

Conduct End of Investment Cycle Reviews to Improve Coherence & Efficacy of Strategies

Financial Services

Accountability, Research &
System Improvement

JCPS

28th largest school district in U.S.

Our Students

99,910 students (1/7 of all students in KY)

47% White, 37% African American, 11% Latino

9% English Language Learners; 120 languages

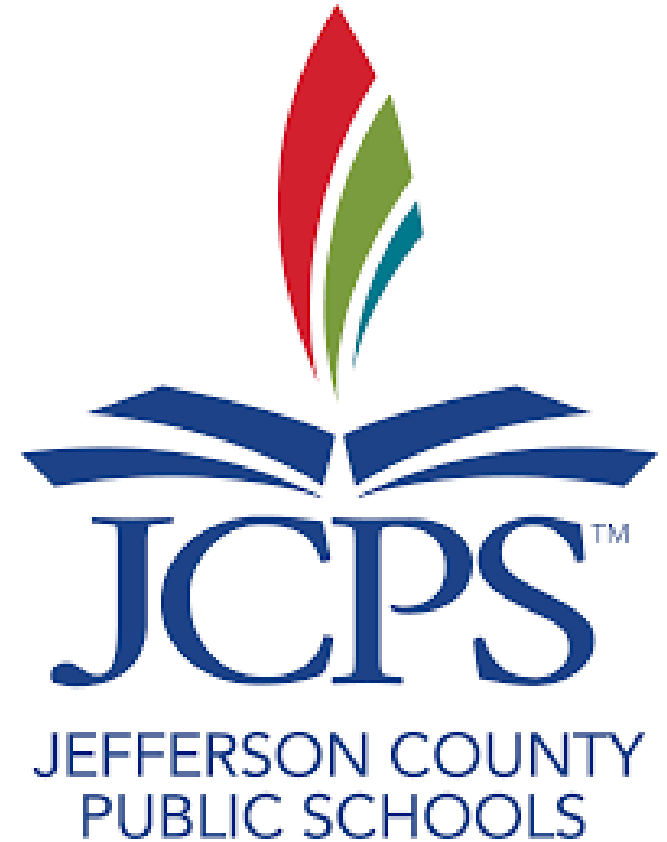
62% of students receive free/reduced lunch

Our Schools

172 School sites and 81% of market share

Our Teachers

85% teachers with Masters Degrees and 415 teachers with National Board Certification



GOAL: IMPROVE HOW WE IMPROVE

Continuous improvement through periodic reviews over:

Alignment with
Current District
Future State Goals

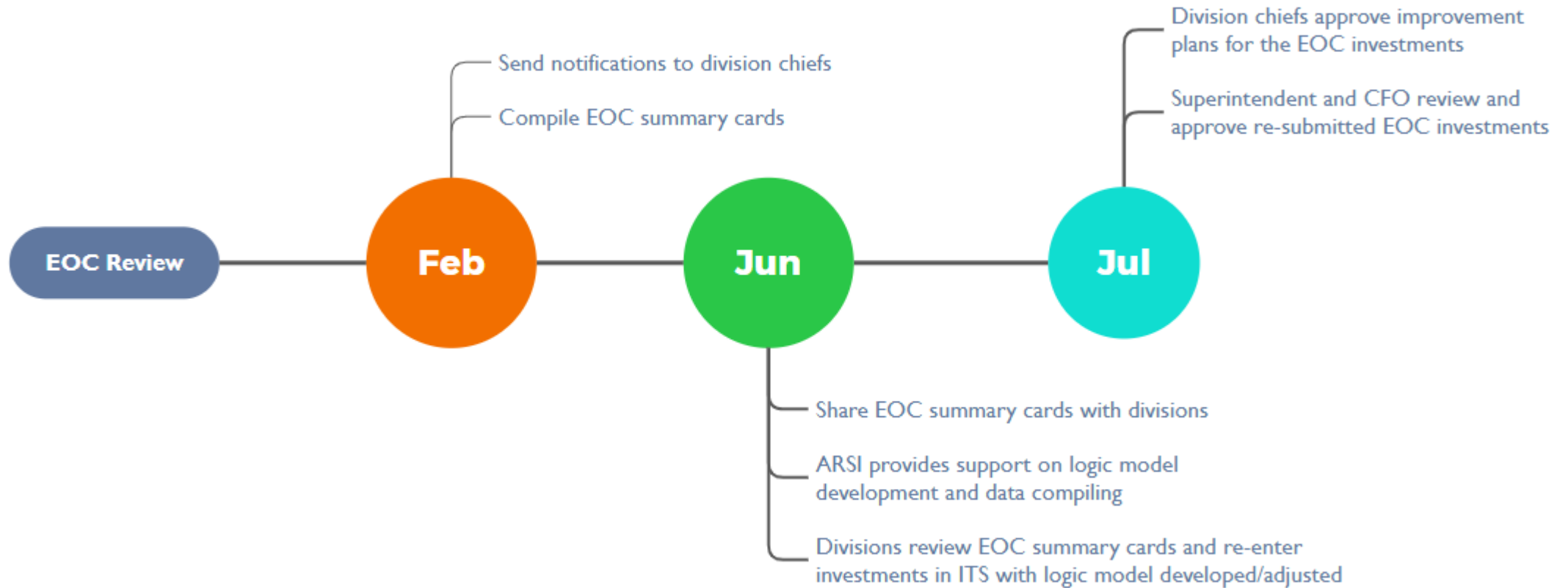
Coherence
Among Past and
Present Strategies

Return on Investment
(Is it paying off?)

It is not about taking money away from your department and programs

It is about making sure our efforts are aligned, coherent, and making a positive impact on students

PROCESS



DEMO

Summary cards

Investment Tracking System

Investment Tracking for Decision Making

	Tracking Data	For Decisions before Implementation		For Decisions after Implementation		
		Question	Example	Question	Example	
Goals	Target Population	Who are the intended participants, how many, and what are their characteristics?	About 500 elementary students who are below grade level in reading	Who participated and what were their characteristics?	450 students participated (350 met the criteria and 100 did not)	Academic Return
	Target Outcome	How is success defined based on what measures, and what is the baseline data?	Increase % of elementary students meeting state reading standards from 80% to 85%	What is the outcome?	81% of elementary students met state reading standards 3 years later	
Investment	Investment cycle	How long will it take to accomplish the goals?	Academic return is expected after 3 years	Is 3 years adequate? How much more time is needed?	Another investment cycle, but shorter?	Investment
	Cost	What is the total cost as well as cost per participant?	\$0.4M for an intervention program and associated costs (\$800 per student)	What is the actual spending and cost per participant? How much should be budgeted?	\$0.3M actual spending (\$667 per student)	
Theory of Change	Root Causes	What are the root causes for the problem the investment is trying to solve?	Lack of instruction tailored to students at their individual level	Were all root causes for the problem correctly identified?	Is lacking literacy resources and activities at home another cause?	Implementation
	Logic Model	How will new and existing resources be used for what activities to achieve the goals without negatively impacting other programs?	Inputs, activities, outputs, and outcomes ^a	Was each activity implemented as designed? If not, why? Do schools have the capacity to implement the designed activities? ^b	Some target students did not have enough dosage, and some did not participate.	

^a Logic models reveal the relationships among program resources, activities, outputs, and short-, mid-, and long-term outcomes (Kekahio et al., 2014) and are very helpful for planning and monitoring implementation. There is not enough space here to provide a sufficient logic model example. The W.K. Kellogg Foundation (2004) provides a good resource on how to development logic models.

^b These questions are intended to provide an example of questions that can be raised about the logic model based on data after a program is implemented. They are by no means exhaustive.

CHALLENGES

Demands for leaders to address immediate challenges

Capacity

Visit <https://cyclebasedbudgeting.org> or contact bo.yan@jefferson.kyschools.us to learn more