

Preface: Organizational Profile

P.1 Organizational Description

Welcome to the world of Jenks Public Schools (JPS), a world where high achievement, an outstanding athletics program, and multitudinous opportunities for involvement in extracurricular activities abound! It is a world in which high test scores and national awards are the norm rather than the exception, and yet never taken for granted.

Located just south of Tulsa, Oklahoma is the suburb of Jenks. The Jenks School District encompasses not only the city of Jenks but also large portions of south and west Tulsa. The District serves 9271 students from pre-kindergarten through 12th grade in nine schools. The District, which is the 11th largest in student population in the state, is comprised of 39 square miles.

The School District has grown steadily since its official inception in 1908, moving from a single school on a central campus to nine schools on five campuses (3 elementary schools, 2 intermediate schools, 1 middle school, 1 freshman academy, 1 high school, 1 alternative center) scattered throughout the District's 39 square miles. In addition to the schools, the District operates its own transportation, maintenance, print shop and warehouse, food services and technology departments on an annual budget of \$46,300,000. A faculty and staff of 1240 educate the pre-kindergarten-twelfth grade school enrollment of just under 9,300 students.

The District's test scores reveal equally favorable results when compared to state and national scores as well as when compared to Baldrige recipients, the Pearl River and Palatine School Districts. Please refer to **Figures 7.1-4, 7.1-5, 7.1-6, 7.1-7, 7.1-11, 7.1-13, and 7.1-14** regarding test scores.

Because of the comprehensive curriculum development, assessment, and professional development model as well as the facilitation of best practices throughout JPS, and the highly sophisticated technological capabilities, the District has been invited to participate in the first ever World Class Schools Network Conference at Harvard University in November 2005.

P.1a Organizational Environment

P.1a(1) Innovation and dedication to quality and customer-focus have played a large part in the success of the District's students. From pre-kindergarten, "Parents as Teachers," a one of its kind in the nation Intergenerational Program with pre-kindergarten/ kindergarten students and the elderly, one of the first in the area Alternative Education Centers, a highly popular and successful Community Education Program, to a partnership between JPS and Chengdu #7 in Chengdu, China, the District serves as a model for school districts nationwide.

Since 1997 the District has used a systematic process for the development of a consistent, coherent elementary district curriculum. In 2003, the process was expanded to include PK-12. A team of teachers, principals, central office administrators, and parents work from September through April to develop content standards based on national standards, and performance standards and performance objectives based on state standards. Pre/post assessments as well as ongoing assessments are developed by each Curriculum Development Committee to give teachers across the District consistent tools for assessing learning on a weekly basis as well as over time. **The Curriculum, Instruction, Assessment, Professional Development Model and outstanding results were presented at the National Quality Education Conference in October 2004, as a national role model of best practice.**

Gifted services are offered for identified first-twelfth grade students. In grades one-eight the needs of the identified gifted students are met in cluster classrooms with the gifted coordinator offering resources and services in the classroom to and with the classroom teacher as well as in a lab setting. In grades nine-twelve the needs of the identified gifted students are met in pre-advanced placement and advanced placement courses. The District's model of serving gifted students is research based and supports best inclusion practices.

With a strong commitment to professional development for its staff members, the District has contracted with nationally recognized professionals to provide learning opportunities. Differentiation training was developed and implemented during the 2001-2002 school year. (**Figure 7.4-4**)

The high school athletes have earned 121 state championships since the inception of JPS; the next closest competitor earned 78 in the same time frame. Jenks High School has been named "School of the Year" by *Coaches Aid Oklahoma High School Sports Magazine* every year since the inception of the award in 2000. In addition to winning eleven state championship titles during the 2003-2004 school year in sports, student athletes helped their teams achieve state academic achievement awards reflected in their cumulative grade point averages. **Other awards for Jenks include 65 National Merit semifinalists and 48 National Merit finalists in the past seven years and two Presidential Scholars,** a Family, Career, and Community Leaders of America (FCCLA) Chapter with national and state champions, and a vocal music program performing as an anchor choir for the Candlelight Carol Procession for Disney World. The Advanced Placement Program (AP) was recognized and received the largest amount of funding of any school in the State of Oklahoma. **Thirty-seven percent of the JPS class of 2004 demonstrated college-level mastery of at least one AP course during their high school years. This compares to the national percentage of 13% and the highest state percentage of 21.2%.**

P.1a(2)

Motto (Vision)
A Tradition of Excellence with a Vision for Tomorrow
Mission
Jenks Public Schools, inspired by a tradition of excellence, is committed to the shared responsibility of preparing all learners for productive, responsible citizenship in an ever-changing world.
Core Values
Compassion, Courage, Honesty/Integrity, Perseverance, Respect, Responsibility, Self-Discipline, Teamwork/Sportsmanship, Tolerance
Pillars
Strong Quality Leadership, Continuous Improvement, Customer Focus, Systems/Process Focus
District Goals
Focus on the District’s Finances, Focus on Students, Focus on School Safety, Focus on Curriculum
Key Measures (Strategic Objectives)
See 2.1b(1)
Site/Individual Action Plans
CLEP, PDSA, Individual Goals/Action Plans
Figure P.1-1 Organizational Overview

P.1a(3) Approximately 665 teachers and 576 classified staff members proudly educate the total pre-kindergarten-twelfth grade school enrollment of just under 9,300 students. Forty-two percent of the certified employees hold master’s degrees and two percent have graduated with doctoral degrees. Twelve teachers have attained national board certification. Teachers have been recognized on the state and national levels for academics and athletics. **Two classroom teachers have been selected as the Oklahoma Teacher of the Year and continued on to become finalists for the National Teacher of the Year. Both of these teachers received the Presidential Award for Excellence in Mathematics and Science Teaching. Another teacher received the Milken Family Foundation National Educator Award in October 2004. Four JPS coaches have been selected as the National Coach of the Year by their respective recognized associations.**

The percentage of minority students is 26%; the percentage of minority staff members is 8%. The District continues to focus on increasing the number of minority staff to provide positive role models for students of the same ethnicity.

Teachers are represented by the Jenks Classroom Teachers Association (JCTA).

The District uses contract employees for custodial services, refuse services, traffic control, counselors for the Alternative Center and Extended School Year (ESY), district social worker, translation services, physician consultant for special education, the artist in residence program, and in human resources for health services pertaining to screening of new employees.

P.1a(4) The District has three elementary sites with the grade configuration of pre-kindergarten-fourth grade. In addition, there are two classrooms (one pre-kindergarten/one kindergarten) housed in a local long-term care facility, Grace Living Center. **This aforementioned intergenerational program has received local, state, and national recognition.** At the elementary level, the students are heterogeneously grouped, mainly in self-contained classrooms with a couple of examples of multiage settings. A kindergarten Dual Language Program (English/Spanish) was implemented at the largest elementary site in August 2004. The plan is to continue to expand this program to include first grade for the 2005-2006 school year. The District has two intermediate sites which house fifth and sixth grade students. Virtually all of the teachers at these two sites work in collaborative teams i.e., language arts/social studies, mathematics/science.

Seventh and eighth grade students make up the middle school level. The teachers work in teams of four (language arts, mathematics, science, social studies) to deliver the curriculum. Spanish, French, German and Latin are offered during the middle school experience.

Students entering the ninth grade at the JPS Freshman Academy experience a year of transition between middle school and high school. It is a school within a school concept as the Freshman Academy is housed in a separate facility on the same campus as the JPS high school. This provides for a smaller school environment for freshman students, yet affords them the opportunities available at a large high school. Pre-AP courses offered at the Freshman Academy are: language arts, Spanish II, biology, and government.

The students complete their academic career at the high school for tenth-twelfth grades. The high school serves almost 2100 students. Students excel in many areas. The high school offers a wide range of courses. Of the 38 AP courses available through the College Board, the high school offers 33 of them.

Jenks Public Schools is a leader in the implementation of technology tools and the integration of technology in the curriculum. Specific standards and objectives communicate the expectations regarding use of technology. There is at least one fully equipped computer lab in each school as well as wireless labs (laptops) on wheels. The classrooms are equipped with telephones, televisions and VCRs. Each site also has a plethora of additional technology equipment i.e., cameras, recorders. Edline and Discovery programs and E-mail allow teachers and parents to communicate on a daily basis. These programs have enhanced communication between school and home regarding grades, assignments, and forthcoming events. Video production studios in the middle school and high school allow for daily opportunities for the students to produce and direct their own news programs. Teachers and administrators may participate in numerous professional development opportunities pertaining to technology via “The Eighth Floor” professional development consortium. Jenks Public School staff members enroll for approximately 300 hours of training per year.

P.1a(5) The District is governed by federal and state laws. The School Laws of Oklahoma and the Standards for Accreditation of Oklahoma Schools are the primary legal sources. The District undergoes an annual accreditation audit by the State Department of Education (SDE) each year which includes an accreditation officer visiting the District to confirm compliance. **The District has received no deficiencies during the past nine out of 10 years.** In addition, the high school is accredited by the North Central Association. The State of Oklahoma mandates that students demonstrate competency in the Priority Academic Student Skills (P.A.S.S.) in mathematics, language arts (reading, writing, listening, speaking, and literature), social studies, science, the arts, and languages.

The District provides a least restrictive, most appropriate education for all special education students. Because Jenks Public Schools is a role model in delivering services to this special population, families with special needs children move into the District. In JPS 16% of the students receive special education services compared to 14% statewide and 12% nationally.

The state mandated testing at the third, fifth, and eighth grades as well as the EOI tests at the high school level in U.S. History, English II, Algebra I, and Biology I. The nationally normed Stanford Nine was administered to all third grade students in the areas of reading, language arts, and mathematics. Criterion Reference Tests (CRTs) developed by the State Department of Education (SDE) were administered to all fifth and eighth grade students. Additionally, the District opted to administer the Iowa Test of Basic Skills (ITBS) to all fourth and sixth grade students in the areas of reading, language arts, mathematics, social studies, and science. In spring 2005 all school districts in the State of Oklahoma began the practice of administering CRTs to all third, fourth, fifth, seventh, and eighth grade students. The administration of norm-referenced tests is no longer mandated by the SDE. However, the District opted to continue to administer the ITBS to all sixth grade students for one more year until CRTs are implemented at that level. Please refer to **Figures 7.1-4, 7.1-5, 7.1-6, and 7.1-7** regarding test scores.

As a result of the federal mandates of No Child Left Behind (NCLB), the State of Oklahoma has developed goals to meet Adequate Yearly Progress (AYP) requirements. The Academic Performance Indicator (API) is a numeric indicator that corresponds to AYP. The district's API score is based on test scores, attendance, drop-out rate, and graduation rate.

Every six years the State Department of Oklahoma requires the District to submit a Comprehensive Local Education Plan (CLEP). The District developed a model and forms to assure district-wide consistency. Each site develops a plan that addresses curriculum, instruction, assessment, and school climate. The Plan, Do, Study, Act (PDSA) Process is used. The site plans are reviewed and updated on an annual basis by the respective principal/staff to ascertain progress in attaining the goals. **In 2004, the State of Oklahoma accreditation**

officer stated that the District CLEP was the best he had ever reviewed.

Licensure and certification in the State of Oklahoma is competency based. Meeting requirements of an Oklahoma higher education institution teacher education program and passing competency examinations determine initial licensure. Specialist certification requires a graduate degree meeting the professional education association standards specific to the profession. Administrative certification requires two years of teaching, supervisory, or administrative experience in public schools plus a master's degree as well as passing the required competency examinations. Superintendents employed for the first time in an Oklahoma school district are required to complete 66 hours of specific training during the first year of employment.

The District operates under the School District Budget Act (SDBA), which by the resolution of the governing body, Board of Education (BOE), votes to comply with the provisions of the SDBA, Title 70 Oklahoma Statute 2001 5-152.

P.1b Organizational Relationships

P.1b(1) The five member BOE is the governing body of Jenks Public Schools. The specific duties and powers are detailed in the Oklahoma School Laws. This five member board hires, supervises, and evaluates the Superintendent of Schools. The Superintendent functions as the Chief Executive Officer of the School District and is responsible for the implementation of the policies adopted by the BOE. The associate superintendent and the three assistant superintendents report directly to the Superintendent.

Stakeholder Groups	Key Requirements/ Expectations	Figure #
Students	To do their best work	7.1-1 - 7.1-14
	To feel safe and secure physically	7.2-6 - 7.6-7
	To practice good character habits and citizenship	7.6-2 - 7.6-5
Employees	To focus on student scores	7.1-4 - 7.1-14
	To use a systems approach and quality tools when making decisions and resolving issues	AOS
	To feel safe, secure, and respected in the work place	7.4-9 - 7.4-11
	To participate in purposeful and meaningful professional development opportunities	7.4-3 - 7.4-6
	To practice fiscally responsible methods	7.3-1 - 7.3-7
Parents, Community Members, JPSF	To be assured of a safe, secure, and respectful school environment	7.2-8 - 7.2-9
	To be assured teachers are highly qualified	7.4-2
	To be assured teaching and learning best practices are implemented and facilitated	7.4-3 - 7.4-4
	To be assured of respectful communication in a timely manner	AOS
Figure P.1-2 Stakeholders and Key Requirements (AOS = Available on Site)		

P.1b(3) Suppliers and partners are integral in the District’s processes. For example, once curriculum programs have been selected, the respective textbook companies play an important role in service and training. In the case of the elementary mathematics and science programs the training is ongoing over a period of years. Suppliers survey the District’s needs and develop appropriate products for more of a systems approach i.e., integration of payroll, human resources, and professional data. The most important types of suppliers and partners are those related to teaching and learning such as textbook companies, professional development consultants and presenters, and software companies. The staff and parents of JPS expect high quality goods and services in all areas. This is evident in the curriculum, instructional practices, textbooks, professional development opportunities, construction, equipment, and maintenance. The most important requirements for the District’s suppliers are timeliness, quality of work, integrity, and courtesy.

P.1b(4) Please refer to **Figure 3.1-1** regarding key student and stakeholder communication and satisfaction determination methods. The District conducts a periodic survey of stakeholders to ascertain areas of strength and areas that need more focus. In regard to key suppliers and partners such as textbook companies, professional development providers, software companies, and construction and

equipment companies, communication occurs in one-on-one and small group meetings, telephone; E-mail; Web site; and letters.

P.2 Organizational Challenges

P.2a Competitive Environment

P.2a(1) There are thirty-five private/nonprofit schools in the Tulsa area. There are three private schools within the JPS attendance area. Over the past three years there has been an average of 177 open transfer requests from families in other school districts to enroll in JPS. Conversely, during the past two years there has been an average of 30 open transfer requests from JPS families to enroll in other districts. This is a testimony to the high expectations for teaching and learning in the District. Because of the desire on the part of parents to enroll their students in JPS, homes sell for premium prices within the District’s boundaries. Please refer to **Figure 7.2-11** regarding housing starts and the average cost of homes. The net gain of the total district enrollment has increased by 823 students over the past 10 years, from 8448 students in 1994 to 9271 students in 2004.

P.2a(2) The principal factors that determine the success of JPS are:

- hiring/retaining high quality staff;
- offering sustained, intensive, classroom focused professional development opportunities;
- the District’s focus on continuous improvement;
- the systems perspective in aligning individual/site goals with district goals and key measures (strategic objectives);
- the four pillars and core values;
- the focus on stakeholders;
- the use of process and decision-making tools;
- the use of tools to collect, track, and analyze data for improved student success as well as practices and processes; and
- the PK-12 Curriculum Development, Instruction, Assessment, and School Climate System.

The certified staff retention rate is 91%; the classified staff retention rate is 85%, with an overall average staff retention rate of 88%. **Other school districts throughout the State of Oklahoma look to JPS as the benchmark for quality standards whether it be test scores, curriculum, or instructional practices.** This is apparent from the number of phone calls from other school districts regarding test scores and the opportunities and requests to share the curriculum development/assessment model.

The changing demographics in JPS provide challenges that affect the District’s competitive edge. The District is responding by addressing gaps in subgroup test scores and implementing new programs and materials.

P.2a(3) Competitors of JPS do not share satisfaction data. JPS seeks comparative data by communicating with other schools, attending conferences, reading educational publications, and

analyzing information available from the Oklahoma SDE and federal education agencies. **When the world class School District of JPS compares itself to 11 of the best private schools in the world, the results are favorable in regard to curriculum, athletics, and extracurricular activities.**

The JPS District compares itself to other comparable school districts in the State of Oklahoma in the areas of student achievement, enrollment in AP classes, attendance, drop-out and graduation rate. JPS mainly compares itself with two public school districts in the Tulsa area as well as two in the Oklahoma City area with similar populations. Information is shared via state reports, newspaper accounts, and professional organizations. Using comparisons is a strategy for analyzing strengths and areas for improvement whether it is in regard to subgroups, sites, and/or the District as a total. The 2004 state report confirms that the District's average scores were significantly higher than the state's average scores in all subject areas in all grade levels tested (third, fifth, eighth, high school). The academic achievement results of the District's third, fourth, and sixth grade students were compared with those of the nation until the 2004-2005 school year when the SDE mandated the administration of CRTs for all third and fourth grade students. The 2004 test results confirm that all three grades scored well above the national average in all areas tested. **The District ranked in the top 1% when compared to the State of Oklahoma.** Please refer to **Figures 7.1-4, 7.1-5, 7.1-6, and 7.1-7** regarding test scores.

P.2b Strategic Challenges

The District is not content with only having an enviable athletic program; it also has a stellar reputation in regard to high academic expectations for students and staff. However, there are challenges on the quality journey. The five primary challenges are as follows:

1. Striving for world class learning: The focus on continuous improvement and continually raising the bar regarding academic success creates stress from time to time. The paradigm shift from the focus on teaching to the focus on learning increases teacher accountability regarding student success. This focus has resulted in overall improved test scores. The implementation of the Essential Elements Process in 2004-2005 described in 2.1a(1) and (2) added additional stress, as it was something new, even though teachers and administrators understood and agreed with the validity of the process that would track individual student mathematics progress on a weekly basis.

2. Population and diversity shifts: The shifts in demographics over the past ten years have resulted in a decrease in the Caucasian population by 11%, and an increase in the African American, American Indian, Hispanic, and Asian populations. The increase in the Hispanic population has created a need to implement new programs and facilitate the use of a myriad of materials that address language learning.

3. Maintaining fiscal stability and integrity: Due to the state of the national economy over the past few years, Oklahoma school districts have experienced numerous revenue shortfalls at the state funding level. The District lost over \$3,500,000 in state revenue over a two-year period due to a shortfall in state collections used to fund common education in Oklahoma. The revenue sources used to fund Oklahoma schools are sales tax, state income tax, gross production, and ad valorem growth throughout the state. The District budget was amended to accommodate these shortfalls in order to maintain a positive cash flow at the end of the fiscal year. The financial situation has improved for the fiscal year 2005.

4. Maintaining class sizes: The District maintains a focus on class sizes; however, due to difficult financial times over the past years, improvement is still needed in this area. As a result of the aforementioned, it was a necessity to increase the recommended class sizes. Increased funding from the State of Oklahoma for 2004-2005 allowed for opportunities to hire additional teachers which decreased class sizes in most cases.

5. Ensuring safety: Ensuring the safety of students, staff, and visitors is an ongoing process with improvements made each year. Training and education are continuous.

The key strategic challenges associated with sustainability are:

- related to finance and increased funding,
- ongoing communication with our stakeholders regarding accomplishments/needs, and
- continuous improvement pertaining to teaching and learning.

P.2c. Performance Improvement System

The District's Continuous Improvement System focuses on exceeding the JPS all time best. The PDSA Process is used to plan, implement, analyze, review, and revise practices and procedures. By reviewing data related to key measures (strategic objectives), administrators are able to see trends and make any necessary modifications in their respective action plans. In the event of an unanticipated change, the Superintendent meets with the Cabinet and other designated administrators to plan processes and strategies which address the situation.

Periodic patron and staff surveys are conducted to determine how the District is meeting and/or exceeding the stakeholders' expectations. It has become a practice in the District to conduct evaluations at the end of professional development opportunities as well as some district committee work to determine the stakeholders' level of satisfaction. Analysis of the data by the designated administrator(s) ensures evaluation and improvement of processes as well as deployment. **(Figures 7.2-8, 7.2-9, 7.4-10, 7.4-11)**