

2019-20 SCPS Phase Three: Executive Summary for Districts

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Shelby County Public Schools

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Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Shelby County is just east of the state's largest city, Louisville. Compared to its urban neighbor, Shelby remains relatively rural even as urbanization and suburbanization has impacted the county over the last few decades. Since its 2010 census, the population has grown over 10% to approximately 46,000 residents. 7,223 students attended the district served by 545 certified staff as of October 1, 2019. Two significant student numbers have crept upward over the past three years. Our free and reduced population continues to be above 50%, with an all time high in 2017-2018 of 60.8%; our Hispanic student population is now 18.3%, down from 21% last year but still up over the three year average, and far surpassing the third largest ethnic group in our county (African-American, currently at 5%). However, regardless of language and socio-economic barriers, we remain committed to provide equitable education for all. (Numbers provided here and throughout the Executive Summary are from the KDE Report Cards, 2015-2016 -2018-2019, as well as the U.S Census Bureau.)

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

Our mission is to prepare wise students who master standards, lead by example, and embrace social responsibility. Mastery of standards is achieved from our shift to standards-based grading. In the summer of 2017, we unveiled our new Profile of a Graduate, and are working on the first step to ensure students receive a competency-based education with a timeline established by our current Strategic Leadership Plan. (See "Additional Information" for more on our SLP.) Leading by example is shown with an emphasis on project-based learning (PBL) as well as end of unit exhibitions in all grade levels. Embracing social responsibility is achieved via student outreach from their PBL projects, as well as a robust K-12 digital citizenship curriculum created by the district; through a spiraling curriculum of 65 grade-appropriate lessons; every student takes part in 5 hours of lessons every year. Shelby County Public Schools pursues its mission daily by responding to student needs and aspirations in a variety of ways. Through recent expansion of Career and Technical Education programs, the development of the state's first Big Picture Learning Academy, an enhanced Newcomer Academy for English Language Learners and a flexible Virtual Learning Academy, we strive to provide the instructional delivery model best suited for each student. Additionally, many of our schools (K-12) have developed multi-age pilots that remove barriers of pace, place, path and time for students. Dual Credit courses through KCTC have found their way into our student vernacular. Over 450 students are now receiving college credit while still in high school this year. In short, our steps toward Personalized Learning demand a knowledge and implementation of cutting edge school models.

Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Academically, our high schools have continue to perform consistently in college and career readiness; in 2018-2019, our average ACT score dropped from 18.9 to 17.9 but 63% of our

graduates earned college credits before graduation and a total of 2,823 college credit hours were earned during the 2018-2019 school year. Our graduation rate is 91.6, just out-pacing the state average at 91.1%. From June 2014 to September 2016, our district implemented a 1:1 technology plan. All teachers now have laptops, and students K-12 now have daily access to their own personal mobile device -- Chromebooks for most of our students, and MacBook Air laptops for high school students in special programs. Through sharing of resources as well as professional development from the district Digital Learning Coordinator, teachers are growing from mere "substitutional" use of technology to truly transformative teaching. Our edtech usage and integration has gotten notice around the state. Our annual Share Fair, led by Shelby staff, is regularly attended by many outside our district and focuses on edtech integration as well as competency-based education successes and implemented structures. Our greatest challenge is raising reading, writing and math scores, particularly in our elementary schools. Our 2018-2019 data in these three areas compared to three years ago indicate flat or slightly increasing or declining numbers for most of our schools. In math, our elementary schools averaged 41.1% proficient and distinguished, compared to the 2018-2019 state average of 48.6%. In reading, our elementary schools averaged 45.2% proficient and distinguished, compared to the 2018-2019 state average of 54.6%. In writing, our elementary schools averaged 38% proficient and distinguished, compared to the 2018-2019 state average of 46.6%.

Additional Information

Districts Supporting CSI/TSI Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

As our pedagogies evolved to include standards-based grading and personalized learning, our district has concluded that true mastery learning as evident in a competency-based education (CBE) system is the best way to meet learners' needs and prepare them for lifelong success. Beginning with the end in mind, we asked a simple question: "What do we want a Shelby County graduate to be?" During the 2016-2017 school year, we met with many stakeholder groups (teachers, admin, students, parents, community business owners) to answer that question by creating our Profile of a Graduate (PoG), centered around six major competencies that extend beyond "career and college readiness" to ensure LIFE-long readiness. (See attachment below.) By summer of 2017, we debuted the PoG. In the spirit of backwards design, we realized we needed a Strategic Leadership Plan (SLP) to ensure our learning system would produce graduates that would meet such a profile. Our current SLP (see attachment below) was created over the 2017-2018 school year, with input from the same stakeholder groups that produced the PoG. The three strands of the SLP are closely aligned, and clearly move us by 2022 into a competency-based education system. In order to ensure that Personalized Learning for students can occur, we need strong Talent Development for our educators and a Culture of Excellence that makes sure our environment is optimized for such a transformation. Although early in our journey, we have already been recognized regionally and even internationally for our work in CBE. We were one of only two districts to begin the state pilot program to develop an accountability system for monitoring and calibrating CBE assessment performance. During the 18-19 school year this team grew around the state and we continued to lead this work adding a learning management system that supports our work in CBE. Our PoG, SLP, and personalized learning pilot programs have been shared in international conferences such as iNACOL and with regional networks such as Kentucky's NextGen. As we transition into a competency-based education system, we fully believe that our students will have success not only in norm-referenced indicators (graduation rates, MAP/KPREP/ACT scores) but also in new ways that better assess the application and "doing" of learning (performance assessments such as exhibitions and defenses of learning).

ATTACHMENTS

Attachment Name

 [Profile of a Graduate](#)



 [Strategic Leadership Plan \(20180-2022\)](#)

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Profile of a Graduate	Created during 2016-2017 school year with the input of multiple stakeholder groups (teachers, admin, students, parents, community business owners), the Profile of a Graduate is our key "end goal" for our planned transition into competency-based education.	<ul style="list-style-type: none"> •
 Strategic Leadership Plan (20180-2022)	Our newest SLP was created over the 2017-2018 school year, with input from many stakeholder groups (teachers, admin, students, parents, community business owners).	<ul style="list-style-type: none"> •