

3.0 Student, Stakeholder, and Market Focus

The District's leaders have taken a systematic approach to determining the requirements, expectations, and preferences of students and stakeholders. The Continuous Improvement Model and Process as well as the Communications/Stakeholder Relations Process, the development of the CLEP, and community involvement by District leaders assure ongoing improvement, feedback, and deployment of the goal of increasing customer satisfaction in the areas of effective communication and quality education. Through cycle refinement, JPS continuously improves student and stakeholder satisfaction, educational services and programs, and organizational sustainability.

3.1 Student, Stakeholder, and Market Knowledge

3.1a(1) The Jenks Public School Continuous Improvement Model includes a pillar of customer focus with the goal of increasing customer satisfaction in the areas of effective communication and quality education. The District's stakeholders include students, staff members, parents, and the community, which includes the JPSF and higher education institutions. However, students are the primary customers/stakeholders. The student groups delineated by the Oklahoma API District Report Card determine student segments. These segments include: male, female, Black, American Indian, Hispanic, Asian, White, economically disadvantaged, English Language Learners (ELL), and students on Individualized Education Plans (IEP). The District uses additional assessment instruments to identify gifted students. The District draws on state and district mandated testing to assess student needs. Results are disaggregated to determine the needs and achievements of each student segment.

Approximately twenty percent of the school-age children living within the district are home-schooled or are served by other educational providers. However, JPS includes these students in determining the development of educational programs and offerings through the JPS Community Education program which offers courses such as dance, chess, swimming, karate, keyboarding, and driver's education to any child living in the district or in surrounding communities. Additionally, the JPS Student Assessment Department serves all students living within the District by providing opportunities for the same standardized assessments as offered to students enrolled in the District free of charge.

3.1a(2) In order to determine students' and stakeholders' requirements and changing expectations, the District's Communications/Stakeholder Relations Process, which is established by senior leaders and implemented by both senior leaders and all site and department leaders, employs a variety of tools to listen and learn from the stakeholders in each segment. **(Figure 3.1-1)** These tools include: periodic surveys, advisory boards, evaluations, regularly scheduled parent and teacher meetings, PTAG, PTO council, booster clubs, curriculum committees, CAPS, and electronic communication tools.

Since 1995, district-wide surveys have been given in phases to patrons (parents/guardians), certified personnel, classified personnel, and students. The surveys are designed to ascertain how the District is meeting and/or exceeding the stakeholders' expectations. Jenks Public Schools utilizes the services of a management consultant in developing, administering, tracking, and reporting survey results.

Additionally, advisory boards comprised of teachers, administrators, parents, and community members with expertise or experience related to the segment provide valuable insight for JPS decision makers. Currently, advisory committees provide this essential guidance for the American Indian, economically disadvantaged, ELL, IEP, and gifted student segments.

An example of one of the key methods for gleaning direction from stakeholders has been the Curriculum Development Process, which incorporates 50-60 stakeholders in a year-long process.

Listening and learning to determine students' and stakeholders' requirements and expectations is a vital component of the District's CLEP. Each site leadership team utilizes a broad range of methods to gather information and input to develop the CLEP. These methods include: staff survey of needs, patron survey, group meetings to discuss needs and formulate goals, and evaluation of test data. Each CLEP includes PDSA processes, which directly correlate to stakeholder requirements and expectations.

Determination methods vary for different student segments and stakeholder groups based on the specific needs of that group. For example, the determination methods for the ELL segment include parent meetings with a Spanish-language translator focused on assisting students and parents with understanding school culture. Concomitantly, administrators and staff members listen and learn from the stakeholders on the ELL Advisory Board to ascertain their specific requirements and expectations.

Relevant information from current, former, and future students and stakeholders is used by senior leaders to plan educational offerings, expand educational programs, and develop services. It has become a practice in the District to conduct evaluations at the conclusion of professional development opportunities, district committee work, and community education courses to determine the stakeholders' level of satisfaction. Analysis of the data leads to improved processes and programs. One example is the implementation of the five-year focus on differentiation training.

(Figure 7.4-3) Another example is the selection of course offerings made available through the JPS Community Education program, which served more than 10,015 community members in 2003-2004. Feedback from former students and requests from prospective students/community members are the determining factors for the classes offered each year.

Stakeholder Segment	Key Communication and Satisfaction Determination Methods
Students (including Male, Female, Black, American Indian, Hispanic, Asian, White, Economically Disadvantaged, ELL, IEP, and Gifted Segments)	Board of Education meetings, CAPS conferences, classroom/site/district newsletters, classroom/site/district Web sites, classroom/site surveys, committees (i.e., Safe School, School Climate, Student Council), course evaluations, Edline (7th-12th grade students), IEP meetings, surveys
Staff (including certified and classified staff segments)	Advisory board membership, BOE meetings, classroom/site/district newsletters, classroom/site/district Web sites, committee membership, JCTA, staff meetings, surveys, visits by Superintendent, visits by BOE members
Parents	Advisory boards, Back-to-School nights, BOE meetings, Booster Organization meetings, CAPS conferences, classroom/site/district newsletters, classroom/site/district Web sites, committee membership, Edline, IEP meetings, open houses, parent information meetings, PTAG meetings, parent/teacher conferences, PTO Council, placement needs requests, surveys
Community	Advisory boards, BOE meetings, classroom/site/district Web sites, district newsletters, committees (i.e., Bond Issue Task Force, Select Committee on School Finance) community involvement by senior leaders, volunteer opportunities
Figure 3.1-1 The District uses a variety of methods for effectively communicating with students and stakeholders.	

The Communications/Stakeholder Relations Process is continually reviewed to assure that JPS is exceeding students and stakeholders' key requirements and changing expectations. Cycle refinements have yielded improvements in the process. See **Figure 7.2-9** and **Figure 7.4-11**.

3.1a(3) In order to keep the District's fully deployed listening and learning methods current with the education services needs and directions, senior leaders use the Continuous Improvement Model. Senior leaders also attend national conferences such as the National Quality Education Conference, actively participate in legislative discussion and lobbying on issues affecting education, and study local, state, and national publications on relevant issues. Additionally, senior leaders closely monitor changes in the District's education community by reviewing community data such as population shifts and demographic changes. The Curriculum, Instruction, Assessment and School Climate System is utilized to act on what has been learned from our analysis and is shared across the District as appropriate. (**Figure 6.1-1**)

3.2 Student and Stakeholder Relationships and Satisfaction

3.2a Student and Stakeholder Relationships

3.2a(1) Because customer focus through increasing customer satisfaction in the areas of effective communication and quality education is a pillar of the JPS Continuous Improvement Model, JPS uses the Communications/Stakeholder Relations Process to build relationships with stakeholders to attract and retain students, to enhance students' performance, and to foster new and continuing partnerships.

One avenue for building relationships is the JPSF, whose board is made up of business, community, and school leaders. The JPSF facilitates financial support to assist JPS in achieving its vision of the optimal educational opportunities and serves as a communications bridge between students, parents, teachers, administrators, and the BOE. The Foundation's Principal-for-a-Day Program brings business leaders into schools to see the successes and the needs of a particular site and has yielded considerable support from corporations such as Bank of Oklahoma, BancFirst, Oklahoma National Bank, QuikTrip, and SBC. (**Figure 7.5-9**)

Another avenue for building partnerships is involvement in community organizations. Administrators throughout the District hold leadership positions in local and state organizations including the State of Oklahoma School Improvement Advisory Committee, Oklahoma Association of School Administrators Board of Directors, Oklahoma Curriculum Improvement Commission, Tulsa County Association of School Administrators, Jenks Chamber of Commerce Board of Directors, Kiwanis Board of Directors, Oklahoma Aquarium Board of Directors, Leadership Jenks, Leadership Tulsa, OETA, and the Red Cross Blood Services Board of Directors. Participation on these community organization boards establishes open communication lines with community stakeholders. As a result, partnerships have been formed. Pepsi has been a long-term partner and contributes more than \$350,000, 700 cases of product, and 50 informational banners to JPS each year. The local Home Depot has adopted the JPS Alternative Center and provides guest speakers, mentors, and supplies for the life-skills curriculum. Other partnership examples include Albertson's, Office Depot, Target, Tulsa Community College, Tulsa Technology Center, and the University of Oklahoma.

Students and staff members foster new and continuing interactions through community service. During the month of December 2004, more than 30 service projects were in progress. Students collected canned food for the Jenks Community Food Bank, sent toiletries, clothing items, and comfort food to soldiers through the Socks for Soldiers and the Trojans for Troops programs, served as Spanish translators for the Salvation Army Distribution Center, and collected more than \$30,000 for the American Cancer Society through Oklahoma's first Youth Relay for Life. Additionally,

students reach out to the community by assisting organizations including the United Way, the Laura Dester Shelter, the Day Center for the Homeless, the American Red Cross, the American Heart Association, the Salvation Army Angel Tree Program, Oklahoma Veterans' Center in Tulsa, Saint Francis Hospital, Youth Services of Tulsa, and other service organizations. See **Figure 7.6-4**.

Jenks Public Schools also works with Realtors to provide information to promote the District to prospective families. New homeowners are given a welcome packet including the JPS Annual Report. Additionally, JPS assists with local economic development by providing information to the Tulsa Metro Chamber of Commerce for presentations to prospective corporations considering expansion in the Tulsa area.

The District actively seeks methods to improve student performance. Each year, every school site targets at least one area of student learning for improvement. The site uses the PDSA process to address the area. Many times, new programs or processes result. Successful programs are deployed across the District through the monthly administrators' and principals' meetings, the regularly scheduled professional development programs, and/or through teacher collaboration time.

One such program is the Saturday Remediation Program, which was developed to provide immediate remediation for students having difficulty with pre-algebra and Algebra I. Students targeted for this program are those making a grade of C or below, although the program is open to all students. Students who enroll attend seven 4.5 hour Saturday classes. Teachers re-teach and remediate course work taught during the previous quarter. The principal reviews each student's performance weekly, and parents are kept apprised. During the first quarter of the program, the students averaged an increase of 42.37% on the tested objectives from pre-test to post-test. See **Figure 7.2-1**.

Systematic change has also occurred as a result of the SSP at East Elementary. During the 2003-2004 school year, East Elementary targeted 3rd grade capitalization and punctuation for improvement. A team collected data including Stanford 9 test scores and pre-test scores for all East Elementary third graders. The team reviewed the scores and identified skills to be learned as specified by JPS curricula. The goal was to assess and evaluate the impact of weekly testing on essential facts in language arts utilizing the Essential Elements Process of testing and charting. Experimental and control groups were designated. After ten weeks, all East Elementary third grade classes took a post-test and the results were analyzed. The experimental group showed an average increase of 29 points. See **Figure 7.2-2**.

As a result, East Elementary has deployed the methods used in the experimental group to all third grade classes. Additionally, East Elementary has conducted professional development training on the methods for teachers at all other JPS elementary schools.

3.2a(2) The key access mechanisms or communication methods for students and stakeholders to seek information, to pursue common purposes, and to make complaints are described in **Figure 3.1-1**. JPS ensures that the contact requirements are deployed to all staff members involved in maintaining these relationships through professional development training, staff meetings, and distribution of district policies. Each certified staff member is required to participate in at least one Outreach to Parents professional development training in each four-year school improvement cycle.

Additionally, JPS offers programs for students and parents to facilitate communication and to foster relationships. One program is the Middle School's Early Back Academy, a summer program to introduce incoming seventh graders to the middle school staff and site. This program assists students in the sometimes difficult transition from intermediate school to middle school. The Freshman Academy also offers a program for students and parents as students prepare to make the transition from eighth grade to high school.

The Edline program is yet another key communication method for staff members, students, and parents to seek information, pursue common purposes, and make complaints. This program allows the student and parent immediate access to information regarding the student's progress. Students, parents, and teachers use Edline to communicate and therefore, be assured they are working together to achieve student progress.

These communications methods are determined by listening to and learning from stakeholders' needs. For example, the Edline program resulted from the needs of parents to have direct communication with teachers without the restrictions of time and proximity. Edline allows working or traveling parents to have instant access from a computer to their child's teacher.

3.2a(3) Jenks Public Schools recognizes that situations of concern to parents/guardians or the public may arise in the operation of the District and that these situations can and should be a tool for improvement. The goal of the JPS Complaint Management Process is to secure at the lowest possible level resolution for concerns. Such concerns are best resolved through communication with the appropriate staff members and officers of the school District. The following procedural steps were established by the BOE:

1. Matters concerning individual students and their teachers or coaches are first to be addressed with the teacher or coach.
2. Unsettled matters from one (1) above, or matters concerning individual sites, are to be addressed with the principal or athletic director.
3. Unsettled matters from two (2) above, or problems and questions concerning the school district, are to be directed to the appropriate district level administrator.

4. Unsettled matters from three (3) above are to be placed in writing to the Superintendent. The Superintendent will schedule a meeting with the parent or guardian.
5. If the above procedures do not resolve the matter satisfactorily, the complainant may pursue the matter formally with the School Board. Questions and comments submitted to the School Board Clerk in letterform will be brought to the attention of the entire Board.

This procedure provides a sense of empowerment to all staff members and ensures that all problems are resolved at the lowest possible level.

Additionally, procedures are also established by the BOE to address specific areas of complaint such as a challenge to the selection of instructional materials. The BOE Policies and Procedures detail the requirements for review, development and adoption, the criteria for selection, and the appeal procedure, which includes a seven member Materials Review Committee made up of one elementary teacher, one secondary teacher, one administrator, two community members, and two library media specialists. The procedure specifically states the process including a timeline for feedback and action.

Student and stakeholder dissatisfaction is minimized through the District's commitment to customer focus and as a result of the BOE policies and procedures. Staff members are reminded of the importance of meeting and/or exceeding the stakeholders' expectations in the Continuous Improvement Model training.

Complaints and feedback are aggregated and analyzed for use in improvement throughout JPS through the Issue Drop Box, which is a part of the Communications/Stakeholder Relations Process. The Issue Drop Box is posted on the JPS Web site. Students, staff, and patrons are encouraged to submit complaints (issues) and/or suggestions. Any issues are sent directly to the BOE Clerk. The BOE Clerk enters the issue into a database with the following fields: Issue Description, Type, Dispersal, Analysis/Investigation, and Action/Resolution. The Superintendent determines who should address the issue and disseminates the information to that administrator for resolution. The Cabinet analyzes data on a periodic basis to identify whether the issues are indicators of a systemic problem or are isolated. Cabinet members examine the issues to discover root causes and use the information for District-wide improvement.

3.2a(4) The District keeps approaches to building relationships current through the Communications/Stakeholder Relations Process which includes utilizing new technology (i.e., Edline, Phone Messenger, ClassNotes), participating in new community events (i.e., Oklahoma Aquarium Foundation, Jenks Centennial Committee), and becoming part of new professional organizations. The District also uses the Continuous Improvement Model and Process to assure ongoing improvement, feedback, and deployment of current approaches.

3.2b Student and Stakeholder Satisfaction Determination

3.2b(1) and (2) Student and stakeholder satisfaction and dissatisfaction are determined through the key communication and satisfaction determination methods in **Figure 3.1-1** as part of the Communications/Stakeholder Relations Process. Additionally, statistical information such as drop-out rates (**Figure 7.2-4**), behavior infractions (**Figure 7.6-2**), Safe-Call Hotline numbers (**Figure 7.2-6**), and growth of District population (**Figure 7.2-12**) are satisfaction indicators. Determination methods differ based on the specific needs of the segment.

The District ensures the measurements capture actionable feedback and immediate response through SSP Teams as described in **2.1a(1) and (2)**. Each site's SSP team utilizes the satisfaction and dissatisfaction information from student and stakeholders to develop, implement, and complete a plan of action. Once the plan of action has been completed, results are measured, analyzed, and shared with students and patrons in a "Response to Patrons" column in the District newsletter. The SSP process has yielded systematic changes such as the implementation of a student recognition program which is consistent and fair to all students, the modification of the attendance and tardy policies to create consistency across the District, and the utilization of technology to improve the flow and timeliness of communication to staff, parents, and community patrons.

Additionally, JPS follows up with students and parents on programs, services, and offerings through the CAPS program. The CAPS program facilitates ongoing communication between teacher and student as well as face-to-face communication between parent, student, and teacher. As a result of this program, the parent attendance at Jenks High School Parent Teacher Conferences has risen from less than 20% to more than 90% since the inception of the program in 1997. Feedback and suggestions from the CAPS parent evaluations are aggregated, analyzed, and implemented by the CAPS coordinators and deployed to the high school staff.

3.2b(3) The District's competitors do not share satisfaction data. JPS seeks comparative data by communicating with other schools, attending collaborative conferences, reading educational publications, and analyzing information available from the Oklahoma SDE and federal education agencies. Also, JPS compares itself to the most successful and prestigious private schools in the world.

A study by senior leaders compared programs offered by JPS to the programs offered by schools such as the Phillips Exeter Academy in New Hampshire, the Pingree School in Massachusetts, Harvard-Westlake in Los Angeles, Sidwell Friends in Washington D.C. and the Hong Kong International School. Senior leaders concluded the following:

1. The JPS pre-kindergarten and kindergarten programs surpass those of the compared schools.
2. The JPS reading program appears to be equally comprehensive to the compared schools.

3. The JPS kindergarten through sixth grade hands-on, inquiry based science program is in line with the practices of the most successful schools.
4. JPS surpasses the compared schools in developing a pre-kindergarten through twelfth grade mathematics curriculum.
5. The JPS social studies curriculum is aligned with national standards, but does not include as much integration with other subjects as the compared schools.
6. JPS needs to continue to focus on writing, especially in nonfiction areas.
7. JPS and compared schools share an emphasis on cooperation, teamwork, and college preparedness.
8. JPS and compared schools share an emphasis on development of higher order critical thinking skills.
9. JPS and compared schools share an emphasis on service learning.
10. JPS offers a similar variety of AP courses as the compared schools.

3.2b(4) The District keeps approaches to determining satisfaction current by using the Continuous Improvement Model and Process to review processes and make deletions, additions, and modifications as deemed necessary. When a new strategy is implemented, it is often piloted at one site. Jenks Middle School is currently piloting a process of assessing student satisfaction and charting the results on a periodic basis. The chart is displayed in the main hallway so the results are deployed to all students, staff members, and visitors including the BOE and senior leaders. Once the strategy is determined to be a best practice, it will be shared in the District newsletter and with other school sites through a presentation at monthly administrators' meeting and principals' meeting and/or a professional development program.