Vision 2020: Part 2

Building Coherence and Demonstrating Progress

Jefferson County Board of Education Work Session

May 9, 2017

Vision 2020
Work Session Purposes

Purpose:

- ❑ Update from March 7 Work Session on improving coherence:
  1. Developing core processes for goal and strategy review.
  2. Aligning work, strategies, resources, and metrics.
  3. Developing prediction trajectories.
- ❑ Next steps?

Non-Purpose:

- ❑ Change Vision 2020 strategies.
- ❑ Review of individual metrics

Vision 2020: The Foundation

What are we trying to do? | **How are we doing it?** | **How will we know it's working?**

FOCUS AREAS / GOALS / STRATEGIES / KEY METRICS

Learning, Growth, and Development

- Deeper Learning

1.1.1 Adopt a broader definition of learning
1.1.2 Personalize learning
1.1.3 Provide equitable access
1.1.4 Reduce, revise, and refine assessments
1.1.5 Improve student literacy
1.1.6 Strengthen early childhood education
1.1.7 Eliminate achievement, learning, and opportunity gaps

Targets:
1. High school graduation
2. Graduates ready for college/career
3. Capacities and dispositions

Leading Indicators:
1. Academic proficiency
2. Novice reduction
3. Closing the gap
4. Kindergarten readiness
5. Primary grade reading
6. 3rd grade reading proficiency
7. Equitable access
8. Equitable outcomes
9. Priority schools

Increasing Capacity and Improving Culture

- Professional Capacity in Teachers and Leaders

2.1.1 Personalize deeper learning
2.1.2 Cultivate growth mindset
2.1.3 Improve culture and climate

Targets:
1. Effective educators
2. Capacities/ dispositions

Leading Indicators:
1. Professional responsibilities
2. Personalized learning
3. Culture and climate
4. Behavior and discipline
5. Family involvement

- High-Performing Teams

2.2.1 Define high-performing teams
2.2.2 Build capacity of PLCs
2.2.3 Increase and deepen professional learning
2.2.4 Develop leaders

Targets:
1. Effective teams
2. Effective PLCs
3. Effective leaders

Leading Indicators:
1. Time and PD measures
2. High-performing teams
3. Team goals and roles

Improving Infrastructure and Integrating Systems

- Infrastructure Improvements

3.1.1 Improve physical infrastructure
3.1.2 Improve instructional infrastructure
3.1.3 Improve human resources infrastructure
3.1.4 Ensure responsible stewardship of resources

Targets:
1. Physical infrastructure
2. Instructional infrastructure
3. Human resources: highly qualified
4. Human resources: minority recruitment
5. Teacher hiring

Leading Indicators:
1. Strategic infrastructure plan
2. Instructional infrastructure plan
3. Early hires

- Communications, Engagement, and Access to Information

3.2.1 Engage with families
3.2.3 Improve and standardize internal systems
3.2.4 Listen and respond to stakeholders

Targets:
1. Customer satisfaction
2. Access to information

Leading Indicators:
1. Parent/caregiver satisfaction
2. Employee training
3. Issue resolution
4. Response time

- Technology for Learning and Operations

3.3.1 Create a technology road map
3.3.2 Harness innovation
3.3.3 Optimize technology usage

Targets:
1. Technology usage for teaching and learning
2. Student learning

Leading Indicators:
1. Teacher training
2. Return on investment

- Access to Public School Choice?

3.4.1 Improve communications
3.4.2 Improve processes
3.4.3 Provide customer-service training
3.4.4 Empower families
3.4.5 Reduce student mobility

Targets:
1. Choice access overall
2. Choice access-gap
3. On-time kindergarten applications

Leading Indicators:
1. Employee training
2. Parent/caregiver satisfaction
3. Student mobility

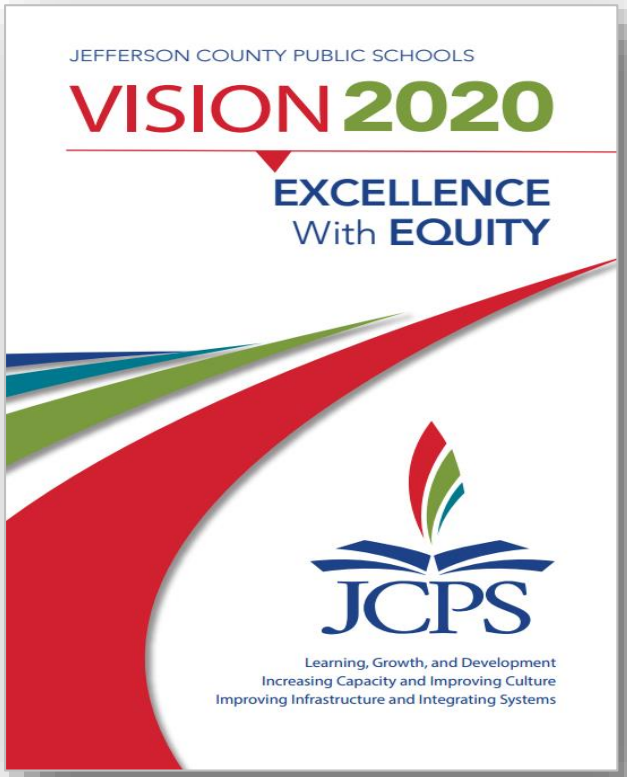
Building Coherence Around the Foundation

What are we trying to do?

How are we trying to do it?

How do we know it's working?

What are we going to do if not on track?



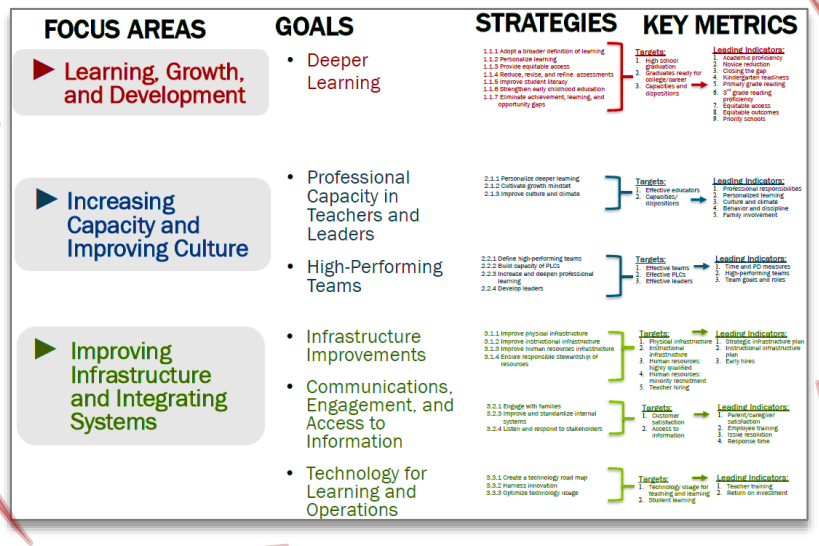
Building Coherence with Process

Refine

Cross-functional goal reviews

Budget cycles

Align initiatives and work plans



FOCUS AREAS	GOALS	STRATEGIES	KEY METRICS
Learning, Growth, and Development	Deeper Learning	1.1.1 Adopt a broader definition of learning 1.1.2 Personalize learning 1.1.3 Provide equitable access 1.1.4 Reduce, revise, and refine assessments 1.1.5 Improve student literacy 1.1.6 Strengthen early childhood education 1.1.7 Eliminate achievement, learning, and opportunity gaps	Targets: 1. High school graduation 2. Graduates ready for college/career 3. Capacities and dispositions Leading Indicators: 1. Academic proficiency 2. Novice reduction 3. Closing the gap 4. Kindergarten readiness 5. Primary grade reading 6. 3rd grade reading proficiency 7. Equitable access 8. Equitable outcomes 9. Priority schools
Increasing Capacity and Improving Culture	Professional Capacity in Teachers and Leaders High-Performing Teams	2.1.1 Personalize deeper learning 2.1.2 Cultivate growth mindset 2.1.3 Improve culture and climate 2.2.1 Define high-performing teams 2.2.2 Build capacity of PLCs 2.2.3 Increase and deepen professional learning 2.2.4 Develop leaders	Targets: 1. Effective educators 2. Capacities/ dispositions Leading Indicators: 1. Professional responsibilities 2. Personalized learning 3. Culture and climate 4. Behavior and discipline 5. Family involvement Targets: 1. Effective teams 2. Effective PLCs 3. Effective leaders Leading Indicators: 1. Time and PD measures 2. High-performing teams 3. Team goals and roles
Improving Infrastructure and Integrating Systems	Infrastructure Improvements Communications, Engagement, and Access to Information Technology for Learning and Operations	3.1.1 Improve physical infrastructure 3.1.2 Improve instructional infrastructure 3.1.3 Improve human resources infrastructure 3.1.4 Ensure responsible stewardship of resources 3.2.1 Engage with families 3.2.3 Improve and standardize internal systems 3.2.4 Listen and respond to stakeholders 3.3.1 Create a technology road map 3.3.2 Harness innovation 3.3.3 Optimize technology usage	Targets: 1. Physical infrastructure 2. Instructional infrastructure 3. Human resources: teacher retention 4. Human resources: minority recruitment 5. Teacher hiring Leading Indicators: 1. Strategic infrastructure plan 2. Instructional infrastructure plan 3. Early hires Targets: 1. Customer satisfaction 2. Access to information Leading Indicators: 1. Parent/caregiver satisfaction 2. Employee training 3. Issue resolution 4. Response time Targets: 1. Technology usage for teaching and learning 2. Student learning Leading Indicators: 1. Teacher training 2. Return on investment

Identify:

- ✓ **Progress metrics**
- ✓ **Trajectories**

Planning & evaluation

Core Processes

Vision 2020: Core Processes

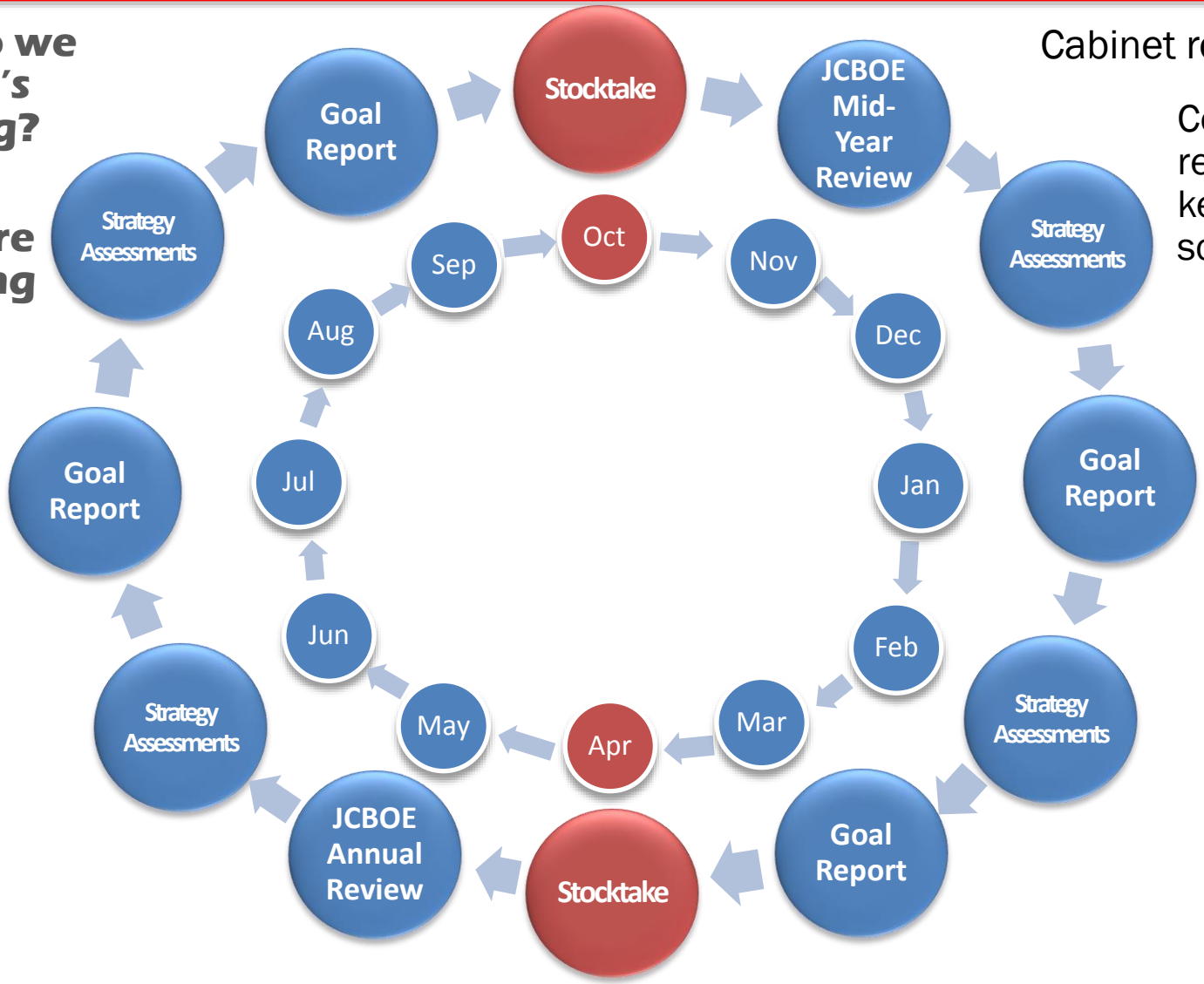
1. Developing core processes for goal and strategy review

How do we know it's working?

What are we going to do if not on track?

Cabinet routines

Coordinate reach-back with key district and school staff

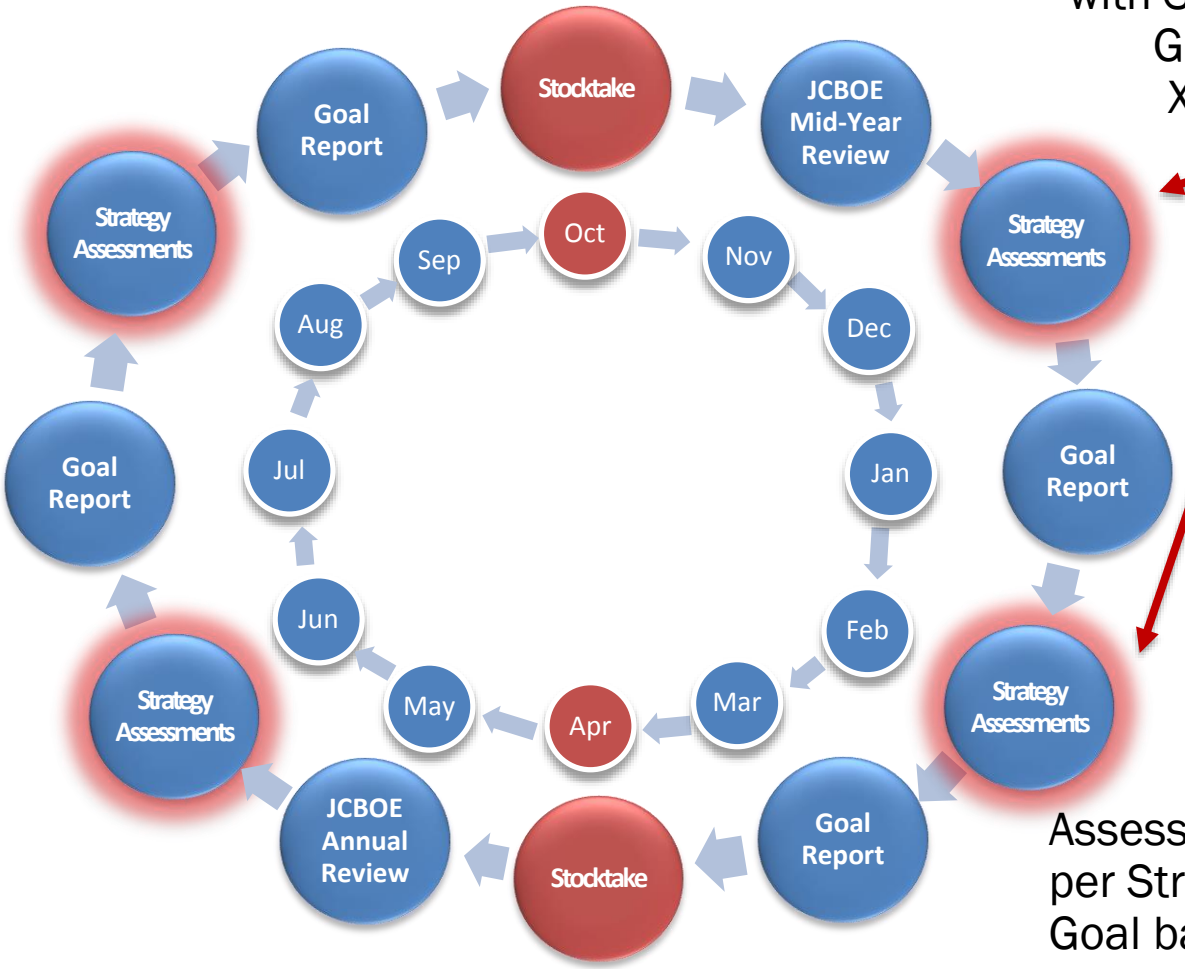


Vision 2020: Core Processes

Strategic Planning Processes

WHO?

Quarterly Meetings
with Strategy Leads
Goal Leads
X Director



WHY?

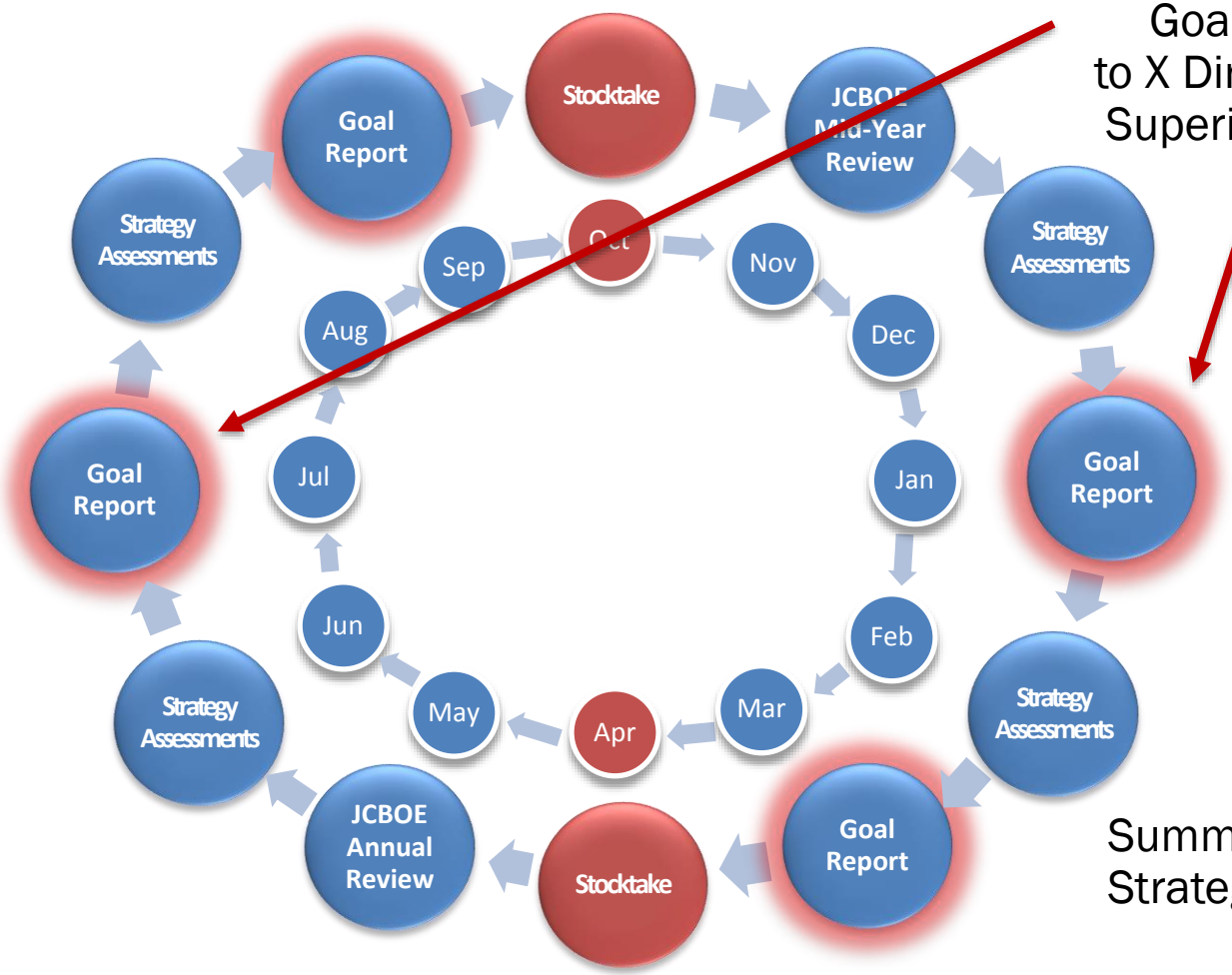
Assess progress of work per Strategy relative to Goal based on metrics.

Vision 2020: Core Processes

Strategic Planning Processes

WHO?

Progress Report
from
Goal Leads
to X Director and
Superintendent



WHY?

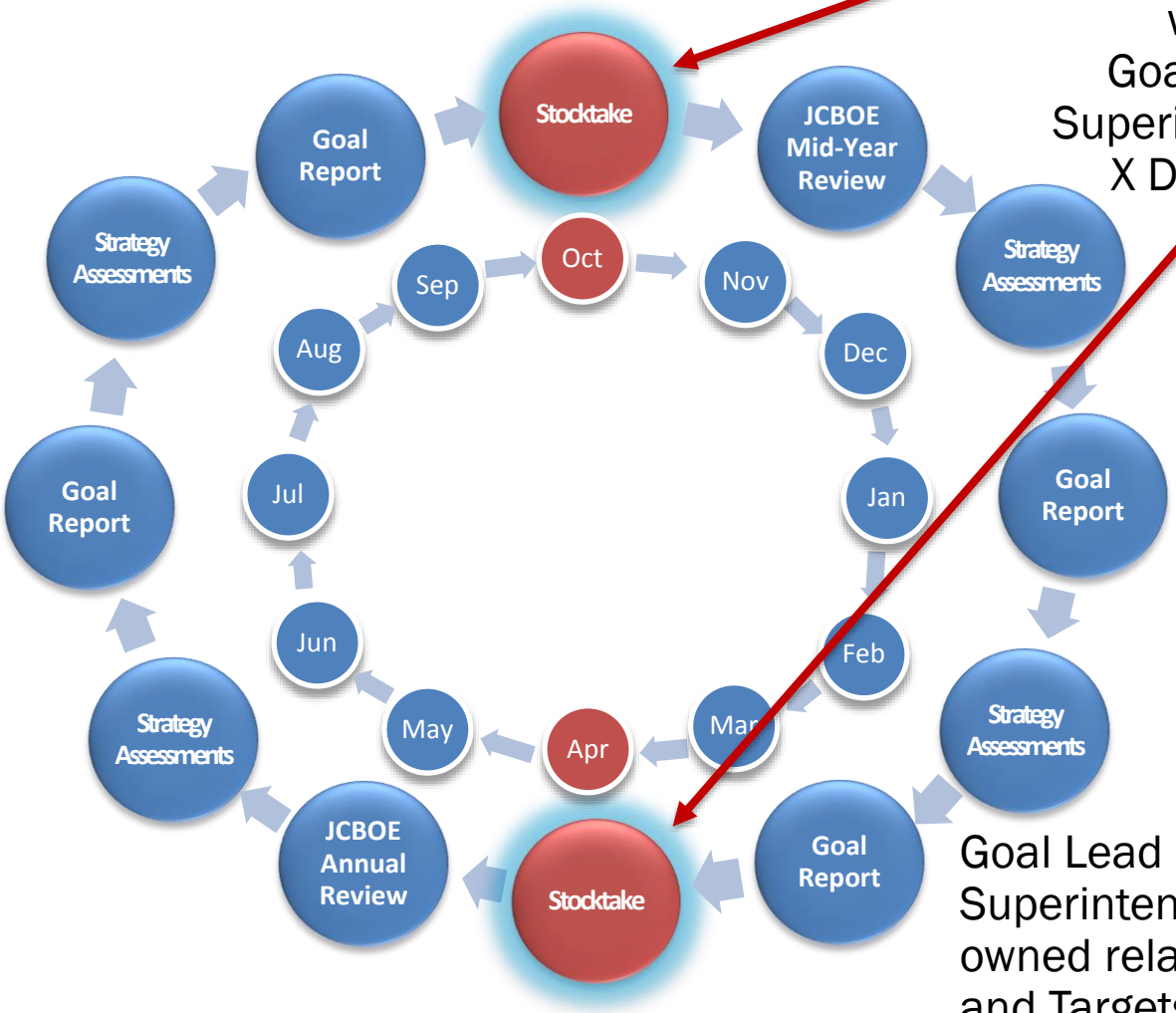
Summary report of
Strategies by Goal

Vision 2020: Core Processes

Strategic Planning Processes

WHO?

6-month Cumulative Meetings with Goal Lead Superintendent X Director



WHY?

Goal Lead reporting to Superintendent on all work owned relative to Indicators and Targets.

Vision 2020: Core Processes

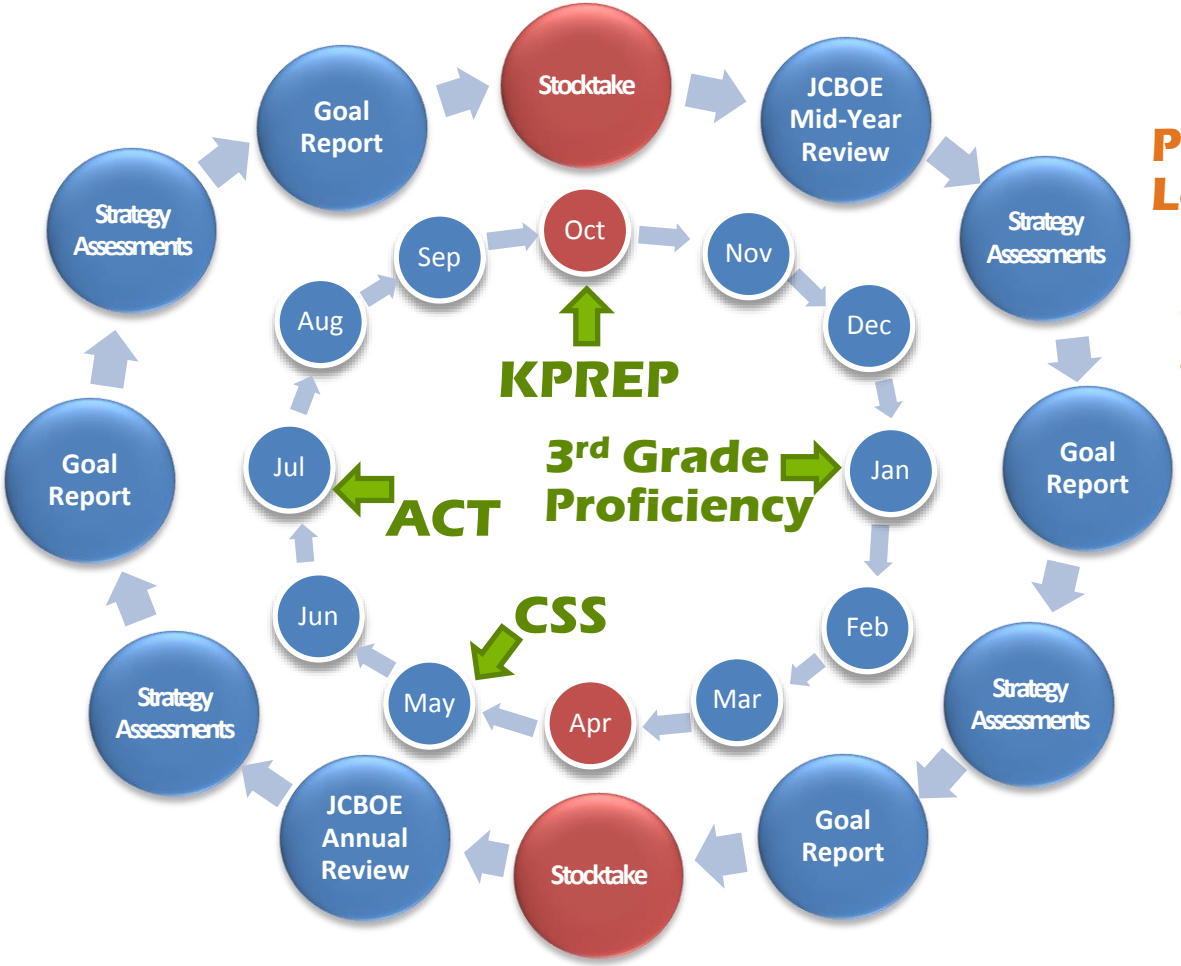
Strategic Planning Processes

Vision 2020: Core Processes

Strategic Planning Processes

WHEN?

Data returns



Personalize Learning

Provide equitable access

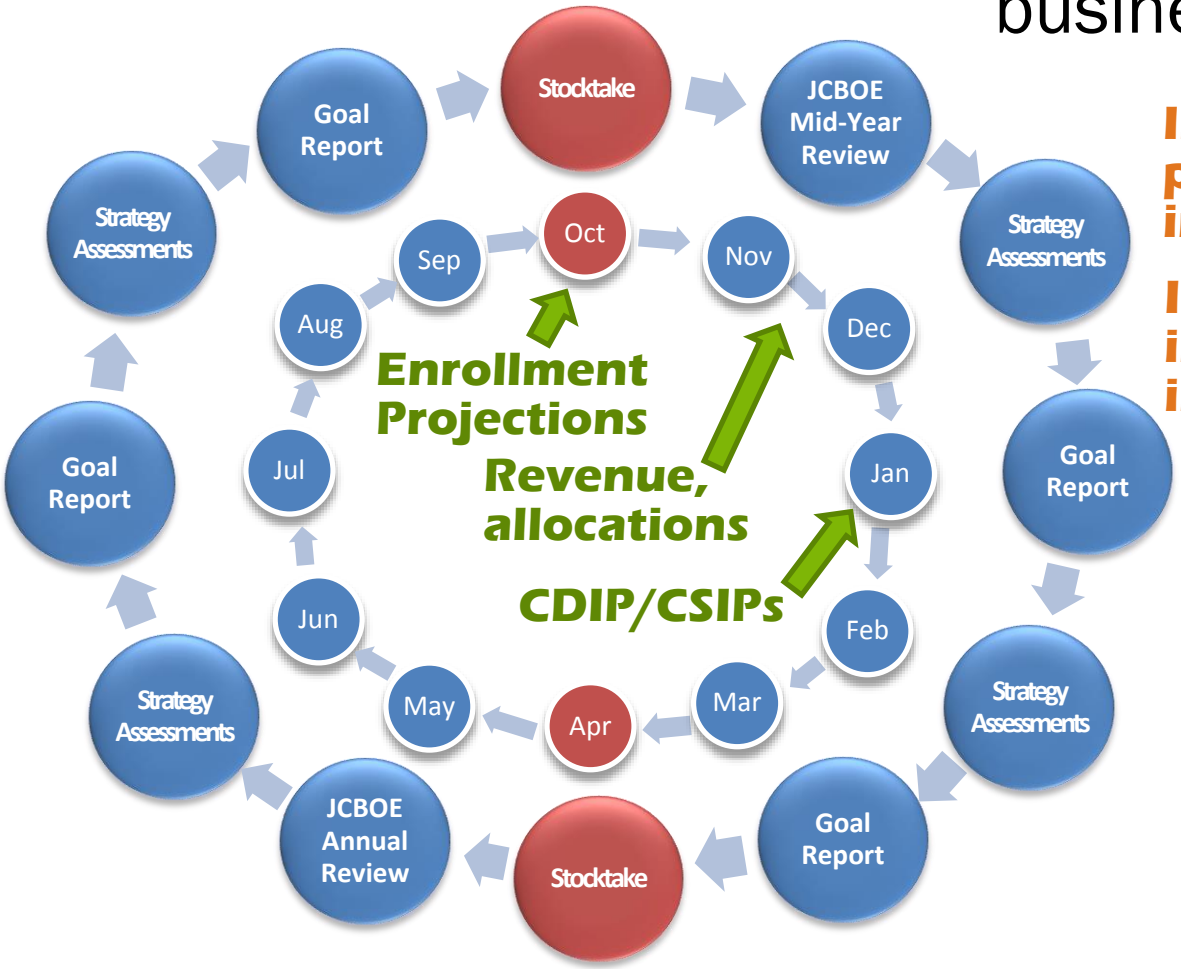
WHAT?

Vision 2020: Core Processes

Strategic Planning Processes

WHEN?

Required business cycles



Improve physical infrastructure

Improve instructional infrastructure

WHAT?

Vision 2020: Core Processes

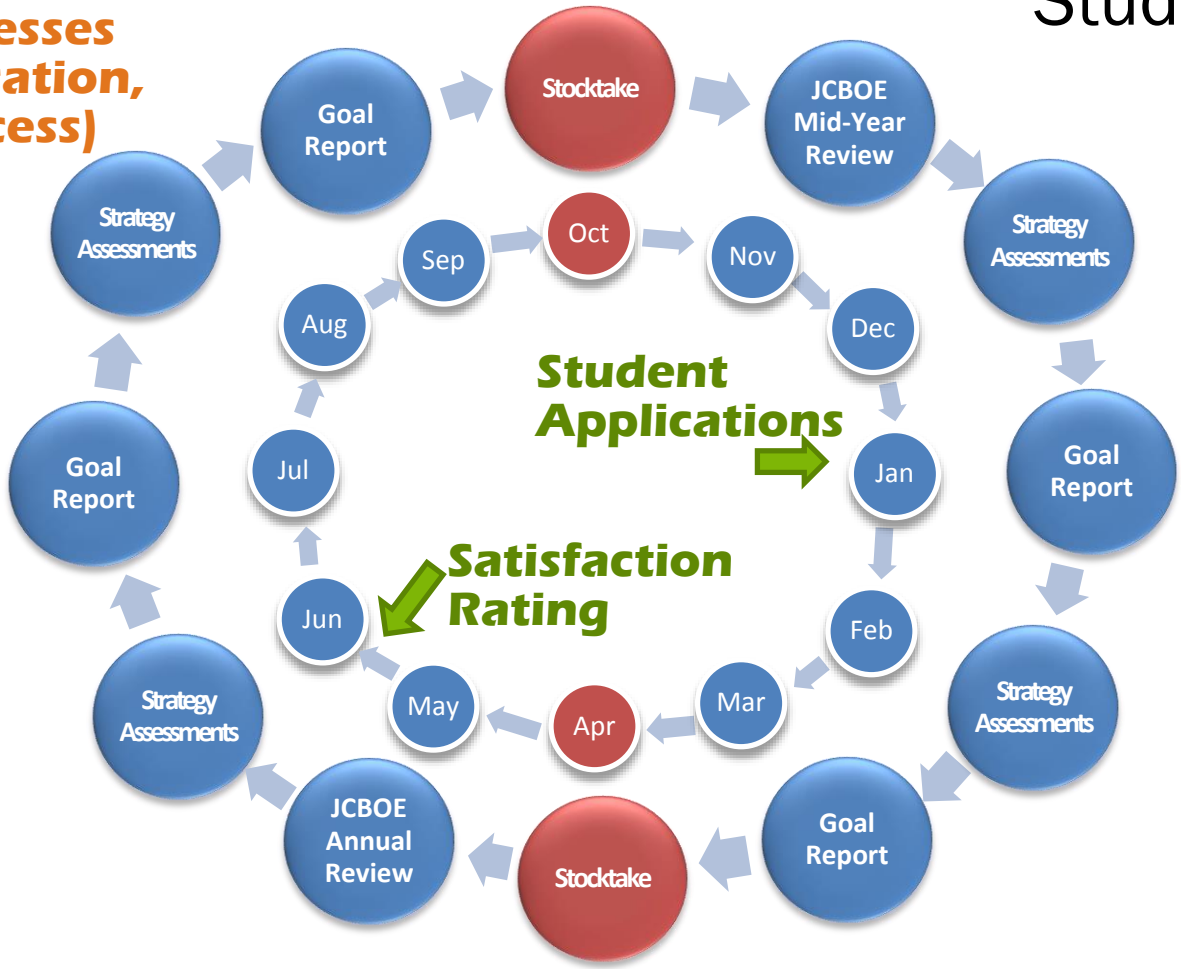
Strategic Planning Processes

WHEN?

Improve processes (school application, selection process)

Student cycles

Engage with families



WHAT?

Building Coherence with Work, Strategy, Metric Alignment

2. Aligning work, strategies, and metrics.

a) Identify *progress metrics* (e.g., 3-, 6-, and 12-month) for each major initiative (from CDIP).

b) Assess Vision 2020 *strategy coverage* by initiatives implemented.

c) Assess Goal and Targets coverage by Strategies, initiatives.

3. Next steps needed to consider prediction trajectories.

a) Discuss pros and cons of building prediction trajectories for each V2020 Strategy.

Building Coherence with Work, Strategy, Metric Alignment

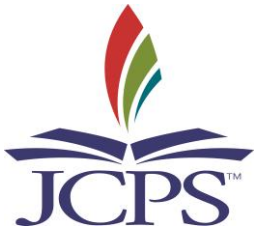
- Assess Vision 2020 *strategy* coverage
  - ✓ Inventory initiatives implemented per strategy.

Current Initiatives →

Strategies ↓

	Deeper Learning	Bellarmine Literacy	Summer Literacy Boost	National Institute of School Leadership	PBIS and Restorative Practices	Program 6	Program 7	Program 8	...
Learning Growth and Development									
Broader Definition of Learning	X				X		X		
Personalize Learning	X				X		X		
Equitable Access	X	X	X		X		X		
Reduce, Revise, Refine Assessments	X				X		X		
Improve Literacy		X	X						
Strengthen Early Childhood								X	
Eliminate Gaps	X	X	X		X		X		
Increase Capacity and Improving Culture									
Professional Capacity in Teachers and Leaders				X	X		X		
High-Performing Teams and PLCs				X	X		X		
Improving Infrastructure and Integrating Systems									
Infrastructure Improvements						X			
Communications, Engagement, Access to Information						X			
Technology for Learning and Operations						X			

Building Coherence with Work, Strategy, Metric Alignment



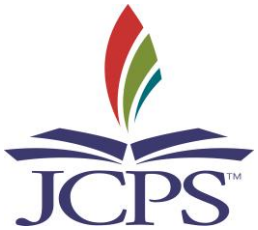
- Assess Vision 2020 *strategy* coverage
  - ✓ Develop an inventory and scoping index tied to Vision 2020 goals

Initiative Scope Index →

Current Initiatives

Overall System								
Program / Initiative	*Responsible Division*	*Vision 2020 Goal*	*Aligned Strategies*	*Evidence-Based*	*No. of Schools*	*Student Population Served*	*Student-School Ratio*	*Funding*
Program A								
Program B								
Program C								
Program D								

Building Coherence with Work, Strategy, Metric Alignment



- Identify points of alignment and misalignment between Goals, Targets, Leading Indicators, Strategies, initiatives.

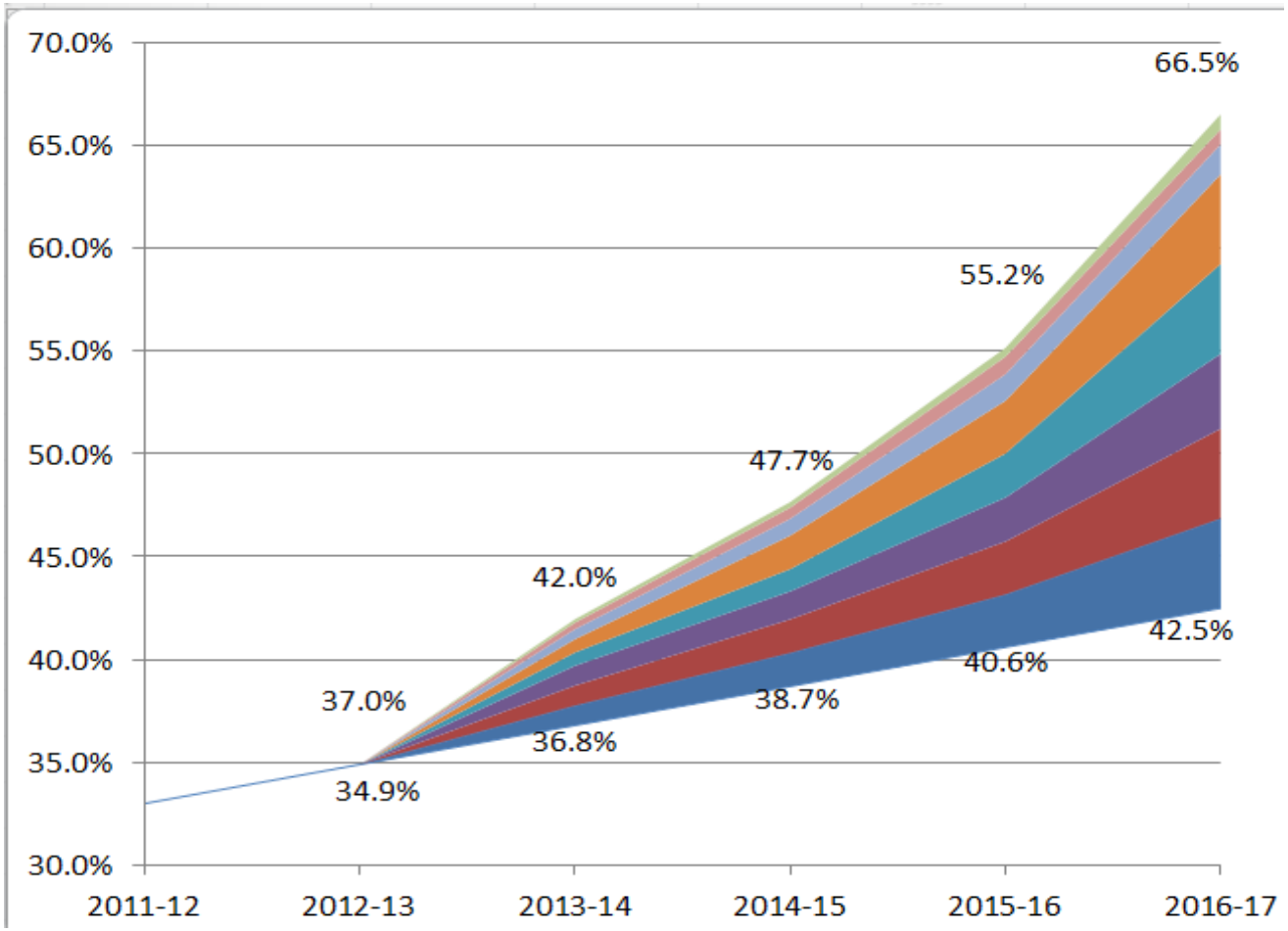
Key Focus Area: Increasing capacity and improving culture
Strategy 2.1.3 Improve culture and climate

Process/ Strategy Metrics	Leading Indicators	Vision 2020 Benchmarks
Implementation Data on Key Initiatives and Strategies (including, not limited to): • PBIS • Restorative Practices • Social and Emotional Learning • Trauma-Informed Care • Cultural Competence Training • Mental Health Counseling	Culture and Climate (Annual Cycle): • All areas measured in the Comprehensive Survey Behavior and Discipline (Monthly Review Cycle): (as of end of February) • 138,962 discipline referrals • 14,373 total suspensions	Culture and Climate: At least 90% of stakeholders (staff, students, parents) will report positive climate and culture (across CSS areas). Behavior and Discipline: 10% reduction in discipline referrals and suspensions each year

Vision 2020: Sample Trajectory

How do we know it's working?

What are we going to do if not on track?



- Each color represents a Strategy.
- Series of weighted calculations based on target (e.g., # of students, # of professionals).

Vision 2020
Summary and Next Steps

- Developing core processes for goal and strategy review
  - Proactive and predictable review cycles
  - Planning and systems coherence
- Aligning work, strategies, resources, and metrics
  - Scope, coverage, and depth of initiatives
  - Identification of duplications and gaps
- Next steps needed to consider prediction trajectories.
  - Benchmarking for continuous improvement
  - Refining progress metrics
  - Assessing progress towards Vision 2020 goals