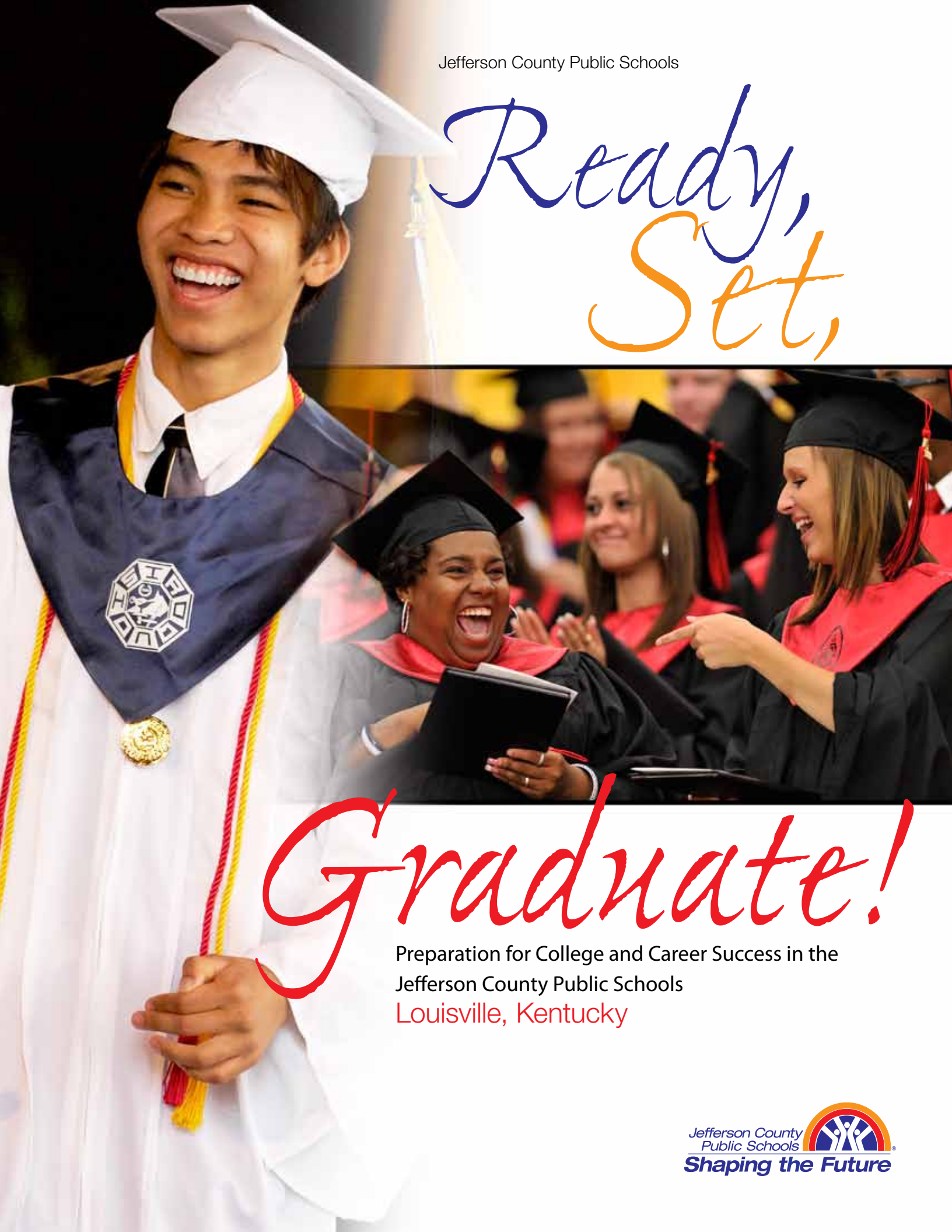


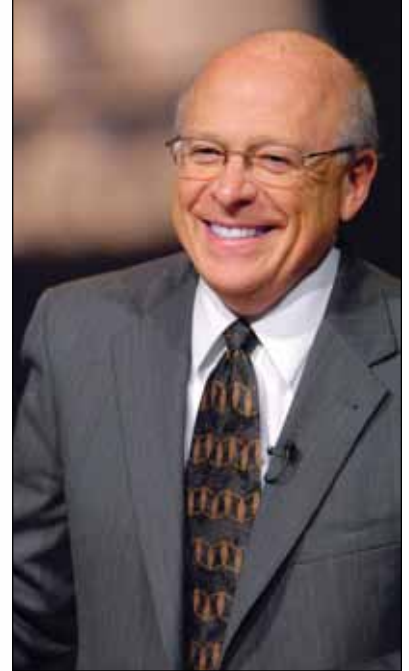
Jefferson County Public Schools

Ready,
Set,



Graduate!

Preparation for College and Career Success in the
Jefferson County Public Schools
Louisville, Kentucky



Dear Colleague:

As we strive to prepare students for twenty-first century careers, we face an array of challenges, including transformation in local and global economies, an ever-quickening pace of technological change, and increasingly complex skill sets necessary to be successful in the business world as well as in the sciences, the arts, health care, government, and virtually every other field of human endeavor. Clearly, success requires more advanced education attainment than ever before.

But how do we develop a cohesive approach that aligns the range of student interests, talents, and ambitions with rigorous and authentic learning experiences that provide outstanding preparation for today's college and career opportunities—the type of opportunities that lead to personal and professional achievement as well as healthy, prosperous communities?

At Jefferson County Public Schools (JCPS), we began working on a comprehensive answer to this question in 2007. A narrowly focused study of the district's school-to-career programs evolved into a wide-ranging conversation about making every high school in the district a model of college and career preparation. We convened a communitywide task force that included not only JCPS educators but also community, business, and labor leaders who could help us shape instruction.

The task force's recommendation? Restructure the high school experience. At the same time, other forces and groups in the community—including the Mayor's Education Roundtable, Greater Louisville Inc.'s (GLI's) Business Leaders for Education, and the Urban League Summits—identified college and career readiness as central to the quality of life in Jefferson County. These groups prompted us to rethink how we could enhance rigor and relevance in our high schools in order to increase our graduation rates and ensure that our students are well motivated and well prepared for postsecondary education.

JCPS developed a plan to personalize the high school experience through nurturing relationships among students and between students and adults, to enhance student engagement through more rigorous and student-centered curricula, to ensure depth of understanding through a restructured schedule, and to boost student motivation by assisting them in developing a vision of their future career and how they can best prepare for it. The plan blended successful innovations in practice from across the country into a comprehensive restructuring that creates a coherent, supportive, and meaningful academic and social experience for students.

In order to ensure student success, the plan focuses attention on three areas. The first area includes restructuring and curricular improvements that better support student success. For example, the trimester schedule enables students to concentrate in greater depth on a smaller number of courses during any given grading period. Simultaneously, the trimester provides opportunities for either remediation or

acceleration of coursework—opportunities that are not possible with other schedules. The freshman academies and small learning communities (also called Schools of Study) create a more supportive, personalized environment that facilitates student success. The new curricula in math, science, social studies, and reading enhance student engagement and conceptual understanding. By using learning walks (classroom visits) to collaboratively examine the rigor and engagement in classrooms throughout the school, the faculty as a whole strengthens instruction and builds its own sense of community. All of these effective strategies combine to form a synergy that creates a compelling, challenging, enriching, and supportive high school experience—an experience that not only increases the graduation rate but also prepares students well for postsecondary education.

The second area of focus ensures that students understand the opportunities available to them now and in the future, are able to take courses in a career area that interests and motivates them, and make a smooth transition to postsecondary education. The focal point of this second area can be found in our career-themed schools. Fifteen of our comprehensive high schools and several of our magnet schools have each selected a career theme upon which to build curricular and career experiences. Although all schools offer the same core curriculum, each school has chosen to specialize in one of five career themes identified as vital to the prosperity of our region. Students receive an introduction to all of the career themes during their middle school experience and are encouraged to select a high school based on their career interests. Within the career-themed high schools, students are also able to pursue credentialed diplomas representing dual-credit courses, real-world experiences, and industry certifications. They participate in advisory programs that coach them regarding the knowledge and readiness skills they will need for successful transition to the college environment. In addition, we are transforming one of our high schools into an Early College high school so that students can get a head start on college while they attend high school. The result is a network of schools providing academic rigor in personalized learning environments that are supported by community and business partners.

However, there are some students who find high school to be academically daunting, and so they may not see a future in pursuing further education. For those students, JCPS provides a wide range of interventions that stretch from intensive remedial courses and e-learning to long-term mentoring and a variety of alternative programs. In essence, we want every student to succeed and we are finding ways to support each student on his or her path to a diploma and beyond. In addition, we acknowledge that some students do not recognize the need for postsecondary training of one kind or another until they are a few years out of high school. We are working hard to ensure that those students, too, develop the skills, confidence, and interpersonal network they will need to find their way back to a source of further education when they are ready for it.



These preparation, transition, and intervention services constitute an array of symbiotic approaches that help JCPS students make strong connections to colleges and careers long before they receive their high school diplomas. We are striving to ensure that every student in every neighborhood not only understands the importance of higher education but also has the ability to create a personal path to it.

These broad missions are supported by specific goals. Through our participation in the Joint Commitment to Improve Education Attainment in the Louisville Region, we are determined to fulfill our role in increasing by 40,000—within ten years—the number of baccalaureate degrees held by the working-age population. JCPS also has committed to increasing by 50 percent the number of graduates capable of entering college without remediation and decreasing by 50 percent the number of high school dropouts. This booklet outlines the programs and initiatives that are helping us achieve those objectives.

Sincerely,

A handwritten signature in black ink, appearing to read "Sheldon H. Berman". The signature is fluid and cursive, written over a white background.

Sheldon H. Berman, Ed.D.
Superintendent
Jefferson County Public Schools

Customizing College and Career Connections ▼



Yvonne* has known since third grade that she wants to work in technology. She aspires to a degree from MIT and to a career designing complex computer networks. During her freshman year in high school, she joins a four-year program called Cultivating Leadership and Innovation: Business and Information Technology.

She takes courses in networking, programming, Web design, and geographic information systems. During her senior year, she participates in an information technology (IT) internship at United Parcel Service (UPS), a Fortune 100 company with major operations in Louisville. Yvonne graduates from high school with industry experience, IT certifications, college credits, and an MIT acceptance letter.



Kevin* isn't sure what he wants to do with his life. Although he's had good grades and a successful academic experience, no one in his family has gone to college, and he doesn't think he'll be the first. During his senior year in high school, however, he joins a program called Close the Deal. It pairs him with a mentor who helps him explore career and postsecondary options, walks him through the admissions process, shows him how to fill out financial aid applications, and even arranges transportation to visit college campuses. By the time Kevin graduates, he has been accepted into a small college in a rural area of Kentucky and he has a clear direction for his life: he wants to become a high school counselor so he can help other students go to college.

Justin* has seen more than his share of troubles, including the loss of his parents and placement in multiple foster homes. He has goals. He wants to make a difference in the world as a teacher. But, without a family's support and guidance, the odds are against him. Then he is introduced to the Louisville Education and Employment Partnership (LEEP). LEEP provides a Career Planner who offers him a range of resources as well as unwavering support and encouragement. Justin credits the program with putting him on a path to reaching his goal. "The LEEP Program taught me to persevere."

The programs that Yvonne, Kevin, and Justin experienced represent just three parts of a multifaceted approach that allows JCPS—a highly diverse district with more than 99,000 students at 90 elementary schools, 24 middle schools, 21 high schools, and 20 other learning centers—to offer every student the opportunity to create customized college and career connections. The JCPS approach includes components in three areas: Preparation, Transition, and Intervention.



*Names do not represent real students.

▼ Preparation

JCPS is dramatically restructuring its high schools to enhance student achievement. Curricular changes have been implemented to enhance rigor, provide appropriate interventions for remediation and acceleration, and improve the quality of instruction. Structurally, schools have been reorganized—dramatically shifting the environment from the typical anonymity of the traditional high school to one that provides personalized instruction, greater depth in content, and a meaningful focus on career path goals.

Curriculum and Instruction

JCPS adopted rigorous inquiry-based math and science curricula that align with postsecondary standards and engage students in conceptual understanding as well as skill fluency. High school classrooms now allow students to be the primary talkers, thinkers, and doers. Students actively construct and revise new knowledge by discovering relationships, solving problems, constructing explanations, and drawing conclusions.

High schools are implementing Ramp Up, a standards-based language arts curriculum that incorporates Reader's and Writer's Workshop to help students scoring below grade level on various middle school assessments to read at or above grade level by the end of the tenth grade. Ramp Up is complemented by Writing Across the Curriculum, a districtwide initiative that trains teachers on effective writing strategies that can be used across all content areas.

In addition, high schools have adopted a new civics curriculum titled Facing History and Ourselves, which engages freshmen in understanding the rights and responsibilities of citizenship and helps them make connections between history and the moral choices they confront in their own lives. All of these courses build engagement and accelerate academic performance so that students are better prepared for postsecondary education.

Teaching is organized according to a Classroom Instructional Framework (CIF) that provides teachers with a structure around which to plan and deliver their lessons. The CIF serves as a tool for both planning and observation. It enables school administrators,



More
Individualized,
In-Depth
Instruction



Ready,



teachers, and support staff to have conversations about teaching that are based on a common vocabulary, and it provides a common foundation upon which to base professional development about lesson design.

The implementation of Professional Learning Communities (PLCs) has also had a positive impact on instruction. A PLC consists of a team of teachers who teach the same course and jointly identify learning targets each grading period. The teachers exchange ideas about rigorous and relevant instruction that raises the challenge level of student work. They also agree on common formative assessments to gauge student understanding. Once student work has been collected and analyzed, the learning teams discuss students' progress toward their learning goals, strategies that worked, strategies that need improvement, and interventions needed to move students toward depth of understanding of the content and toward proficiency in academic performance. Finally, in an effort to transform and improve their practice, school administrators and teacher leaders regularly take learning walks to observe and reflect on the challenge level of student tasks and participation.

Freshman Academies

Students take a big step on the path to college when they enter high school, but most 14-year-olds find it daunting to walk into a school building that's twice the size of the school they left just three months earlier. At first, these students often attend classes with strangers, and they worry they'll make a social or academic blunder that will start their high school years on the wrong foot.

JCPS eases students into high school through Freshman Academies, highly supportive learning environments in which students work with a core group of teachers and interact with a smaller number of students than they would in a typical high school environment. Available at 16 schools throughout the district, Freshman Academies build student confidence, create a sense of community, and forge strong academic and social relationships that promote high school success.

Objectives of the JCPS Freshman Academy initiative include:

- Nurturing social and emotional skills.
- Increasing pass rates in all courses.
- Decreasing freshman retentions.
- Decreasing discipline problems.
- Building a sense of community within the school.
- Helping students explore and prepare for college and careers.

"When I started high school, I didn't know what to expect," says JCPS student Jon Conen. "I anticipated a school filled with teachers who would only know me as a number. The Freshman Academy changed the way I learned and thought about my education and future teachers. I became accountable for my learning and my actions. Also, I forged strong relationships with my teachers. Every day that I went to school, I knew that I would be challenged by the teachers who worked together in the Freshman Academy. It made me more accountable because I had personal relationships with the administration and staff, which gave me a greater opportunity to succeed."

Launched three years ago, the Freshman Academy initiative has brought improvements in attendance and a decrease in discipline problems. Fewer students are failing courses, and the number of freshmen on the honor roll has increased.

“When I started high school, I didn't know what to expect.”

Schools of Study

Students in grades ten through twelve follow a personal career pathway through a School of Study within their Professional Career Theme. Courses in each School of Study provide a combination of hands-on technical skills and content knowledge needed to prepare students for college and to enter the workforce at a range of entry points. In addition, high-level technical courses complement the Advance Program and the Advanced Placement (AP) curriculum offered at every high school.

Like Freshman Academies, Schools of Study are highly supportive learning environments. Each student is assigned to a faculty advisor who coordinates with a high school counselor to mentor, counsel, and advocate for the student until graduation, helping him or her acquire knowledge and guidance for pursuing a postsecondary pathway. Because students spend a significant portion of each day with peers who have similar interests and aspirations, the students and their faculty advisors bond with a small learning community that helps build academic-social confidence within the larger setting of the total high school.

For students who are not sure which career path they want to follow, every Professional Career Theme school offers a general arts-and-sciences School of Study that still provides the academic foundation necessary to succeed in college and to pursue advanced career preparation. In addition, students can apply to any of six districtwide magnet schools that offer a range of career-focused programs.

This structure nurtures social, emotional, and academic needs at critical times during the students' development. It creates an environment conducive to collaboration and camaraderie that helps students build community and a sense of belonging, as they develop academic and decision-making skills.

Trimester Schedules

More chances to earn credits and pursue electives, smoother transfers between schools, more individualized instruction for students—these are a few of the reasons why more than half of JCPS high schools switched to a 3x5 trimester schedule (three 12-week periods, five classes each day) at the start of the 2008-09 school year.

Before the switch, high school teachers and administrators and district staff evaluated eight schedules used at high schools throughout the United States and decided that trimesters would work best for JCPS schools because they let students more easily meet a growing number of graduation requirements and still take meaningful electives. Trimesters also facilitate remediation and acceleration, allow for longer class periods for in-depth learning, and decrease the daily course load on teachers and students.

Mary Greenlee, principal at Seneca High School, points out that students receive more individualized, in-depth instruction because trimesters provide “an extended period to teach each class—70 minutes. In addition, the teaching load is reduced from a maximum number of 150 students in the traditional semester to only 124 students per trimester.”





Preliminary research indicates that attendance has increased and the number of students who drop out has decreased at schools that use trimesters. Gary Hurt, principal at Valley Traditional High School, predicts that trimester schedules will also pay long-term dividends: “We can expect to see higher student achievement, higher graduation rates, lower retention rates, and more students prepared for the rigors and challenges of college and the world of work.”

Professional Career Theme Programs

At most JCPS high schools, the curriculum has been organized around a Professional Career Theme that takes college and career preparation to a new level. Classes go far beyond lectures. Students participate in real-world activities in and out of the classroom. Local companies, community organizations, colleges, and universities partner with schools to support these programs, so no matter which theme a student chooses, he or she receives expert advice from professionals in the field.

Career Emphasis:	Human Services, Education, and International Studies
Theme:	Creating Our Global Community
Career Emphasis:	Engineering (Aerospace/Architecture/Manufacturing and Construction)
Theme:	Designing and Building the Future
Career Emphasis:	Communication, Media, and the Arts
Theme:	Engaging and Enlightening Our Community
Career Emphasis:	Medicine, Health, and the Environment
Theme:	Sustaining Ourselves and the Planet
Career Emphasis:	Business and Information Technology
Theme:	Cultivating Leadership and Innovation
Career Emphasis:	Math, Science, and Technology (MST)

To ensure all students have access, each theme is offered in at least three schools spread geographically across the district. Through the schools’ Freshman Academies, each student initially explores a variety of entry points into the broader career theme. As the students progress through the remainder of their high school experience, they receive expanded opportunities to become more familiar with the many career options within their chosen field of interest. The support of the local community, particularly from leaders in business and labor, is enabling JCPS to take college and career preparation to new levels of rigor and relevance.

“We want every student to graduate from JCPS with a credentialed diploma representing dual-credit courses, authentic experiences, and industry certifications.”

▼ Transition

JCPS offers the instruction, guidance, and support that students need—whether they have specific college and career goals, they’re still trying to decide what they should do after high school, or they would like to go to college but face financial difficulties or other personal hurdles that make them think higher education is out of reach.

Credentialed Diplomas

Professional Career Theme Programs offer students not only the knowledge and experiences but also the credentials that enhance their prospects for college and career success. “We want every student to graduate from JCPS with a credentialed diploma representing dual-credit courses, authentic experiences, and industry certifications,” says Joe Burks, JCPS assistant superintendent for high schools.

The district has nearly 100 articulation agreements with postsecondary education providers that allow students to earn college credit for high school courses. Authentic experiences include work on real-world projects in professionally equipped labs, studios, offices, workshops, rehearsal spaces, and health-care environments. Many courses also offer job shadowing, mentoring, professional certification, co-ops, internships, or apprenticeships. In addition, every JCPS high school offers AP courses. Credentialed diplomas assure industry leaders and postsecondary partners that graduates of JCPS possess both a depth of knowledge and advanced technical/applied skills.

AP Courses

AP courses, taught by College Board-certified JCPS teachers, are offered at all district high schools and have raised the level of rigor in our classrooms. The college-level courses challenge students to aspire to higher levels of learning. District high schools have increased the number of AP courses they offer, and the number of students taking the classes and qualifying for college credit has grown exponentially during the past three years. In May 2009, scores on more than 3,000 AP tests were high enough to earn college credit for JCPS students.

Early College

JCPS has selected Western MST Magnet High School to partner with Jefferson Community and Technical College (JCTC) to establish a nationally recognized Early College Program for its students, many of whom are at-risk and underrepresented in postsecondary education.

College courses will be embedded in regular Western High course sequences, and accelerated students will take classes on-site at JCTC. Western students will be able to earn up to 30 college credit hours by graduation.

The goal of the program is to have 90 percent of students graduate with at least three credit hours that will be transferable to JCTC or any other public university or community college in Kentucky.

During the 2010-11 school year, the Early College curriculum will include U.S. History, English 101 and 102, College Algebra, Trigonometry, and Introduction to Humanities, as well as technical courses in computer applications.

In addition to the college curriculum, students will receive wrap-around services, including college counseling, career advisement, and academic remediation. These services will function as safety nets along the students’ paths to postsecondary education.



Advanced Placement Exams Taken/Score of 3, 4, 5	
2009.....	6,031/3,092
2008.....	4,891/2,568
2007.....	4,444/2,425
2006.....	3,826/2,117
2005.....	3,338/1,813



Close the Deal

Starrishia Roberts had never even heard of St. Catharine College, a small school in a rural area near Bardstown, Kentucky. Today, she's a student there on a basketball scholarship. During her senior year at Valley Traditional High School, Starrishia joined the Close the Deal Program, which was established by Louisville Mayor Jerry Abramson. It paired her with a mentor who helped her explore postsecondary options and fill out financial aid forms and college applications. The program also facilitated college interviews and visits.

Close the Deal was launched as a pilot program at Valley during the 2008-09 school year. "It really helped motivate kids," says counselor Volinda Heimann, "and many more went to college than had gone in previous years." At graduation in 2008, only 20 Valley graduates planned to go to college. After the 2009 seniors completed the Close the Deal Program, 97 of them were college-bound and they had earned more than \$200,000 in scholarships.

Thanks to Mayor Abramson's enthusiastic support and the participation of Greater Louisville Inc. (the Metro Chamber of Commerce), more than 1,000 students at three JCPs high schools have participated in Close the Deal since its inception. The program is especially beneficial for students who might not even be thinking about going to college because of financial barriers or because they would be the first in their family to pursue education beyond high school. The program "helps them see that college is an obtainable goal," Heimann says. "When students get to talk to someone one-on-one—especially when they can connect with someone who can say, 'I have a background similar to yours, and I made it to college. Here's how I did it.'—it really lets them know they have opportunities ahead of them. It lets them know they can 'Close the Deal!'"

In February, the College Board chose the program as a winner of the CollegeKeys Compact Innovations Award. The College Board noted that Close the Deal provides "innovative, effective best practices" that help students "get ready for, get in, and get through college." Five other Kentucky school systems have adopted Close the Deal as a model program.

“It really helped motivate kids . . .”



▼ Intervention

JCPS offers several programs that help students who are struggling because of low grades, poor attendance, or other problems that could cause them to give up on their education.

LEEP

As a result of a collaborative effort among JCPS, Louisville Metro Government, and Metro United Way, the Louisville Education and Employment Partnership (LEEP) was created in 1988. LEEP Career Planners help students stay in school, graduate, and successfully transition from high school to employment, college, or military service.

"For more than two decades, LEEP has been an extraordinary collaboration," says Louisville Mayor Jerry Abramson. "It has worked to keep at-risk high school students in school and to help them plan their next step after graduation. This is achieved by forging strong connections with them and providing extra guidance at school and relationships with mentors. I know the value of LEEP both as mayor and as one of those mentors. I've worked with two students in succession for the past six years."

LEEP serves more than 1,000 students annually. They participate in job shadowing, job-readiness workshops, and several college-preparation activities, including the following:

- Attendance and grade monitoring
- Financial aid guidance from the Kentucky Higher Education Assistance Authority (KHEAA), which is also available to parents
- College-testing preparation
- College tours
- Individual college coaching by Career Planners

"LEEP and other such initiatives are an investment in our future," says Mayor Abramson. "Coming together to help our young people reach their goals enables them to inspire their peers today and make meaningful contributions to their families and local communities down the line. It is critical for individuals to have a better life and for our community to have the skilled workforce it needs to succeed in a twenty-first-century economy."





Project S.M.A.R.T.

Project S.M.A.R.T. (Science, Math, And the Right Technology) is a partnership among four JCPS programs: LEEP, the Teenage Parent Program (TAPP), JCPS*eSchool*, and the Computer Education Support Unit.

Located at two TAPP schools, Project S.M.A.R.T. challenges teenage mothers to continue their education after high school. They are encouraged to take math, science, and computer courses that will enable them to gain the skills needed to pursue college education in highly skilled, nontraditional fields.

Project S.M.A.R.T. includes three major components:

- Integration of technology into all math and science classrooms
- Distance-learning opportunities to pursue math and science courses online for high school and/or college credit
- School-to-work opportunities and mentorships that emphasize math-, science-, and technology-related fields to increase awareness of career opportunities

Currently in its fifth year, Project S.M.A.R.T. has had a positive impact on participants' academic achievement. The participants have demonstrated sizeable increases in their math and science scores on state assessments and in their technology scores on the district assessment. By May 2009, more than 10 percent of S.M.A.R.T. seniors graduated with at least six hours of college credit. In addition, 69 percent of S.M.A.R.T. participants reported a significant increase in their knowledge of career opportunities in math and science. From August 2008 to May 2009, S.M.A.R.T. students also reported a statistically significant increase in their likelihood of pursuing postsecondary opportunities.

Ramp Up

A standards-based curriculum aligned with state core content, Ramp Up targets freshmen who are two or more years behind grade level on their language arts skills. The program's activities, including reading and writing workshops, focus on helping students make rapid progress toward becoming fluent readers, developing wider vocabularies, and increasing their comprehension skills. The overarching goal is to ensure that students are reading at or above grade level by the end of the tenth grade.

Ramp Up trains teachers to effectively teach reading, intervene based on assessed needs, and help students apply new literacy skills to the study of academic content so they can engage more fully in the school's learning community. Each student is encouraged to read at least 25 books a year.



Response to Intervention Teams

Response to Intervention (RtI) ensures that the more a student struggles, the more support that student receives. The RtI process provides students an “umbrella” of support that emphasizes personalized goals, ongoing monitoring of student progress, and data-driven decision making. The outcome of the RtI process is to ensure that every student has the opportunity to have a successful high school experience that leads to a successful transition to college or to the career of choice. RtI is an evidence-based process to analyze the performance of students struggling in reading and math as well as with social skills and behavior. The process includes a comprehensive review of student data in these areas to establish a baseline of performance. District and school staff then recommend and devise a program of studies to help the students improve their performance. Students must participate in the Freshman Academy, work with an adult mentor two to three times a week to set goals and discuss progress, and follow an individualized learning plan that provides daily instructional and motivational strategies designed to increase positive interactions at school. Student data is collected and analyzed every two weeks for six weeks to determine if the strategies are working. At that time, the strategies may be continued, revised, or replaced entirely.



Alternative Schools

To reach out to students who have not experienced success in a conventional school setting, JCPS offers several alternative-learning environments. For example, Liberty High School is a nontraditional, safety-net school that serves students who are in danger of failing and who would prefer hands-on, collaborative learning on a flexible schedule with a work-based educational component.

During the first nine weeks of school, all Liberty students participate in the Discovery Program, which is designed to teach life skills and learning habits. The program also builds a strong sense of community—in and out of school—by developing multiple support systems for students. Parents become partners in their child’s education by attending Discovery classes on Thursday evenings. The school also helps students understand the importance of teamwork, anger management, conflict resolution, and career exploration.

JCPSeSchool is a virtual school that allows students with Internet access to work on their courses anywhere in the world. Even students on a U.S. Navy vessel have completed courses with *JCPSeSchool*. It is designed for students who want to eliminate deficiencies on high school transcripts, earn additional credits toward graduation, seek educational enrichment, or earn college credit. Courses provide secure group mailings, threaded discussions, group chats, and the opportunity to share content. Overall, more than 6,000 students across the United States and in several other countries are enrolled in *JCPSeSchool*.

JCPS also offers the Phoenix School of Discovery, which uses technology to support and enhance instruction, preparing students in grades six through twelve to reach state Proficiency levels. Students transfer to the school from other middle and high schools under provisions of the No Child Left Behind (NCLB) Act. Middle school students meet on the Stuart Middle School campus. High school students meet at Valley Traditional High School.

A team of teachers from the Phoenix School of Discovery and administrators was one of two national grand-prize winners of the 2009 Teams That Make a Difference Award. The program, *Seeing the Big Picture: Our Place in the World*, won in the Connecting Young Adolescents to the Global Community category.

JCPS has created a network of other alternative schools to provide safety nets and address many issues that could cause students to abandon their education. For example, the district does not expel students; those who have demonstrated inappropriate behavior are referred to Kennedy Metro Middle, Buechel Metropolitan

High, or Breckinridge Metropolitan High Schools, where staff members are committed to teaching the behavioral and academic skills necessary for students to become responsible learners and reach their full potential.

Jefferson County High School serves students 16 years and older who have withdrawn from school but still want to earn a diploma. Students may work at their own pace on a flexible schedule at multiple locations. TAPP provides academic, medical, and social services at two locations for expectant and new teen mothers and their babies. A dozen State Agency Schools provide unique residential and day-treatment centers that work with treatment partners to provide a therapeutic or rehabilitative school environment for students who are referred through court commitment or psychiatric hospitalization or who have some other identified need for long-term treatment of emotional or behavioral problems.

Exploring New Approaches



JCPS continues to evaluate new tools with the potential to enhance college and career preparation and use data to measure the depth of student understanding, conceptual development, and skill development. For example, teachers use Classroom Assessment System & Community Access Dashboard for Education (CASCADE), a Web-based data collection system, to disaggregate scores, identify learning gaps, and track individual and school growth. The district also has recently secured funding for the implementation of *SMART ED*, a software application that combines powerful analytics and scientific modeling to identify students—as early as the upper-elementary level—who are at risk of dropping out of school. *SMART ED* also provides information that guides staff in determining the best intervention programs and support plans.



In addition, we are beginning to conduct in-depth analyses on a number of indicators to determine the quality of our programs and services and their impact on student outcomes. Some of the quality indicators we will examine in the coming year include student attendance, absences, suspensions, retentions, reading/math performance, graduation rate, ACT and AP results, school culture and climate, student perceptions of safety, and involvement in after-school activities.



▼ Empowering Next-Generation Learners

The individual components of our college- and career-preparation initiative work together to create challenging but supportive, dynamic but focused, rigorous but motivating classroom experiences.

By restructuring high school and implementing districtwide curricular improvements, we are providing many more opportunities for both remediation and acceleration of coursework, creating new approaches to engaging students, and helping them reach deeper levels of conceptual understanding.

By empowering students to customize their connections to the curriculum and personalize their college and career pathways, we are not only ensuring that they understand the opportunities that will be available in their future but also encouraging them to define their own success and to discover for themselves the value and meaning of their education.

By carefully monitoring student progress and, when necessary, implementing intervention strategies, we are providing support for every student in every classroom and demonstrating our firm belief in their ability to reach ambitious goals.

By designing our preparation, transition, and intervention strategies to meet the challenges of twenty-first-century education, we are creating learning environments that lead to personal enrichment, professional achievement, and community prosperity.

Challenging,
Supportive,
Dynamic, Focused,
Rigorous,
Motivating
Classroom
Experiences



Graduate!

Dr. Sheldon H. Berman, Superintendent

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