

2024-2025 Superintendent Performance Expectations

Standard 4: Human Resources Leadership

On July 23, 2024, the Board approved the Superintendent's 2023-24 Summative Evaluation, rating the Superintendent's performance as "Improvement Required" for Standard 4: Human Resources Leadership. Per JCBE Administrative Procedure 02.14 AP.2 *Evaluation of the Superintendent*, this "standard/goal is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent."

Standard 4: Human Resources Leadership

The Superintendent leads the District in developing professional learning communities among a highly effective and diverse staff. He assists in the planning of professional development opportunities for all staff and develops and implements an effective staff performance evaluation system. The Superintendent provides technical advice to the Board to administer and negotiate labor contracts.

Board Comments on Standard 4 in the 2023-24 Summative Evaluation

While this year has been filled with many successes as a result of Dr. Pollio's leadership, the Board must address the staffing crisis that greatly contributed to the cancellation and delay of opening school for two weeks and the persistent bus delays for the remainder of the year. Because staff shortages have been identified as the root cause of the transportation crisis, the Board will address those deficiencies under this standard.

The Board reiterates evaluation standard 4.4:

[The superintendent] identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, support, evaluation, development and retention of a high-performing, diverse staff.

The Board recognizes that efforts have been made to address the staffing crisis and that the crisis is national in scope. However, the Board is concerned with the consistency and depth of the District's efforts to address the crisis, particularly as applied to teacher vacancies. The Board encourages Dr. Pollio to utilize consistent and more aggressive efforts to resolve BOTH the teacher and bus driver staffing crises. Additional efforts must be made to ensure the retention of all employees, but particularly those employee groups experiencing vacancies. Finally, we encourage Dr. Pollio to ensure that all leadership vacancies utilize an aggressive search process, including national searches where appropriate.

Evaluation Framework

Under the Student Outcomes Focused Governance Framework (SOFG) supported by the Council of the Great City Schools, in future years the Board will evaluate the Superintendent based on District performance on a number of specific measurable goals for student outcomes, as well as District adherence to specific guardrails that require alignment of strategies to community values. The SOFG

Goals and Guardrails establish measurable student achievement targets for student learning in reading and mathematics with a **five-year time horizon**. The Board will use Interim Goals and Guardrails as a means to measure progress and evaluate Superintendent performance in the intervening years.

The strategies set forth in this document regarding recruitment and retention, and the human resources function more broadly, are a critical component of District actions that are fundamental to achieving the ultimate goals set by the Board for improved student outcomes. More effective recruitment and retention of teachers and bus drivers are not being pursued as ends in and of themselves; rather they are fundamentally important means by which those goals can be achieved. It must be recognized, as the District moves with urgency to improve teacher and bus driver recruitment and retention, that such work is being done in the context of national economic and workforce trends and legislative actions that makes quick fixes and immediate improvement elusive.

The Superintendent is accountable for achieving the goals set by the Board, and is thus responsible for the effectiveness of the strategies he chooses for the District. That encompasses setting expectations, overseeing the development of systems and processes based on research and best-practices, ensuring effective collaboration and coordination between Divisions and Departments, ensuring authentic engagements with school-based leaders and staff, measuring JCPS performance in comparison to peer districts, and monitoring progress over time.

Superintendent Performance Expectations

Recruitment and Retention

The Superintendent and the Board agree that staffing on all levels is critical to successful student outcomes. Recent organizational changes, specifically the expansion of the recruitment and retention team, emphasize a commitment to building capacity and longevity throughout the JCPS workforce. Recruitment specialists dedicated to certified staff, Operations/Bus Drivers, and classified role groups focus on recruitment with retention in mind, from hire to retire.

Teacher Recruitment – New Strategies for 2024-25

1.1 New - Human Resources Systems and Program Evaluation

- Human Resources leadership will place a renewed focus on efficiency in the hiring and transfer processes. Human Resources staff members will utilize recruitment and staffing best practices to reduce time to fill vacancies.
- Human Resources Leadership will conduct a review of HR systems and processes for receiving and vetting applications, communicating with applicants, extending employment offers, and employee onboarding.
- The Executive Director of Special Projects will assist HR by providing project management guidance as changes are identified by HR. This will include advising HR on project management methodologies to implement action plans that include goals, timelines, performance measures, and monitoring procedures.
- HR will investigate strategic options such as provisional hiring and additional alternative certification routes.
- HR will work with the Executive Administrator, Government and Community Relations on proposals to remove barriers in the certification and staffing processes.

1.2 New – Explore Factors Affecting Teacher Staffing in High-Need Schools

- Currently, one additional resource provided to Choice Zone and AIS schools is an \$8,000 annual teacher stipend. Salary is not the sole determining factor in a teacher’s decision regarding the school in which they choose to work, but it can influence that decision. While the stipends have had some benefit in attracting and retaining teachers, the impact has been smaller than the District needs, as is evident in the continuing disparity in the number of teacher vacancies between Choice Zone/AIS schools and other JCPS schools.
- District Leadership, along with Human Resources, Finance, and JCTA (as needed) will examine the issues affecting these schools and develop, a differentiated and targeted approach to investing in these students, teachers, and staff members.

1.3 New - Information Sharing and Board Communication

- Reporting on national and local labor market trends impacting JCPS’ recruitment and retention efforts.
- Reporting of District effectiveness metrics allowing tracking of District performance over time.
- Reporting of implementation processes regarding new strategies to improve teacher and bus driver recruitment and retention.

Teacher Recruitment – Continuation of Current Strategies

1.4.a Data Monitoring and Analysis

- Research-based approaches to recruitment building from collaborative experiences with well-established organizations such as the Council for Great City Schools (CGCS), the Society for Human Resource Management (SHRM), and the American Association for School Personnel Administrators (AASPA).
- Monitoring success by using key performance indicators associated with recruitment.

1.4.b Organizational Alignment

- Recruitment team focusing on longevity and/or thinking holistically, from hire to retire.
- Recruitment specialists focusing on hiring for three distinct employee job categories - certified, classified, and operations, with a strong presence at job fairs—virtual and in-person.

1.4.c Critical Strategies

- Keeping equity as the key driver in JCPS’ recruitment efforts, continually implementing strategies to recruit educators of color to close the District’s workforce diversity gap.
- Structuring JCPS recruitment efforts around two fundamental strategies: (1) traditional and (2) needs-based recruitment strategies.
 - The traditional recruitment strategies involve regular participation in (a) university/college fairs, (b) HBCU-specific job fairs, and (c) classified job fairs.
 - The needs-based recruitment strategies are organized around critical need areas such as hiring ECE teachers, math/science teachers, early childhood teachers, and others. This involves supporting teacher recruitment by (a) sharing information about pathways to certification, (b) tuition assistance, (c) PRAXIS test supports, (d)

relocation stipends, and (e) state grants (e.g., STEPP) that support the pipeline from classified to certified employees.

1.4.d Collaboration with Partners

- Collaborating with education partners to expand opportunities to enter the teaching profession, including:
 - Working closely with universities to support student-teachers and practicums;
 - Partnering with the Louisville Teacher Residency (DEP);
 - Reinstating the JCPS Ambassadors Program;
 - Supporting Teach KY;
 - Strengthening Educators Rising Academies, providing a career pathway for JCPS high school students;
 - Supporting Teaching and Learning pathways, focused on new teacher orientation and the mentoring of new teachers; and
 - Making conditional offers of employment to talented future teachers.
- Developing a system to visit university classrooms to recruit new JCPS teachers long before expected graduation. This is done virtually or in-person.

Teacher Retention – New Strategies for 2024-25

2.1 New - Explore Factors Affecting Teacher Staffing in High-Need Schools

- See description under Teacher Recruitment

2.2 New - Information Sharing and Board Communication

- See description under Teacher Recruitment

Teacher Retention – Continuation of Current Strategies

2.3.b Retention and Recruitment as Continuum

Recent data shows retention appears to be trending in the right direction, suggesting that District efforts are beginning to pay dividends. From 2022-23 to 2023-24, teacher resignations declined from 375 to 311, representing a 17 percent decrease. In the same time period, teacher retirements showed an 11% decrease, reduced from 170 to 151. It is hard to forecast resignations and retirements from year to year because of the many factors involved in those personal decisions, but effective retention strategies can certainly convince teachers to stay in JCPS classrooms longer.

The District's focus on competitive salary and benefits; ongoing career support and resources; meaningful professional learning opportunities and peer support; teacher voice, workload; work-life balance; opportunities for growth; and school leadership will continue to impact retention. While some of these things fall under the human resources function, much of what matters to retention and making a teachers' professional experience positive and rewarding is school-based, and depends on strong, supportive school leadership.

In that regard, the Human Resources teacher retention efforts are in good measure centered on providing training, systems, and supports, for school leadership to create a culture within their buildings that strengthens teacher effectiveness and fosters teacher satisfaction.

2.3.c Guiding Principles

- Continue established principles guiding the District’s mission in the area of employee retention.
- Multi-faceted, whole-person approach that highlights the “human” into Human Resources.
- Supporting the twin key factors associated with retention—teacher well-being and sense of belonging via the SEL program for teachers to help educators cope better with the stress of the job, improve their mindfulness, and decrease burnout.
- Celebrating strengths, addressing areas of growth, and putting action plans in place with a collaborative mindset between teachers and administrators.

2.3.d Data Analysis and Program Evaluation

- Data analysis to support recruitment and retention activities.
- Use of cycles of continuous improvement every school year, based on the concept of Improvement Science - cycles of data collection, analysis, and interpretation, and taking concrete actions based on teacher voice data.
- Use of tracking systems associated with demographic data, teacher separations, employee separations, and exit surveys, for continuous improvement and targeting efforts on the lowest retention schools.
- Use of data to determine efficacy of changes/improvements.

2.3.e Support for School Leaders

- Continued scaling up services after verifying impact on trend data related to teacher retention (year 1 was a pilot with 18 schools, year 2 was implemented with 44 schools, and the last two years we have been working with all schools, including early childhood centers and special schools).
- Coaching to principals and school administrators twice a year on talent management.
- Principal Guide for supporting new teachers promoting the use of retention tools.
- Conducting site visits and keeping ongoing communication with all teachers, but with a particular emphasis on supporting newer, non-tenured teachers at the outset of their professional journey.
- Using the contract renewal processes to cultivate a relationship with non-tenured teachers and to celebrate teachers obtaining tenure (i.e., a continuing contract) for the first time.
- Systems of support for new JCPS teacher hires.

2.3.g Certified Educator Leadership

In addition to the support provided by Human Resources, the Schools Division has created the JCPS Leadership Academy which provides intensive leadership development programming to prepare certified staff for each phase along the entire pathway of their career. The Leadership Academy is creating a pipeline of education leaders better prepared to recruit, support, and retain high quality teachers. For key Central Office positions, the selection process used will be thorough, deliberative, and expeditious, and will include opportunities for both internal and external candidates to be recruited and apply, with national searches as appropriate.

Recruitment and Retention of Bus Drivers

From 2015-16 to 2021-22, the number of JCPS bus drivers declined 40%, from 1,080 to 650. Numbers have now leveled, and gains are being made (558 drivers for 2023-24; 566 in July 2024 with a retention rate of 99.1% in a traditionally peak season for retirements). With continued intentional focus on driver recruitment and retention, the District will strive to increase the number of drivers to mirror improved efficiencies in routing and transportation systems.

Recruitment and Retention of Bus Drivers– New Strategies for 2024-25

3.1 New - Human Resources Systems and Program Evaluation

- See description under 1.1 Teacher Recruitment

3.2 New - Information Sharing and Board Communication

- See description under 1.3 Teacher Recruitment

3.3 Developing - Classified Leadership and Management Training

Leadership, opportunities for growth, and excellent employee supervision each play a critical role in improving workplace satisfaction and retention. Increasing the availability of management training for supervisors of classified staff is a continued area of growth. Leadership management training that includes both a core curriculum across Divisions and discrete components tailored to specific needs of different departments, has begun. Such training will improve efficiency and effectiveness of departments employing classified staff, and potentially reduce employee misconduct through more effective department-level management. Human Resources Leadership sees this as a high priority.

Recruitment and Retention of Bus Drivers – Continuation of Current Strategies

3.3.a Recruitment

Human Resources and Transportation will continue to aggressively pursue recruitment avenues and analyze strategies used by other districts nationally for best practices. These include:

- Job fairs; hiring blitzes; targeted advertising; and
- Collaboration with partners for a translation of the CDL test into Spanish.

3.3.b. Retention Strategies

- Competitive basic compensation and incentives for challenging routes;
- Effective management of student behavior;
- Length of workday/work-life balance; and
- Supervisor support.

3.3.c Using Bus Driver Feedback to Guide District Policies and Actions

Phase II of the Prismatic Report provides actionable information for developing strategies to improve bus driver retention. A survey of drivers showed 36 percent of drivers were highly satisfied or satisfied with their jobs, meaning that almost two-thirds of drivers were neutral, dissatisfied, or highly dissatisfied. Job satisfaction is increasing this year with the 2024-25 changes to the transportation system. The Transportation Department, in partnership with

Human Resources, Finance, and Culture and Climate have been active in making improvements to make a career as a bus driver for JCPS more attractive, and will continue those efforts.

3.3.d Building Better Systems to Address Student Behavior on the Bus

The Prismatic survey in the Phase II report showed that 59 percent of regular bus drivers were dissatisfied with referral response in 2023-24 compared to the previous year.

Over the last year, the Culture and Climate Department has worked closely with the Schools and Operations Divisions to craft a more effective referral response process. They are providing standardized training for school administrators to ensure equitable and consistent implementation of interventions and consequences for bus referral across schools. This effort will continue in 2024-25, and will be aligned with the requirements of House Bill 446 (2024 RS) which sets forth requirements for school district responses to student behavior issues on the bus.