**JCPS THEORY OF ACTION PROGRESS REPORT**

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| ***Create caring and culturally-responsive classroom communities*** |
| CARE for Kids  | Schools with higher levels of implementation show greater academic growth, increased attendance, decreased suspensions, and higher ratings of school culture. |
| Freshman Academies  | The initial academy schools have shown decrease in absences, decrease in students failing courses, decrease in students retained, and increase in students on the honor roll. |
| Cultural Competence | Participating schools have shown an increased understanding of how culture influences teaching as well as decrease in the gap between minority and non-minority students on student connectedness, perceived caring of teachers, behavior referrals, and suspensions. |
| School Nurses | Schools with nurses have reduced novice students in reading and math, increased attendance, and have returned 89% of students to class. |
| ***Provide high-quality, personalized instruction that challenges and engages students in authentic work*** |
| Elementary Redesign | Redesigned schools have outperformed comparison schools in growth in school culture, quality of instructional practices, and growth in attendance and academic achievement. |
| High School Trimesters  | Schools with trimester schedules show an increase in attendance, smaller increase in suspensions, decrease in mobility to alternative schools, increase of students ending the school year at the same school, and high levels of satisfaction by multiple stakeholders. |
| Assessment for Learning | Teachers are more likely to use clear learning targets, use assessment results to inform instructional decisions, and provide frequent, descriptive feedback to students. |
| ***Ensure equitable access for all students to a consistent, world class, inquiry-based curriculum*** |
| Ramp-Up | Results show that participating teachers liked the program, teachers improved their knowledge of teaching reading skills, and students scored higher on KCCT Reading than control students.  |
| Inquiry Based Math | Students enjoy math much more and are more motivated to participate in math activities. The district PD is focused on how to maintain the rigor throughout the lessons.  |
| Inquiry Based Science | Teachers indicated a high level of use and fidelity. Teachers are more likely to ask probing questions.  |
| One Community One Nation | Results show an increase in teacher knowledge of how to teach civic dispositions, increase in student engagement and awareness, and a positive impact on student behaviors.  |
| Exploring Civics | Results show an increase teacher knowledge and expertise in key areas, high levels of inquiry and questioning, and promoting a climate of respect. More students report performing services for people or doing work to make their community a better place.  |
| ***Prepare leaders to engage in collaborative strategies to move this shared vision forward*** |
| JCPS Leadership Preparation Programs | Between 2002 and 2008, 111 candidates completed a district-university affiliated leadership preparation program with 30 percent became a school or district leader.Participants have improved skills in personal efficacy, instructional and systems leadership.  |
| School Administration Manager (SAM) | Principals with SAMS have increased the amount of time spent on instructional leadership activities from 29% to over 70% in two school years. Principals increased observations, instruction-related work prep and work with students. They decreased time spent office work prep, building management, and student discipline.  |
| JCPS/ U of L Doctorate Program | 21 JCPS employees are participating in the program. The first year of the program focused on research, evaluation, measurement, and leadership topics. The 2nd year will focus on methodological issues associated with quantitative and qualitative data analyses.  |