Donna Hargens, Ed.D., Superintendent

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Planning and Program Evaluation Work Plan
2016-2017
(DRAFT)

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Planning and Program Evaluation Unit

Overview
The mission of the JCPS Planning and Program Evaluation Unit is to support a culture of continuous improvement. We strive to focus our work on initiatives that support student learning and align to the JCPS strategic plan by 1) providing support to school and district leaders in their comprehensive planning and improvement efforts, 2) designing and conducting program evaluations which provide formative and summative information to school and district leaders on major district initiatives and grant-funded programs, 3) supporting strategic and cost-effective decision-making, and 4) facilitating systemic change through the provision and use of research-based practices, data analysis, and communication and collaboration with stakeholders.

Planning and Systems Support Summary 2016-2017
The Planning Unit provides assistance to schools as they develop their school improvement plan and coordinates the improvement planning process at the district level. This past school year, our unit facilitated the revision of the district's new strategic plan, Vision 2020. In the upcoming year, in addition to Comprehensive School Improvement Planning (CSIP) and Comprehensive District Improvement Planning (CDIP), our systems support will be comprised of supporting Deeper Learning, co-chairing the Magnet Steering Committee, and facilitating a continuous improvement model with district budget planning.

Program Evaluation Summary 2016-2017
Decisions on which programs will be evaluated are led by the district's leadership consisting of the Board of Education, superintendent, cabinet, and assistant superintendents. In addition, programs that are grant-funded are also supported by the evaluation staff. The goal of program evaluations is to provide data to continuously improve and evaluate the quality of programs. The Planning and Program Evaluation staff work with program staff throughout the district to design and conduct formative and summative program evaluations. The evaluation methods vary depending on the research question, program design, and reporting requirements. Evaluation reports will provide recommendations based on the data collected, and evaluators will follow-up on the recommendations to assess the extent to which changes are made to improve the program.

The 2016-2017 Work Plan is comprised of a mix of grant-funded projects (e.g., PBIS, Bounce), continuation of programs requested in the past (e.g., Louisville Linked), and new initiatives (e.g., NISL, Bellarmine Literacy). Evaluation results will be utilized in funding decisions through the continuous improvement model.

Planning and Program Evaluation Next Steps to Support Continuous Improvement 2016-17
In an effort to continuously improve and evaluate our own work, the Planning and Program Evaluation Unit met in July 2016 to reflect upon the 2015-2016 work plan, and set priority areas to focus on for the 2016-2017 school year. Three areas are targeted for improvement. Specifically, we will be working collectively to 1) improve our strategic planning efforts around Vision 2020, the district's newly adopted strategic plan, 2) communicate with key stakeholders on data reporting, and 3) collaborate with others both within our department and outside of our department to help school and district leaders better understand and interpret data.

Planning and Systems Support Summary Plan 2016-2017

Planning and Systems Support Activities and Aligned Vision 2020 Strategy	Description	Primary Staff Contact
Ad Hoc Reports (Strategy 3.2.4)	Throughout the year, the Planning and Program Evaluation Unit responds to data and information requests from school personnel, central office staff, school board members, and the community. These requests require data collection, analysis, and/or data reporting, usually in a short time frame, that provide these stakeholders current information for decision-making purposes.	All
Behavior Data Monitoring. (Strategy 2.1.3)	The unit supports the behavior data monitoring system through regular reporting of key behavior variables including suspensions, referrals, restraints, seclusions, and in-school removals from class. Weekly data reports are provided to the ECE department, and regular data reports are also provide to the Bullying committee. A behavior data dashboard led by the Research department is also utilized in providing reports.	Chang
Budget Planning Tool (Strategy 3.1.4)	The Financial Services Division and the Planning & Program Evaluation unit collaborated to develop and implement a new cycle-based budgeting model. This new budgeting model set expectations and accountability for each newly approved budget request, and ties every approved dollar to the strategies in Vision 2020.	Yan
Budget Review Process (Strategy 3.1.4)	Each year, new budget requests are reviewed by the Planning and Program Evaluation staff based on a scoring rubric. The scoring rubric assess the quality of a new budget request in terms of: 1) Program Description (alignment with Vision 2020, evidence base), 2) Needs Assessment, 3) Target Outcomes, and 4) Implementation and Management.	All
Bullying Prevention Committee (Strategy 2.1.3)	This committee serves as a group to reflect and support the Bullying Prevention Department in their implementation plan and data analysis. The committee examines data from Infinite Campus and the Bullying Tipline in order to help target support.	Lin
By All Means (Strategy 1.1.7)	JCPS is one of six cities selected for a multiyear initiative called By All Means: Redesigning Education to Restore Opportunity. The aim of the project is to develop comprehensive child well-being by implementing 4 major improvement strategies: 1) Children's Cabinet, 2) Student Centered, Customized Learning, 3) Braided Health and Social Services, and 4) Expanded Learning Opportunities. The 2016-2017 school year is focused on developing success metrics in the area of Braided Health and Social Services.	Chang

Comprehensive District and School Improvement Plans (CDIP/CSIP) **(Vision 2020)**	Each year, schools and the district develop, monitor, evaluate, and revise their improvement plans. Our unit supports school/district personnel in the development of their plan (CSIP/CDIP) with specific attention to the following questions. • Do the plans meet federal, state, and local regulations? • Are the plans aligned with the District's Strategic Plan?	Chang/ Vaught/ Receveur
Comprehensive School Survey Committee **(Strategy 2.1.3)**	Comprehensive surveys are distributed in February of each school year to parents, staff, and students. The surveys provide perceptions on Connectedness, Curriculum, Safety, Teaching, and Satisfaction. Representatives from the Planning and Program Evaluation team serve on the committee and in 2016-17 contributed in 1) developing new pilot items to align to Vision 2020, 2) serving as presenters in the school-based staff training, and 3) developing a School Climate toolkit for school staff to analyze and reflect on their CSS data.	Winsch/ Receveur/ Chang
Deeper Learning **(Strategy 1.1.1)**	Jefferson County Public Schools (JCPS) is committed to transforming teaching and learning by implementing Vision 2020, the district's newly adopted strategic plan. A Deeper Learning Planning Group was formed in March 2016 (consisting of representatives from each of the JCPS divisions) to begin formulating initial work around Deeper Learning. Our next steps are to support the Deeper Learning Strategic Planning Group in developing an implementation plan.	Chang/ Winsch/ Taylor
Diversity, Equity, and Poverty Data **(Strategy 1.1.7)**	In 2016-2017, data was provided on the updated JCPS Equity Scorecard in the areas of Literacy, College and Career Readiness, School Climate and Culture, and Discipline. In addition, survey and data support specifically to DEP trainings are being developed to provide a continuous feedback model for DEP trainers.	Chang
Internal Review Board (IRB) **(Strategy 3.2.3)**	The JCPS IRB ensures that research requests meet the Federal Policy for the Protection of Human Subjects. The IRB also considers the following: alignment with the JCPS Strategic Plan; appropriateness for public school settings; concern for confidentiality of individuals, students, families, schools, and work units; amount of intrusiveness of the proposed research activities; and time and effort required of staff and district resources	Winsch
Literature Reviews, BLUFS/Briefs, and White Papers **(Strategy 3.2.4)**	The unit periodically develops literature reviews, briefs, and white papers for the superintendent, Board of Education, cabinet, and other policy-makers. These products are aimed at synthesizing large bodies of literature into shorter summaries to allow the district's policy makers to have a quick reference to a topic and to aid in their planning and decision-making process.	All

Magnet Steering Committee (Co-Chair) **(Strategy 3.2.4)**	The JCPS Magnet Steering Committee was reorganized to include community members in September 2015. The purpose of the steering committee is to review recommendations provided by the Magnet Schools of America (MSA) and provide input on how to implement these recommendations. The committee functions in an advisory capacity by offering insight to district leaders who oversee JCPS optional and magnet programs and schools in order to ensure a variety of equitable, high-quality magnets for students.	Taylor
Presentations for Community Forums **(Strategy 3.2.4)**	Throughout the year, the Planning and Program Evaluation Department supports district presentations and responds to community requests for presentations/support. These presentations typically involve: • gathering community input around JCPS questions and supporting community groups in collecting data from forum participants, or • conducting informational presentations to share with community and parent groups regarding JCPS data and progress.	Vaught
Survey Support **(Strategy 3.2.4)**	Throughout the year, the Planning and Program Evaluation Department develops and administers surveys. The staff then analyzes survey data and provides summaries to schools, community groups, superintendent's office, and district program directors. The surveys vary in complexity from basic rating scales to open-ended responses.	All
Trainings (CSIP, Accountability, Data Use, Budget) **(Strategy 2.2.3)**	The JCPS Planning and Program Evaluation Department is responsible for conducting district/school trainings related to planning and accountability. These trainings typically involve working with multiple stakeholders, including principals, counselors, ECE staff, LEP staff, and school based personnel.	All
Wellness Committee **(Strategy 1.1.7)**	The district maintains a committee with external and internal stakeholders tasked with reviewing existing and promoting revised district policies related to health using the CDC's Whole School, Whole Community, Whole Child model as the framework. The Committee also stays abreast of changes in federal nutrition standards, etc. and helps ensure compliance.	Winsch

Program Evaluations 2016-2017

The programs below represent the evaluations that will be conducted for the 2016-2017 school year. As noted earlier, what programs are evaluated each year are decided through communication with key stakeholders and district leaders. Three programs in 2016-2017 are being supported through a Continuous Improvement Model Cycle: Bellarmine Literacy, Ford NGL, and Restorative Practice/PBIS pilot. For these 3 programs, the district has provided significant financial support and Evaluation Specialists will be working with each program staff to ensure quality implementation, monitoring, and evaluation data.

Program Evaluations 2016-2017	Description	Staff
Bellarmine Literacy* **(Strategy 1.1.5)**	JCPS is partnering with Bellarmine University to champion a literacy project across the district where elementary teachers are provided 90 hours of training in the teaching of reading for up to 2 years. Embedded coaching is provided on-site for participating teachers. Evaluation questions include: • In what ways does participation in the BL shape teacher practice? • What are the perceived barriers/and or enabling factors for implementing BL instructional practices? • To what extent have student reading behaviors changed as a result of their teachers' participation in the BL?	Yan
BOUNCE/Trauma-Informed Care **(Strategy 1.1.7)**	To improve the ability of school staff to promote resiliency and effectively support students and their families experiencing trauma in their lives. • To what extent did resiliency and protective factors in staff and students increase? • Was there an increase in school staff knowledge and skill in dealing with trauma? • Did family involvement increase? • Did the program impact academics, behavior, or attendance?	Winsch

Facing History **(Strategy 1.1.1)**	Facing History and Ourselves is an educational framework that links history and ethics. 1) What are the demographics of the students who received the Facing History curriculum in 2015-2016? (Race, Gender, F/R Lunch, Grade, School) 2) What is the distribution of outcomes for students who take the Facing History curriculum (in terms of grades)? 3) What is the relationship between outcomes on the Facing History coursework in terms of grades and students' school disciplinary referrals? 4) What are teacher perceptions of the Facing History curriculum?	Receuver
Ford NGL* **(Strategy 1.1.1)**	The goal of the Ford PAS Next Generation Learning project is to support schools and communities achieve the goal that all young adults will graduate from high school equipped with the essential knowledge and skills needed for active citizenship and for success in postsecondary learning and future careers. JCPS will is currently in the planning phases of developing an implementation and sustainability plan for the 2017-2018 school year.	Taylor
Lincoln Foundation **(Strategy 1.1.7)**	The Lincoln Foundation is a community organization that aims to support youth through multiple enrichment programs. Various programs are evaluated by the Planning and Program Evaluation unit including the Whitney Young Scholars program, Project BUILD, and the Math and Science program.	Taylor/Lin
Louisville Linked **(Strategy 1.1.7)**	The goal of Louisville Linked is to "link" schools with community partners around our children and families; embracing them and ensuring that we foster resilience, encourage perseverance, and facilitate our children getting what they need to be successful. Louisville Linked is a coordinated effort around children and families that fosters resiliency. • What is the impact of the Louisville Linked system on student learning, achievement, behavior (suspensions), and attendance?	Chang
Math and Science Project (STEAM-Bellarmine) **(Strategy 2.2.3)**	In order to help prepare elementary teachers to implement best practices in integrated STEAM instruction, Bellarmine University is working with 5 JCPS elementary schools in supporting STEAM PLCs through a STEAM coach and targeted professional development. JCPS staff will be assisting in providing proficiency assessments, student and teacher demographic information, and KPREP data for both treatment and comparison schools.	Chang

Math and Science Project (DREAM-University of Louisville) **(Strategy 2.2.3)**	Eight elementary schools will be working with the University of Louisville in providing teachers with intense professional development learning experiences in order to attain their Elementary Math Specialists Certification. JCPS staff will be assisting in providing proficiency assessments, demographic information, and KPREP data for both treatment and comparison schools.	Chang
Mental Health Counselors (MHCs) **(Strategy 1.1.7)**	National estimates are that 20% of youth has a diagnosable mental health issue and 80% of those youth will not receive treatment. JCPS now funds 27 MHCs to provide on-going treatment to students and provide limited services to other schools. Research questions include: • How many students were served? • What were the most common reasons for referrals? • What services were delivered? • What were implementation challenges? • Was there improvement for key indicators such as attendance and behavior referrals/suspensions?	Winsch
Middle School Redesign (Stuart/Frost) **(Strategy 1.1.3)**	Frost 6th Grade Academy remains intact but is being relocated to Stuart's campus for the 2016-17 school year. Significant redesign initiatives are underway for Stuart Middle School and special attention is warranted for Frost 6th Grade Academy since it will be the primary feeder school for Stuart. The formative evaluation is framed by the AdvancED academic standards and indicators indicated as needing improvements by the Kentucky Department of Education. Outcome measures include academic performance, student/staff attendance, behavior data, and climate data.	Winsch/Lin
Human Capital/New Teacher Recruitment and Induction **(Strategy 3.1.3)**	During the summer, prior to the start of the school year, all new teachers attend the New Teacher Induction Program. This program provides a variety of sessions to assist the new teachers in having a successful first year with JCPS. • Do the new teachers to JCPS believe they have the information they need to successfully begin the school year? • What area(s) do the new teachers to JCPS need/want additional information or training? • What are some of the demographic information of those teacher that come to JCPS? • What is the best method for contacting new teachers? • What is the motivation for the teachers to come to JCPS?	Yan

NISL Grant **(Strategy 2.2.3)**	This project selects and places school leaders using locally adopted competencies as necessary to turn around priority schools. JCPS recruited a cohort of up to 25 administrators and school leaders to receive specialized leadership development training. The evaluation will examine the extent to which the NISL provided training resulted in professional growth and helped participants improve school outcomes.	Winsch/Taylor
Peace Education **(Strategy 2.1.3)**	PeaceEd organizes training for peer mediation and conflict resolution. They also work with select schools on developing peer mediation programs. PeaceEd will be evaluated on two levels: • Overall effect of PeaceEd, including both conflict resolution training and peer-mediation. What level of involvement in a school is necessary for PeaceEd to have an effect? • Effect of peer mediation on conflict and discipline referrals. What is the effect of the peer mediation programs for the mediators themselves and those who go through mediation?	Lin/ Receveur
PBIS **(Strategy 2.1.3)**	PBIS is a multilevel systems approach to establishing the social culture and behavior supports needed to ensure the social and academic success of our students. In JCPS we are working with PBIS expert trainers, district behavior and ECE specialists, administrators and researchers to provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core • What are the training and implementation (quality and fidelity) dynamics in the various cohorts? • What is the impact of implementation on discipline referrals, academic and school climate measures? • What are the successes and challenges of PBIS within JCPS?	Winsch
REACH AmeriCorps **(Strategy 1.1.7)**	REACH is a mentoring program for students with moderate truancy issues with the goal of intervening early to decrease the likelihood of dropping out of school – a significant correlate of chronic absenteeism. Whenever possible, students are enrolled in REACH for multiple years. REACH is located in 24 JCPS schools and serves approximately 600 students. • How many students were served during the school year for at least six months? • How many students improved their attendance compared to the prior year?	Winsch/Lin

	• Which interventions were most used with students?	
Read 180 **(Strategy 1.1.5)**	Read 180 is a Tier 1, 2, and 3 intervention being utilized for middle school students in Jefferson County. The program consists of a comprehensive approach that incorporates adaptive software combined with differentiated small group and individual instruction to help improve student skills. Often students in Read 180 may be more than 1 or 2 grade level behind, and Read 180's 90-minute daily intervention is designed to rapidly increase their skill levels. • Is Read 180 being implemented with fidelity? • To what extent is Read 180 impacting student reading skills?	Lin
Restorative Practices/PBIS Pilot* **(Strategy 2.1.3)**	Restorative Practice is based on the premise that a student's choices and behaviors affect relationships with others in their school and community. When an issue arises, a mediator brings the parties together. With guidance, students begin a dialogue to understand the harm, to seek mutual solutions, and, ultimately, to heal relationships. The process empowers students with a voice and with the communication and problem-solving skills that will help them pursue appropriate solutions to future problems. • Are restorative practices being implemented with fidelity? • To what extent are restorative practices impacting student outcomes?	Winsch
School Nurses (Adhoc)	JCPS has full-time Licensed Practical Nurses (LPNs) located in select schools. LPNs are assigned to one school and provide a wide range of services, including serving the chronic needs of students that fall within the scope of practice of an LPN. The purpose of the program is to help meet the basic needs of students so that they will have better attendance, better health, and be more likely to succeed in school.	Winsch
Social-Emotional Learning (SEL) **(Strategy 2.1.3)**	A new Department of Social and Emotional Learning was launched in Fall 2016. A needs assessment survey was developed and distributed in December of 2016 to assess the extent to which schools were developing social and emotional skills, programs that were being implemented to build SEL skills, and the extent to which schools report students are struggling with social-emotional competencies. Data from the needs assessment will be utilized in planning for the 2017-2018 school year.	Chang

Summer Boost **(Strategy 1.1.5)**	Summer Literacy Boost (Boost) program is an intervention program that JCPS has implemented for a selected group of incoming first and second graders who are struggling readers and enrolled in one of the district's 54 Title I schools. • Did the students who were selected to attend Summer Literacy Boost, the correct targeted group of students? • What impact did Summer Literacy Boost have on student achievement? • In what ways did Summer Literacy Boost impact student's summer learning loss?	Lin
Ukeru **(Strategy 2.1.3)**	In 2016-17, JCPS is piloting a restraint-free crisis management system in 4 schools: Binet, Waller, Kenwood, and Western Day Treatment. This system provides staff additional tools and strategies to use with students before resorting to restraint & seclusion techniques. The philosophy of UKERU is to use a comfort vs control approach with students – emphasizing the need to become behavior detectives to determine the cause of the behavior. A monitoring and implementation plan is being developed to understand the impact of the UKERU training on staff practices and student outcomes.	Chang
Youth Mental Health First Aid **(Strategy 2.1.3)**	The Youth Mental Health First Aid (YMHFA) program funded by SAMSHA provides a systemic, evidence-based approach to training staff and community members to identify, respond, and refer youth displaying signs of mental distress. To date, 307 staff/community members have received the 8 hour training and over 1,000 referrals have been made to youth for mental health support. Training is provided by two of seven JCPS accredited YMHFA trainers who underwent extensive training. The program partners with the district's Parent Teacher Association. 2017-18 is the final year of the grant and YMHFA training certification will be offered to 15 additional district staff, community organization staff, and private school staff. Louisville Metro Police Department officers and staff will also receive training this year. • How many JCPS staff and community members are provided YMHFA training? • How many referrals for mental health supports are made as a result of the YMHFA training? • What suggestions for improvements are offered by participants?	Winsch

DRAFT - JEFFERSON COUNTY PUBLIC SCHOOLS PROGRAM EVALUATION POLICY

OVERVIEW

The Jefferson County Public Schools (JCPS) Board of Education (BOE) shall hold the Superintendent responsible for evaluating the contribution of programs in meeting District goals. Program evaluation applies systematic research methods that results in empirical information that is useful to the JCPS BOE, senior District management, program developers, program staff, program managers, and other stakeholders. Program evaluation supports continuous improvement of the organization with particular focus on:

- Program implementation (**Program delivery**);
- Program effectiveness and cost-effectiveness (**Program outcomes**).

Evaluation efforts occur regularly and are ongoing. Evaluation information (e.g., verbal reports to scheduled team or Advisory Board meetings, written reports, BOE presentations, website postings) are provided via the established JCPS organizational infrastructure. A fundamental principle of these evaluation efforts is utilization of a mixed-method approach where both qualitative and quantitative data are collected and a method is defined as a procedure for gathering or analyzing data. Examples of acceptable approaches include the conduct of surveys, interviews, observations, and focus groups (qualitative data); and review of assessment data, grades, demographics (quantitative data). Program delivery evaluations are typically formative (i.e., focused on process) while program outcome evaluations may have both formative and summative components. Evaluations are conducted for BOE-approved programs which are explicitly linked to one or more of the following high priority District goals:

     A. Every student meets or exceeds proficiency in all subjects.
     B. Every student graduates prepared for their post-secondary choice.
     C. Parents, community, and partners enrich our children's educational experiences to support their success.
     D. All schools are staffed, resourced, and equipped to support student needs.

PROGRAM EVALUATION POLICY

The JCPS evaluation policy aligns with the principles delineated by the American Evaluation Association and the Joint Committee for Standards for Educational Evaluation and is intended for all JCPS staff conducting program evaluations as well as external evaluation consultants and advisors. ***The structure of this policy reflects the fact that Site-Based Decision Making (SBDMs) Councils have the authority to determine site-specific program selection; however, this policy can serve as a guiding framework for SBDMs.*** The Data Management, Planning, and Program Evaluation Department is available to provide guidance to all parties in adhering to the requirements outlined in this policy.

    I.   *Program Delivery*
    The Superintendent or designee shall evaluate implementation of the following: (1) New Board-approved programs designated as addressing high priority areas (e.g., math achievement, drop-out

reduction) for one year, on a rotating basis; (2) Existing high priority curriculum-based or behavioral programs where progress towards goals has not been demonstrated. These evaluations shall consider:

A. Professional development opportunities/quality
B. Fidelity of program implementation
C. Sufficiency of human and material resources
D. Equitable access to program
E. Likelihood of attaining program goals

II.   *Program Outcomes*
The Superintendent or designee shall evaluate outcomes on a 2-year cycle of the following: (1) New Board-approved programs designated as addressing high priority goals (e.g., math achievement, reduction in suspensions) following implementation evaluation; (2) Existing curriculum-based or behavioral programs where progress towards goals has not been demonstrated and the implementation evaluation recommends provisional continuation of the program. These evaluations shall consider:

A. Progress towards stated program goals
B. Cost-benefit analysis
C. Opportunities for program improvements
D. Program sustainability
E. Recommendations for continuation

III.   *Evaluation and Board Reports*
The Superintendent or designee will ensure that an Evaluation Plan is designed for new programs which are approved by the BOE and selected for evaluation. The Superintendent or designee shall report to the JCPS BOE at least once a year on the status of programs formally evaluated under the current review cycle.

A. Evaluation Plan
   1. Evaluation goals linked to program goals
   2. Mixed-method approach to evaluation, where appropriate
   3. Approaches for collecting formative and/or summative evaluation data
   4. Multiple data sources to validate findings; student assessment data included
   5. Plan to disaggregate data to account for program effects on different student populations, where appropriate
   6. Cost-benefit projection and analysis description
   7. Timeline for evaluation phases
B. Board Reports
   1. Progress towards stated program goals
   2. Cost-benefit analysis
   3. Evaluation recommendations
   4. Program director's action plan to address recommendations
   5. Plan for program sustainability/discontinuation