annual	Hudson
Raisor, Hardin, Hudson	<b>5. Teacher hiring:</b> Increase the percentage of educators hired by the district who are racial and/or ethnic minorities from 15.9 percent in 2015 to 25.0 percent in 2020.	% Minority New Hires	19.54%	HR Tracking Data and MUNIS	Annual	Hudson
<b>LEADING INDICATORS</b>						
Raisor, Hardin, Hudson	<b>1. Strategic infrastructure plan:</b> Develop and present to the Board the comprehensive needs assessment and five-year strategic infrastructure plan.	Local Planning Committee Developed District Facilities Plan	Baseline (Final Approval April 2017)	LPC	Every 5 Yrs	Raisor
Raisor, Hardin, Hudson	<b>2. Instructional infrastructure plan:</b> Develop and present to the Board the districtwide plan to address school needs for instructional resources and district supports.	TBD	Baseline	TBD		Herring
Raisor, Hardin, Hudson	<b>3. Early hires:</b> Increase the number of early hires, particularly for high-need or difficult-to-fill positions, based on trend data for vacancies and attrition.	% of Early Hire Contracts	TBD	HR Tracking Data and MUNIS	Annual	Hudson

**Focus Area: Improving Infrastructure and Integrating Systems**  
*Goal: Communications, Engagement, and Access to Information*

Strategy Owners	Description	Possible Metric(s)	16-17 Target	Source	Cycle	Metric Owner
<b>TARGETS</b>						
Marshall, Raisor, Martin	<b>1. Customer satisfaction</b> —Increase internal and external customer satisfaction as measured through feedback surveys (Definitions and measures to be developed in 2015-16. Baseline 2016-17).	CSS Construct: Overall satisfaction (Parent, staff)	Parents - 92.4% Certified Staff – 89.7%	JCPS CSS	Annual	Dossett
Marshall, Raisor, Martin	<b>2. Access to information</b> —Increase the number of stakeholders accessing information across all communication modalities (Definitions and measures to be developed in 2015-16. Baseline 2016-17).	Number of web hits, followers on social media, read receipts on new app	Baseline	JCPS Comm Dept	Annual	Martin
<b>LEADING INDICATORS</b>						
Marshall, Raisor, Martin	<b>1. Parent/Caregiver satisfaction:</b> Increase parent/caregiver satisfaction as measured through feedback surveys.	CSS Construct: Overall satisfaction	Parents- 92.4%	JCPS CSS	Annual	Dossett
Marshall, Raisor, Martin	<b>2. Employee training:</b> Increase the percentage of staff who interact with parents, families, and the public who receive customer service training.	Number of employees trained in customer service	Baseline	JCPS Comm Dept	Annual	Martin
Marshall, Raisor, Martin	<b>3. Issue resolution:</b> Increase the percentage of service issues that are satisfactorily resolved.	% Issues satisfactorily resolved	Baseline	313 HELP stats & Landesk	Annual (on-going)	Raisor
Marshall, Raisor, Martin	<b>4. Response time:</b> Reduce average response time for the satisfactory resolution of service issues.	# open work orders > 90 days*	Baseline 1054 Nov 2015; 183 Nov 2016	Property Mgmt. & Maintenance	Annual (on-going)	Raisor

\*Some services cannot be delivered under current staffing levels. Creation of preventative maintenance crews will allow for more services to schools than are presently available and will drive down the number of work orders submitted and therefore reduce overall response time.

## Focus Area: Improving Infrastructure and Integrating Systems

*Goal: Technology for Learning and Operations*

Strategy Owners	Description	Possible Metric(s)	16-17 Target	Source	Cycle	Metric Owner
<b>TARGETS</b>						
Raisor, Herring	<b>1. Technology usage for teaching and learning:</b> Increase access to and use of up-to-date technology by teachers and students (Definitions and measures to be developed in 2015-16. Baseline 2016-17).	Comprehensive Technology Assessment	Baseline	Performance & Tech	TBD	Raisor/Herring
Raisor, Herring	<b>2. Student learning:</b> Increase the percentage of students who demonstrate mastery on key twenty-first-century skills (Definitions and measures to be developed in 2015-16. Baseline 2016-17)	TBD	Baseline	TBD	TBD	Herring
<b>LEADING INDICATORS</b>						
Raisor, Herring	<b>1. Teacher training:</b> Increase the percentage of teachers who are trained in the effective use of technology to improve teaching and learning.	TBD	Baseline	TBD	TBD	Herring
Raisor, Herring	<b>2. Return on investment:</b> Increase the efficiency of systems and related cost-savings through the improved use of technology.	Comprehensive Technology Assessment	Baseline January 2017	Performance & Tech	TBD	Raisor

## Focus Area: Improving Infrastructure and Integrating Systems

*Goal: Access to Public School Choice*

Strategy Owners	Description	Possible Metric(s)	16-17 Target	Source	Cycle	Metric Owner
<b>TARGETS</b>						
Dossett	1. Increase the percentage of families who understand and access the JCPS choice system as measured by parent/caregiver feedback (Definitions and measures to be developed in 2015-16. Baseline 2016-17).	Piloting items	Baseline	JCPS CSS	Annual	Dossett
Dossett	2. Increase the percentage of families whose students are in the Non-Duplicated Gap Group (African American, Hispanic, Native American, With Disability, Free and Reduced-Price Meals, Limited English Proficiency) who understand and access the JCPS choice system (Definitions and measures to be developed in 2015-16. Baseline 2016-17).	Piloting items	Baseline	JCPS CSS	Annual	Dossett
Dossett	Increase the percentage of kindergarten applications submitted during the initial application period from 57 percent for the 2015-16 school year to 65 percent for the 2017-18 school year.	% On-time applications	65	JCPS Application Database	Annual	Dossett
<b>LEADING INDICATORS</b>						
Dossett	<b>1.Employee training:</b> Increase the percentage of staff who interact with parents, families, and the public who receive customer service training	# Staff trained by Student Assignment Office	Baseline	PD Central	Annual	Dossett
Dossett	<b>2.Parent/Caregiver satisfaction:</b> Increase parent/caregiver satisfaction as measured through feedback surveys (2016-17 baseline)	CSS Construct: Overall satisfaction	Parents – 92.4%	JCPS CSS	Annual	Dossett
Dossett	<b>3. Student mobility:</b> Reduce the number of students whose families experience high residential mobility who are enrolled in a new school when their families move during the school year.	% Mobility (Elem Priority Schools – 2)	PRIORITY ES – 10% avg	JCPS Data Books	Annual	Dossett