

<p>Craig</p>	<p>I would like to see an additional spreadsheet showing schools using EL curriculum and their corresponding KSA or pre-2022 test score at the third grade level for the last, say, 5 years? (10 if not too difficult) Will that data show improved outcomes or better 3rd grade reading results based on the use of the curriculum?</p>	<p>The earliest that schools started to use EL curriculum was in the 21-22 school year, so we were able to report the 2022 vs 2023 KSA data for schools that had used the program for 1 or 2 years in the presentation. We will continue to track student reading outcomes moving forward for schools using the curriculum. Unfortunately, these results are not comparable to prior years since there were different accountability systems, different standards, and different cut scores for proficiency rates. However, here is a link to the % of 3rd students scoring proficient or higher in Reading by school as requested.</p>
<p>Duncan</p>	<p>Y - CDIP</p> <p>Is the ESL category a product of combining Hispanic and “other ethnicities” to reach the 37% non-whites?</p>	<p>From KDE: English Learners (ELs) are those students whose primary language is a language other than English [See ESSA 8101(20) for full definition]. ELs are an extremely diverse group of students, representing hundreds of language backgrounds and nationalities (including many born in the U.S.). An EL student may be of any grade, academic proficiency, or socioeconomic level. The only characteristics shared by all ELs are a lack of English proficiency and the need for linguistic support to help them access opportunities, both academic and otherwise, in schools where English is the language of instruction.</p>
<p>Craig</p>	<p>Literacy Update</p> <p>What are the real roadblocks to implementation of the new curriculum? What does the board need to do to help your department overcome them?</p>	<p>As with anything new, it takes time to fully understand the shifts we are being asked to make. Not only is this a high quality instructional resource, but it also includes shifts in pedagogy that allow for increased and more equitable engagement of ALL learners. I've provided some common misconceptions or potential responses that you may hear and the solutions to keep in mind (or potential responses if you're asked) that will help the work move forward:</p> <ul style="list-style-type: none"> • This is hard! Learning anything new is challenging. But feeling something is hard, doesn't mean it's not right and good for students. The first time we teach anything new, we are always learning from the experience. Principals have been encouraged to communicate the shifts clearly, but also to communicate the grace of learning something new. • My students were already proficient, why did I need to change? We had hundreds of instructional resources being used across JCPS, some that were decent, some that were not effective. The move to a district wide curriculum is the first time we can ensure equitable access to high quality instructional resources, materials and training for all. For the schools that are high achieving, when we drill down into data, especially of marginalized populations,

		<p>some of the past resources that worked for some students didn't work for all. This shift addressed our increasing ML population with a focus on knowledge building, our transient students with a focus on consistent expectations, our need for explicitly embedded foundational skills, and our new teachers who need the pedagogical support in their practice. We are all now speaking the same language and the cross-school collaboration has been so meaningful for kids.</p> <ul style="list-style-type: none"> • When will we see results? We are already seeing in small pockets the impact of a consistent curriculum, but this is truly year one. Because of the grace we want to give in year one and the time it takes to make such a big shift, we need to remember that change takes time. Most changes this size take 3-5 years to see the full impact. There is clear observable evidence that our students are engaging in discourse, writing, and critical thinking more than we've seen in the past. The video will also show the anecdotal evidence from our leaders and teachers. We will continue to monitor implementation and growth, especially with our class of kindergarten students who will have received six years of the foundational skill and module focus by the time they are in 5th.
Craig	<p>How are we with ELA teacher classroom vacancies throughout the district? Are filling them a priority for the district and, again, what can the board do to help you ensure every child has a fulltime, certified ELA teacher in the classroom?</p>	<p>Teacher Vacancies as of 11-30-2023</p> <p>The Teacher vacancy list shows what schools have requested to post. This reflects the positions which the schools consider a priority.</p>
Duncan	<p>Legislative agenda</p> <p>Are we not asking for more NTI days/ flexibility?</p> <p>"JCPS opposes efforts to discriminate against our LGBTQ students, including efforts to prevent "equitable access."</p> <p>Doesn't "equitable access" mean some get more access than others? Aren't we striving for all students to have</p>	<p>After discussions with state officials regarding the parameters of NTI, it was determined that districts currently have the flexibility to adjust individual school calendars without using an NTI day for the entire district. (That is, districts can call a "snow day" or put students on remote instruction at one school due to specific circumstances without using one of the district's NTI days.) And in acute situations where districts get close to the limit of NTI days and require an increase, that is something that is typically addressed by the General Assembly on a case-by-case basis.</p> <p>"Equitable access" refers to the concerns that LGBTQ+ students may be limited by state law to educational resources that are specific to their needs. For example, "equal access" to materials on healthy relationships may</p>

	equal access instead of some having greater access than others?	simply mean that all students use the same materials that discuss dating violence, appropriate boundaries, etc., but those materials may depict and discuss only straight relationships, while prohibiting LGBTQ+ students access to similar materials that are relevant to their relationships. The same may apply to students who are having mental health issues and go to their counselor due to, for example, a bad breakup with a boyfriend/girlfriend. Depending on the gender of the couple, state law might treat them differently and require different responses from school staff.
Duncan	Planning Calendar When will we have the Deeper Learning Outcomes work session?	The Deeper Learning Outcomes are now incorporated into the first three goals of the board governance model. It's the Defense of Learning and Quality of Backpack Artifacts. We are hopeful to have the goals ready for the January Board Meeting.
Craig	May I have more data on the most recent KSA data I received on reading scores? Broken down by school? Then year-to-year comparisons?	Here is a link to the % of students scoring proficient or distinguished for each content area on the 2022 and 2023 KSA by school
Duncan	J - I forgot why we are buying the property at 3903 Atkinson Square Drive.	Atkinson Square will be our Professional Learning Center for PD districtwide. It will be used by principals and district leaders to host large professional learning, or small group development. This is an upgrade from the Camp Edwards space which we can no longer have.
Craig	The transportation presentation implies that we are not making any route changes for the second semester of this year. Is that true? If yes, can that be more clearly stated? If yes, why not? Is current number of routes sustainable for second semester?	Doing a complete reroute would require time for bus drivers to practice routes like they do in the summer. It would be difficult if not impossible to require this over the holiday break. This would also require students to potentially have new bus stops and buses. It would be similar to a second first day of the year. Also, we only benefit from rerouting if we reduce services to families and we don't believe we should do this in the middle of the year. We continually make adjustments to routing. Outside of a large-scale change in service, we will not take any drastic actions. Currently, our 12-22 goal is to cut 4 routes per compound, for a total reduction of 52 routes. This is a stretch goal. We believe we have exhausted all minor tweaks that we can make to the system. Our specialists and coordinators will work to reduce 4 runs per compound knowing that this is the best case. We do this by looking at buses with less than 20 students to consolidate, however, the majority of these are direct/one-off runs to county-wide magnets

		<p>that do not give us a lot of wiggle room. In addition, we are looking at where we can consolidate, but doing so in a manner that does not increase length of service.</p> <p>The current number of routes is not sustainable long term. We need to get to a point where we have less routes than we do drivers to account for absences. We currently have 568 routes with 574 drivers, but due to daily absences our driver count per day averages 526. If we can cut the above mentioned 52 routes this would bring our route count down to 522.</p>																					
Craig	<p>The transportation presentation seems tepid on which routes to cut for next year. Why no recommendation? Where are you leaning? When does the final decision have to be made? People are getting anxious about their transportation options given upcoming school choice deadlines.</p>	<p>A recommendation at this point would be premature. We want to have community conversations and board member conversations about options and consequences that may occur from any recommendation.</p>																					
Craig	<p>We need the apples-to-apples lost instruction time comparison from this year to last year, please.</p>	<p>Below is data that compares lost instructional time for the month of October (after fall break). Overall, the data shows that on average more students are late, but they are losing less time than last year.</p> <table border="1" data-bbox="768 1115 1511 1409"> <thead> <tr> <th>School Year</th> <th>2022-2023</th> <th>2023-2024</th> </tr> </thead> <tbody> <tr> <td>Date Range</td> <td>Oct 6 - Oct 31</td> <td>Oct 9 - Oct 31</td> </tr> <tr> <td>Total Late Occurrences</td> <td>18,769</td> <td>101,977</td> </tr> <tr> <td>Total Minutes Lost</td> <td>323,972</td> <td>1,346,272</td> </tr> <tr> <td>Avg Late Students/Day</td> <td>1,104</td> <td>5,999</td> </tr> <tr> <td>Avg Late Min/Day</td> <td>19,057</td> <td>79,192</td> </tr> <tr> <td>Avg Min Late/Occurrence</td> <td>17.3</td> <td>13.2</td> </tr> </tbody> </table>	School Year	2022-2023	2023-2024	Date Range	Oct 6 - Oct 31	Oct 9 - Oct 31	Total Late Occurrences	18,769	101,977	Total Minutes Lost	323,972	1,346,272	Avg Late Students/Day	1,104	5,999	Avg Late Min/Day	19,057	79,192	Avg Min Late/Occurrence	17.3	13.2
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Craig	<p>The routing pause section invites questions about the timing of preparations from last summer. My sense is that Perkins/Dobbs didn't start routing until mid to late July? Before the start of this year, I wouldn't have thought to ask how much time is needed because that's an operations issue. But will we have enough time to implement our 2024/25 transportation plan?</p>	<p>Our plan is to bring some organizational chart changes to the January board meeting that will be a substantial improvement in routing internally in JCS. It is nearly impossible to fully commit to routing until a substantial part of student choice and assignment is complete. We will begin the 24/25 routing season in mid march. We believe we will have plenty of time to route for 24/25.</p>																					

Craig	At the meeting where we approved smart start, we were promised a December 2023 report on the impact to elementary schools receiving later start times. I know many schools are MAP testing this week. When can we see the comparison?	The winter administration window of MAP began this week and will run until December 22. We will be able to provide fall to winter MAP growth for elementary schools at the January board meeting or a written summary can be available in early January.
Craig	What do you need from us to guarantee that the start of 2024/25 is smoother than the start of this year?	We need to be in a position where our routes are less than our drivers, which will require a change in service. This change in service will impact a significant portion of our transportation system. In addition, we will need approval of the various organizational chart changes, and recommendations for improvement as they come to the board. Finally, we are proposing some technological upgrades and updates. Those items would also need to be supported and approved by the Board.