

### *Vision*

*All JCPS students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful responsible citizens of our diverse, shared world*



CDIP Overview 2023 -2024

### *Mission*

*To challenge and engage each learner to growth through effective teaching and meaningful experiences with caring, supportive environments*

## Learning: Student Learning, Growth and Development

## Culture and Climate: Increasing Capacity and Improving Culture

## Organizational Coherence: Improving Infrastructure and Integrating Systems

### Goals/Outcomes include *(not limited to):*

- ↑ Success skills-prepared and resilient learner, effective communicator, productive collaborator, globally and culturally competent citizen, emerging innovator
- ↑ Proficiency in all Content areas, English Learner Proficiency, Postsecondary Readiness, Graduation

#### Key Actions

- Backpack of Success Skills
- Transition readiness continuum
- Authentic assessment system
- Personalized and engaging learning environment (e.g., Six Essential Systems) (FS)
- Community partnerships

### Goals/Outcomes include *(not limited to):*

- ↑ Positive, safe school culture and climate
- ↑ Teacher retention, satisfaction
- ↑ Integration of teaching, assessment, and deeper learning opportunities
- ↑ Student engagement, sense of belonging, attendance
- ↓ Suspensions

#### Key Actions

- Meaningful relationships
- Professional deeper learning
- Transformed instructional core
- Family engagement
- High performing teams (FS)
- Leadership Equity-Centered Pipeline

### Goals/Outcomes include *(not limited to):*

- ↑ School performance (AIS status)
- ↑ Coherent core processes and practices
- ↑ Equitable access in systems for different student groups
- ↓ Disproportionality gaps across behavior and academic data
- ↑ Parent/family satisfaction

#### Key Actions

- Coherent systems and processes
- Racial equity policy
- School redesign and innovation (FS)
- Improved school supports (FS)
- Modernized facilities plan (FS)
- School choice plan (FS)
- Evolve 502

(FS)- Future States

**EXCELLENCE WITH EQUITY**

## JCPS Comprehensive District Plan Prologue

As a leading school district, Jefferson County Public Schools (JCPS) provides transformative learning opportunities to more than 96,000 students across Louisville. Through a focus on equity, relationships, and engagement, we strive for every learner to be engaged every day.

In February 2023, the Jefferson County Board of Education adopted the Council of Great City Schools Student Outcomes-Focused Governance framework aimed at supporting large urban school districts in implementing school board behaviors and practices that create the conditions necessary to improve student outcomes. The Student Outcomes-Focused Governance Framework is built around six research-informed competencies that describe school board behaviors and the degree to which they create the conditions for improvements in student outcomes: Vision & Goals, Values & Guardrails, Monitoring & Accountability, Communication & Collaboration, Unity & Trust, and Continuous Improvement.

During Summer 2023, the members of the JCPS Board of Education engaged in listening sessions to communicate and gather feedback from the communities they serve as to the Vision for students in JCPS and the Values they want protected as the district pursues this Vision. To that end, the board hosted 8 listening sessions attended by 143 members of the Jefferson County community. In addition to the in-person sessions, the board solicited feedback via an online survey. In total the board collected 965 unique perspectives of feedback related to this outreach.

In November 2023, the members of the JCPS Board of Education developed draft goals and guardrails based on their review of the analysis of community feedback and a summary of the district's needs assessment that highlighted key leverage points for improvement of student outcomes. The next steps include (1) revising the goals and guardrails and setting interim metrics to monitor progress, (2) gathering additional community feedback based on those revisions, and (3) adopting the final set of goals and guardrails.

The final set of goals and guardrails will be used to develop a new strategic plan, built in part on the current plan's successes. The goal of our new plan, tentatively called *The Future We Make*, will be to provide a cohesive framework by which all district work is anchored to improve collaboration across levels and promote meaningful outcomes for both students and educators. We will place Learner-Centered experiences and outcomes at the forefront of district initiatives in such a way that aligns with KDE's goals for school and district improvement and ensures a successful transition to Cognia's new Standards for Accreditation. Our entire JCPS community including students, educators, families, business partners and other stakeholders should be encouraged as we move towards *The Future We Make*.

As we transition from one strategic plan to another, a bridge between the two plans is critical in ensuring a stable planning and reporting experience. The plan below, organized using the KDE CDIP template, represents our past, present, and future by including strategies from Vision 2020 In Action, state requirements, and the JCPS Future States.



## 2023-2024 Phase One: Executive Summary for Districts

2023-2024 Phase One: Executive Summary for Districts

**Jefferson County**  
**Martin "Marty" Pollio**  
3332 Newburg Rd  
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United States of America

## 2023-2024 Phase One: Executive Summary for Districts

### 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?

Jefferson County Public Schools is located in Louisville, Kentucky, in the Ohio River Valley. The school District has roots as early as 1829 when Louisville Public Schools began as an independent system in Louisville and then, later, Jefferson County School District, a county district, merged with Louisville Public Schools to form one District in 1975 called and remained Jefferson County Public Schools (JCPS). JCPS is the largest public school system for the Louisville metropolitan area (Louisville-Metro), serving 81% of all school-age children. JCPS is the 30th largest school-district in the United States with 168 schools, 6,033 teachers, and 96,148 pre-school through high-school students. Approximately 6,033 teachers are employed by JCPS, with an average of 15.6 years of experience, and 83% have a master's degree or higher. A total of 5.7% of teachers are National Board Certified. JCPS is under the leadership of Dr. Marty Pollio, who is in his sixth year as the Superintendent of JCPS. The governing authority of JCPS is a seven-member publicly elected Board of Education.

The diversity of students enrolled in JCPS is considered an asset for our students, staff, and community. There are over 139 languages spoken in JCPS; in fact, our English Language Learner population has continued to rapidly grow increasing from 5,986 students in 16-17 to 17,641 in 22-23. which is a percentage increase of 194% in the last 7 years. Thirty-seven percent of the student population in JCPS are White, 37% African American, 15% Hispanic, and 11% identify as other ethnic minorities. Approximately 64% percent of JCPS students qualify for free or reduced lunch and over 12,000 receive exceptional childhood education (ECE) services.

Our long-term trend shows a substantial increase in the number of students who qualify for free and reduced lunch from 55% in 2006-07 to 64% in 2022-2023, though the percentage has remained stable over the past few years. JCPS serves over 3,300 homeless students. This translates to approximately 4% of JCPS students experiencing instability in living situations ranging from shelters to families doubling up in single-family housing by staying in relatives' or friends' homes.

The 2020 report released by the Greater Louisville Project found that when compared to peer cities (comparable size and demographic data), Louisville-Metro ranked 10th out of 17 for the percent of the population living in areas of concentrated poverty. In Louisville, one out of every seven people lives in concentrated poverty. The highest concentration of poverty is in four Louisville neighborhoods, comprising 7.5% of the total population, which is disproportionately high with African Americans living in these areas as opposed to other racial or ethnic groups. Louisville's ranking in adults with a bachelor's degree has increased from 14th to 11th among the 17 peer cities. Louisville-Metro

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encompasses all of Jefferson County, Kentucky, and is the largest city in the state (1.3 million), with over 600,000 residing in Jefferson County. According to the 2020 Greater Louisville Project Report, 37% of Jefferson County residents have at least a bachelor's degree and 39% of young adults (between ages 25-34) have a bachelor's degree or higher. Education, health care, manufacturing, retail, and social assistance industries provide 46.6% of the area's jobs. The median income is \$33,300 and Louisville ranks 6th out of 17th in median earnings compared to peer districts. Advanced Manufacturing and Business Services have historically been a strength of the Louisville Metro and, in 2018, was named A Top 10 City where Manufacturing is Thriving by Forbes Magazine. According to the City of Louisville, the metro area is home to the nation's largest restaurant headquarters and the nation's highest concentration of lifelong wellness and aging-care companies.

### District Stakeholders

Identify and describe the district's stakeholder groups. How does the district ensure stakeholder involvement and engagement in the improvement planning process?

As part of the development of the 2023-2024 Comprehensive District Improvement Plan, key stakeholders review multiple data sources as part of a thorough needs assessment. By the end of October, school and district leadership teams will have analyzed their 22-23 Kentucky Summative Assessment results and key performance indicators in academic and non-academic data from the first six weeks of the 23-24 school year (i.e. vital signs). From this initial data review process, JCPS identifies areas of strength and improvement as well as possible contributing factors and next steps, which are then incorporated into the CDIP. The information below outlines the key processes and stakeholder groups that review key performance indicators throughout the school year.

Our Cabinet Members, Academic Schools Division Members, and Jefferson County Board of Education are involved in monitoring district- and school-level data regularly and prioritizing district work relative to those data. Cabinet meets weekly, while the Academic Schools Division meets as a team monthly with the Superintendent and meets bi-weekly in individual zones/level leadership meetings. The Diversity, Equity, and Poverty leadership meets bi-monthly with Cabinet members and their division leadership team to review progress on the District's Racial Equity Plan. Additional data reviews are occurring in the 2023-2024 school year on key metrics. Meetings are documented through meeting agendas and meeting minutes.

In addition, district leadership provides a summary on the progress of Vision 2020 key initiatives and JCPS Future States during regular board meetings of the Jefferson County Board of Education. Those reports identify high-level trends and focus on major strategies designed to improve outcomes.

Our Principals meet monthly as a group throughout the year in their zones/levels. The Superintendent and Chief of Schools share major initiatives and news with principals and receive their feedback. Zone/level meetings allow more differentiation and training opportunities with smaller group sizes. Additionally,

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Assistant Superintendents have regular meetings with their direct reports regularly to address needs and processes.

### District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

As a District serving a diverse and urban community with varied needs, we are committed to a purpose that includes moving each student toward greater success no matter where they begin. Our core values embody this commitment and guide our work. Adults in this system steward our students by offering opportunities and environments that incorporate these core values: caring, equity, excellence, respect, individuality, diversity, opportunity, creativity, collaboration, and stewardship.

Our vision and mission are aligned with these values and identify our expectations for every student as well as the educators and the community who support them. The vision of JCPS is that "All Jefferson County Public School students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world." To that end, our mission is "To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments."

Our strategic plan - Vision 2020: Excellence with Equity - clearly lays out what we should be doing, measuring, and expecting as outcomes to achieve this mission. The Jefferson County Board of Education adopted the new plan on November 23, 2015 (Targets and Indicators approved December 14, 2015) after months of work and input from multiple stakeholders in a community-wide effort. Vision 2020 identifies goals for success around three Focus Areas: Learning, Capacity Building, and Infrastructure. Each focus area specifies strategies (including District program offerings) for meeting these goals as well as targets and indicators for monitoring progress towards the goals. Vision 2020 directs us to ensure that every dollar JCPS spends, including every position, is aligned with these goals and strategies. Thus, Vision 2020: Excellence with Equity will hold us accountable for maintaining focus on strategies that will best prepare our students to be globally competitive in college, career, and life.

In 2018-2019, a guidance document called Vision 2020 in Action was developed to provide a roadmap in executing the strategic plan. It aligns the focus areas to specific pillars: Backpack of Success Skills, Culture and Climate, and Racial Equity. The Backpack of Success Skills, aligned to the focus area of Learning, is a digital portfolio and product of our District-wide work around Deeper Learning in the previous two years. The Backpack, housed digitally for every student, reflects choices of best work from the school year and is defended by the student in the 5th, 8th, and 12th grades. Starting in 2018-2019, every student K-12 in JCPS began gathering digital artifacts that demonstrate their competency in the five JCPS Success Skills and knowledge of content standards and skills. The artifacts are

evidence of how students have been involved in more relevant, engaging learning opportunities demonstrating transition readiness. The Backpack, housed digitally for every student, provides a space for students to upload various assignments or performance tasks that would be evidence for sharing during their defenses of learning at grades 5, 8, and 12. Over 20,000 student defenses were held in the 2021-2022 school year.

The pillar of Culture and Climate is aligned to the Culture and Climate focus area and advances the work of our Transforming the Instructional Core. The work around Racial Equity, the third pillar, aligns with the Organizational Coherence area of focus and resulted in the development of a Racial Equity Plan for each school with a focus on closing the achievement gap and addressing inequities found in data and obtained from feedback. The District's Office of Diversity, Equity, and Poverty leads the work of envisioning equity across our academic programs and services that respond to the needs of a diverse student population and prepare all students for a changing workplace within a global economy. These three pillars are district-wide and are the basis for the rest of the work in the coming years as we accomplish Vision 2020.

Programs offerings and initiatives that have supported the strategic plan include Restorative Practices, deeper learning approaches and strategies (e.g., project-based learning, personalized learning), and District-wide Equity Institutes for all certified and classified staff. The foundation of the instructional systems in JCPS is described in the JCPS Six Instructional Systems for a Strong Learning Climate. The JCPS Six Instructional Systems are: Implementation of Standards, Effective Use of Data, Instructional Planning and Practice for Deeper Learning, Progress Monitoring, Academic and Behavioral Support, and Instructional Feedback and Professional Learning. Each process, practice, and partnership are tightly aligned to the systems within a Learning Climate to drive each classroom and school toward improvement and achievement for every student.

In order to maintain strong accountability to Vision 2020, the key actions in Vision 2020 in Action form the basis of the Comprehensive District Improvement Plan (CDIP). The CDIP details key District- supported practices, programs, and initiatives considered necessary to address school, family, and individual student- needs. These practices and programs were selected based on analysis of our data. For example, the Reading and Math trends and the persisting achievement gaps resulted in our new leadership pursuing a new curriculum framework to support a vertically aligned Prek-12th grade curriculum system. In addition, the District has undergone and received substantial feedback from several audit visits that show the need to increase the processes and protocols around several major systems including ECE, CTE, early childhood, racial equity and managing behavior. The specific action steps outlined in the CDIP for implementing each strategy were developed collaboratively by the Superintendent, cabinet members, and staff with opportunities for feedback from the Board of Education.

Lastly, the Jefferson County Board of Education is participating in the Council of Great City Schools Student Outcomes Focused Governance training. As part of this work, the Board members are engaged in community listening sessions and are gathering input from stakeholders to set Board priorities for the next five years.

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Community voice will help provide the foundation needed to create goals and guardrails. Almost 1000 people have shared their input.

### 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.

JCPS made several critical achievements during the past three years as well as many individual improvements. First, JCPS passed a Racial Equity policy in May of 2018. The policy reiterated the District commitment to Racial Educational Equity, which was established to increase access for students of color, strengthen opportunities and create a more diverse instructional staff in JCPS. Considered a historic move with implications for urgent actions to support our students of color, the Racial Equity policy provides specific goals including changing or eliminating current District policies that have contributed to racial inequities in areas including discipline and special education, improving school culture and climate, maintaining high expectations for all students, and providing teachers and other school-based staff with training to address inequities. An update to the District Racial Equity plan with additional metrics and strategies was presented to the Board of Education in August 2021.

Over the past few years, JCPS has implemented monumental changes in the district, not seen before in JCPS history. In the spring of 2022, a tax referendum was passed for JCPS for the first time in the history of the district. The additional \$54 million a year, coupled with the doubling of the district's bonding capacity, means that JCPS can now better support high-need schools and districts as well as implement a much-needed 20-year facilities improvement plan. Dr. Pollio led the charge in a complete overhaul of the student assignment system in JCPS for the first time in four decades. The previous inequitable student assignment plan had been established in 1984 and forced the burden of diversity on Black students only from our highest needs community. The new student assignment plan provides for choice for the first time for many families that comprise Louisville's West End, which is 95% black. The new student assignment plan also established a complete overhaul of the district's magnet schools to align with best practices outlined by Magnet Schools of America.

JCPS also created an innovative and national model around school safety. The district added a safety administrator to every middle and high school and established a Jefferson County Public Schools Police Department. These new School Security Officers patrol 4-5 schools each and are trained in best practices in racial equity, safe crisis management, de-escalation, and mental health supports to keep students out of the school-to-prison pipeline.

As is well documented, the COVID-19 pandemic has had a negative impact nationally on student achievement and outcomes. Jefferson County Public Schools has suffered much of the same impact as the students were learning remotely for over a year. However, both graduation rates and post-secondary readiness are at

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all-time highs in JCPS. With the class of 2022, the graduation rate in JCPS has jumped to 84.7%.

In addition, the gap between black and white students with graduation rate has been cut by nearly 50%. In 2017-18, there was almost a 5-percentage point gap in terms of graduation rate between black and white students. With the class of 2022, there is only a gap of 2.6%. African American graduation rate is at 84.3%, which is an all-time high for black students in the district. There have been similar gains in terms of post-secondary readiness rates in the district. The class of 2022 had the highest post-secondary readiness rate in the history of the district. The class of 2022 had a post-secondary readiness rate above 67%. This is an increase of nearly 18% since 2018, when the post-secondary readiness rate was below 50% of the class. Once again, the achievement gap between black and white students was also greatly reduced. In the class of 2018, there was a 33.7% difference between black and white students. In that year, only 30.6% of black students were considered post-secondary ready. In the class of 2022, 53.5% of black students were post-secondary ready, and the gap dropped to an all-time low of 24.9%.

These gains in graduation rate and post-secondary readiness all occurred during the 30-month pandemic. Instructional systems have also been put in place to not only recover from the learning loss in the pandemic, but also to make gains like never before in the district.

JCPS is fortunate to have strong, well-established governmental and corporate partnerships within the Louisville-Metro community. JCPS partnered with Ford Next-Generation Learning, and in 2017-2018 launched the Academies of Louisville in 11 high schools as each met the following components: 1) Freshman Academy, 2) Cohort scheduled- cross curricular teaming with all students scheduled into 4-course sequence leading to credential, 3) Advisory Program, 4) Project-based learning as a main instructional strategy, and 5) Data-driven responsive systems of support and interventions. In 2019-2020, the Academies of Louisville expanded to 15 JCPS high schools. The Academies of Louisville has already garnered national attention, including coverage on CNBC. JCPS also partners with Evolve 502 as part of an ongoing commitment to help thousands of Jefferson County Public School graduates pursue the dream of a college education. Governor Beshear announced the "Everybody Counts" initiative, a new initiative that connects JCPS seniors with college education and jobs at 4 of Louisville's largest employers: UPS, GE Appliances, Kroger, and Ford. This initiative starts with the Class of 2022.

While JCPS continues to be committed to our three pillars, we are also thinking through what the Future State of the District will look like. We have been asking: how do we envision our district in the next decade, and what fundamental changes must we make to better serve our students? In the spring of 2021, Future State teams were formed to lead the efforts in planning for the JCPS Strategic Plan in these areas: Continuous/Extended Learning, Workforce and Leadership Development, School Choice, Technology, Facilities, and Resourcing High-Poverty Schools. Each team was intentionally formed to have representation and stakeholder input at various levels and across various departments. Each team included school-based instructional staff (selected by the teachers' union), school-based administrators, district administrators, and district instructional staff. These

cross-sectional teams were charged with researching an identified issue/problem, describing the current state, and articulating the future goals that JCPS is aiming to reach in the upcoming years.

### Additional Information

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

JCPS is proud of our very intentional effort of addressing the district's crumbling infrastructure and unmet facilities needs. While only four schools were built in the district over the past quarter of a century, we have opened four new schools by the start of the 2023 school year. There is a long-term plan to rebuild at least ten more schools in the next decade.

JCPS is embarking on an impressive agenda this year to make major changes, including new school start times, a 10-year facility plan, staff salary increases, and a more equitable way to fund schools. The needs-based budgeting model represents a bold, data-driven approach to what is required to improve outcomes for all students. JCPS is committed to improving student learning through data-driven initiatives like the new district-wide reading and math curriculum and the implementation of an innovative safety plan beginning in the 2023-24 school year.



# JCPS 2023-2024 Phase Two: The Needs Assessment for Districts

2023-2024 Phase Two: The Needs Assessment for Districts

**Jefferson County**  
**Martin "Marty" Pollio**  
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United States of America

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## 2023-24 Phase Two: The Needs Assessment for Districts

### Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

See Attached

## **ATTACHMENTS**

### **Attachment Name**



JCPs Needs Assessment and Key Elements 2024

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

See Attached

### **ATTACHMENTS**

#### **Attachment Name**

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 JCPS Needs Assessment and Key Elements 2024

### Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### **Example of Trends**

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

See Attached

### **ATTACHMENTS**

#### **Attachment Name**

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 JCPS Needs Assessment and Key Elements 2024

### Current State

4. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.

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- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2022-23 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.  
See Attached

### **ATTACHMENTS**

#### **Attachment Name**

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 JCPS Needs Assessment and Key Elements 2024

#### Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

See Attached

### **ATTACHMENTS**

#### **Attachment Name**

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 JCPS Needs Assessment and Key Elements 2024

#### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

See Attached

**ATTACHMENTS**

**Attachment Name**

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 JCPS Needs Assessment and Key Elements 2024

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data Results](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establish Learning Environment and Culture](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

● **b. Upload your completed template in the attachment area directly below.**

**ATTACHMENTS**

**Attachment Name**

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 JCPS Needs Assessment and Key Elements 2024

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.  
See Attached

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 JCPS Needs Assessment and Key Elements 2024	Jefferson County Needs Assessment and Key Elements 2024	<ul style="list-style-type: none"><li>• 1</li><li>• 2</li><li>• 3</li><li>• 4</li><li>• 5</li><li>• 6</li><li>• 7</li></ul>

# Comprehensive Improvement Planning for District

District Name: Jefferson County Public Schools  
The Needs Assessment Report  
2023-2024

## 1. Protocol

**Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.**

As part of the development of the 2023-2024 Comprehensive District Improvement Plan, key stakeholders review multiple data sources as part of a thorough needs assessment. By the end of October, school and district leadership teams analyzed their 22-23 Kentucky Summative Assessment results and key performance indicators in academic and non-academic data from the first six weeks of the 23-24 school year (i.e. vital signs). From this initial data review process, JCPS identifies areas of strength and improvement as well as possible contributing factors and next steps, which are then incorporated into the CDIP. The information below outlines the key processes and stakeholder groups that review key performance indicators throughout the school year.

### Stakeholder Teams and Meeting Processes

The following teams of district stakeholders are involved in monitoring district- and school-level data regularly and prioritizing district work relative to those data. Cabinet meets weekly, while the Academic Schools Division meets as a team monthly with the Superintendent and meets bi-weekly in individual zones/level leadership meetings. The Diversity, Equity, and Poverty leadership meets bi-monthly with Cabinet members and their division leadership team to review progress on the District's Racial Equity Plan. Additional data reviews on key metrics (i.e., vital signs) occur every six weeks during the 2023-2024 school year with the Chief of Schools, Chief Academic Officer, Chief of Research, and Assistant Superintendents and Executive Administrators. Meetings are documented through meeting agendas and meeting minutes.

In addition, district leadership provides a summary on the progress of *Vision 2020* key initiatives and *JCPS Future States* during regular board meetings of the Jefferson County Board of Education. Those reports identify high-level trends and focus on major strategies designed to improve outcomes.

#### Cabinet

Sponsor: Superintendent

Team Member	Position
Marty Pollio	Superintendent
Terra Greenwell	Chief Academic Officer
Eric Satterly	Chief Information Officer

Kevin Brown	General Counsel
Carolyn Callahan	Chief, Communications and Community Relations Officer
Kim Chevalier	Chief, Exceptional Child Education
Dena Dossett	Chief, Accountability, Research, & Systems Improvement
Aimee Green-Webb	Chief, Human Resources
Edward Muns	Chief Financial Officer
Katy Deferrari	Chief of Staff
John Marshall	Chief Equity Officer
Robert Moore	Chief of Schools
Robert Fulk	Interim Chief Operations Officer

### Academic Schools Division

Sponsor: Chief of Schools

Team Member	Position
LaMesa Marks-Johns	Assistant Superintendent, Elementary Schools Zone 1
Paige Hartstern	Assistant Superintendent, Elementary Schools Zone 2
Jessica Rosenthal	Assistant Superintendent, Elementary Schools Zone 3
Kirk Lattimore	Interim Assistant Superintendent, Middle Schools
Joe Ellison	Assistant Superintendent, High Schools
Nate Meyer	Assistant Superintendent, Accelerated Improvement Schools
Desiree Bush	Executive Administrator, Elementary Schools Zone 1
Michael Terry	Executive Administrator, Elementary Schools Zone 2
Adrian Ford	Executive Administrator, Elementary Schools Zone 3
Marcella Minogue	Executive Administrator, Middle Schools
Hollie Smith	Executive Administrator, Middle Schools
Kim Morales	Executive Administrator, High Schools
Heather Benfield	Executive Administrator, High Schools
Roshanda Johnson	Executive Administrator, Accelerated Improvement Schools
Tim Godbey	Executive Administrator, Accelerated Improvement Schools

## Jefferson County Board of Education

Sponsor: Board Chair

Team Member	District
Gail Strange	District 1
Chris Kolb	District 2
James Craig	District 3
Joe Marshall	District 4
Linda Duncan	District 5
Corrie Shull	District 6
Sarah McIntosh	District 7

### Principal Meetings

Principals meet monthly as a group throughout the year in their zones/levels. The Superintendent and Chief of Schools share major initiatives and news with principals and receive their feedback. Zone/level meetings allow more differentiation and training opportunities with the smaller group sizes. Additionally, Assistant Superintendents have regular meetings with their direct reports regularly to address needs and processes.

### Data Analyzed by Stakeholder Teams

District stakeholders reviewed the following list of data sources (trend and disaggregated by student group, when available) to conduct the Needs Assessment.

#### Student Data: Academic Progress

- State assessment results
- MAP Data (collected 3 times per year, typically)
- CERT Data (collected 3 times per year, typically for high school only)
- Transition readiness
  - Kindergarten Readiness (BRIGANCE®)
  - Post-secondary readiness and graduation rate
- Backpack of Success Skills (Deeper Learning)
  - 5<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup> grade student defenses and artifacts

#### Student Data: Non-academic

- Behavior (e.g., suspensions and referrals), including disproportionality
- Attendance (e.g., chronic absenteeism)
- Student perceptions of culture and climate (e.g., comprehensive school survey results)
- Demographic trends

## Educator and Organizational Data

- Experience level and retention rate
- Staff attendance
- Staff perceptions of culture and climate surveys
- IMPACT Survey
- Family perception of culture and climate surveys

## Stakeholder Team Decision Processes for Prioritizing Work

District leadership (Superintendent, Cabinet, Board) began prioritizing 2018-2019 improvement areas with a focus on improving student learning opportunities, organizational coherence, and culture and climate, and all are directly aligned with Vision 2020 In Action goals found on the JCPS website: <https://www.jefferson.kyschools.us/file/14233>. Comprehensive analysis of student and staff data suggests that improvements to work processes and practices around these three areas are needed to significantly advance success for all our students. Three pillars of work were identified for 2018-2019 to focus the work: racial equity, culture and climate, and backpack of success skills, and the work in 2019-20 continued to deepen in the implementation and impact phase. In 2019-20, JCPS framed the Learning and Instructional Climate around Six Systems comprising the following areas: Standards and Curriculum Implementation, Effective Use of Data, Planning and Instructional Practices, Progress Monitoring and Analysis of Student Work, Academic and Behavioral Supports, and Instructional Feedback and Professional Learning. Using these three core focus areas, three pillars, and six instructional systems as frameworks, district stakeholder teams identified more specific district and school needs from the list of data sources identified above under Data Analyzed by Stakeholder Teams.

While JCPS continues to be committed to our three pillars, we are also thinking through what the Future State of the District will look like. We have asked: how do we envision our district in the next decade, and what fundamental changes must we make to better serve our students? In the spring of 2021, Future State teams were formed to lead the efforts in planning for the JCPS Strategic Plan in these areas: Continuous/Extended Learning, Workforce and Leadership Development, School Choice, Technology, Facilities, and Resourcing High-Poverty Schools. Each team was intentionally formed to have representation and stakeholder input at various levels and across various departments. Each team included school-based instructional staff (selected by the teachers' union), school-based administrators, district administrators, and district instructional staff. These cross-sectional teams were charged with researching an identified issue/problem, reviewing multiple data to describe the current state, and articulating the future goals that JCPS is aiming to reach in the upcoming years.

## Progress Monitoring and Support

In order to monitor and track implementation of district and school implementation of the strategic plan strategies and activities, several continuous improvement processes have been implemented:

- **Formative Systems Reviews (FSRs)** 2 times per year: The Formative Systems Review (FSR) is a system-focused, formative look at the implementation of improvement strategies and activities. This progress-monitoring review provides feedback and next-step coaching and is used to calibrate needs and support. District administrators review progress, analyze implementation data provided by school administrators, identify strengths, and give clear, specific feedback designed for further improvement.
- **Vital Signs** every 6 weeks: Monitors progress regarding key performance indicators (KPI) in the areas of Learning and Climate/Culture, discuss trends, and identify needed additional support. Vital Signs

also establish next steps needed to improve outcomes and create a sense of ownership among leadership team members.

- **Comprehensive Systems Reviews (CSRs):** Schools are reviewed on a 3- year cycle by an independent review team utilizing a research-based approach. The goals of the CSRs are to 1) provide an independent and research-based review of a school’s instructional systems and to examine the impact on student experiences, perceptions, and outcomes and 2) provide valuable information to school leaders in guiding improvement planning, as well as provide beneficial information to the JCPS community-at-large in sharing insights and innovations across the district.
- **Academic School Division Meetings:** Zone/Level Asst Sup. teams review district actions for schools, provide feedback, and discuss emerging common needs across schools.
- **Principal Professional Learning Communities (PPLCs) –** Each zone/level Assistant Superintendents use this structure to bring principals together in small groups to discuss ideas, challenges and share ideas.
- **Racial Equity Monitoring Tools:** The district is implementing several monitoring tools around Racial Equity. The Racial Equity Analysis Protocol (REAP) is utilized by all staff to review policies, procedures, and practices through a racial equity lens, the Equity Monitoring Progress Tool (EMPT) is used by schools for monitoring their school equity plans, and the Affirming Racial Equity (ARE) too is utilized by PLCs within schools.

## 2. Review of Previous Plan

***Summarize the implementation of the goals, objectives, strategies and activities from the previous year’s Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year’s plan?***

In reviewing the 22-23 Comprehensive District Improvement plan, JCPS demonstrated encouraging results in many areas while showing the need for improvement in other areas. In terms of success, all student demographic groups improved or maintained their proficiency rates in reading and math. On the elementary level, every student group improved proficiency rates in all content areas among all student groups. JCPS had a 5 percent increase in elementary math scores and a 3 percent increase in elementary reading scores. This year for the first time, JCPS implemented district-wide curriculum in literacy and math. The elementary schools who were already using that curriculum saw higher gains than the district average. We expect to see continued growth thanks to the district-wide k-8 curriculum.

JCPS exceeded our 22-23 objectives in post-secondary readiness and graduation rates for two consecutive years. The graduation rate (average of the four- and five-year rate) increased to 87 percent and every high school has a graduation rate above 80 percent. The 4-year graduation rate for African American students is 86.5%, which is an all-time high for black students in the district. The class of 2023 had the highest postsecondary readiness rate in the history of the district with a rate of 78.6%. This is a 6.7 % increase from last year. The achievement gap narrowed between Black and white students in graduation rate and postsecondary readiness.

Much of the success in readiness and graduation rates can be attributed to the strong implementation of several key Vision 2020 strategies and activities, such as the transition readiness continuum (2), personalized and engaging learning environments (4), community partnerships (5), Evolve502 (17), which are all critical components of our Academies of Louisville initiative.

However, we acknowledge there are areas needing improvement. At the middle and high school levels, JCPS fell short in reaching our proficiency and gap objectives based on the 22-23 KSA results. We have begun the process of renewing our focus on key Vision 2020 strategies and actions that will provide opportunities tailored to each student level to accelerate student learning. We will continue to work on transforming our instructional core to ensure that we implement an aligned instructional core (i.e., standards, curriculum, instruction, assessment frameworks, and grading practices) and provide a professional development system that fosters deeper learning experiences for all students. In terms of school level growth, JCPS had nine schools exit CSI status. We did see success in our school redesign and innovation (13) key action and will continue to support this approach in this year's plan.

Lastly, the 22-23 CDIP called for an average satisfaction rate of 85% across all stakeholders as an objective for key culture and climate strategies and actions. While we did not reach our objective, our satisfaction rates have remained steady and with 2 percentage points from pre-COVID satisfaction rates. Respondents who reported they were satisfied with JCPS ranges from 61% to 81% for students and 72% to 81% among adults. The 2022 IMPACT KY survey results showed increases in the constructs of resources, school climate, managing student behavior and staff-leadership relationships, while decreasing in educating all students. This year, we will continue to focus on strengthening our implementation of the racial equity plan (12) and high performing teams (10) as key strategies towards addressing climate and culture.

### 3. Trends

***After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?***

#### **Academic Areas of Improvement**

JCPS completed Spring MAP testing in April 2023. 73,508 Kindergarten through 9th grade students were assessed in Reading and Math. Overall, 93.2% of Elementary, 91.5% of Middle, and 83.6% of High school students were assessed. In the past, JCPS used the 50th achievement percentile on MAP as a rough grade-level benchmark. Students meeting the nationally normed benchmark were considered on grade-level. Now we are analyzing the achievement and conditional growth benchmarks to the 60th percentile. Based on our preliminary analyses, the higher benchmark is a more accurate indicator of proficiency than the 50th percentile.

#### **Key Findings**

- 1) **Achievement Improved:** Overall, a larger percentage of students met 60th percentile benchmarks in Reading than Math. Although achievement has not yet reached pre-COVID levels, there was an uptick in Spring 2023 for Reading (36%) and both Reading and Math achievement improved from Fall 2021 to Spring 2023(Chart 1).
- 2) **Inequities by Race/Ethnicity** When examining student groups, there is variability between all student groups. We see an increase among all groups from fall to spring, although achievement has not yet reached pre-COVID levels (Chart 2).

3) **Inequities by Level** - When examining the variation in achievement by level, again parallel to national trends, there are inequities by level. Compared to Fall 2021, improvements were shown by Elementary in both reading and math. High school declined in both reading and math while middle increased in reading but declined in math (Charts 3a-3b).

The charts below include the percentage of students  $\geq 60^{\text{th}}$  percentile in grades K – 9. Please note that terms after 2019 are NWEA 2020 norms, which is based on pre-COVID testing (a).

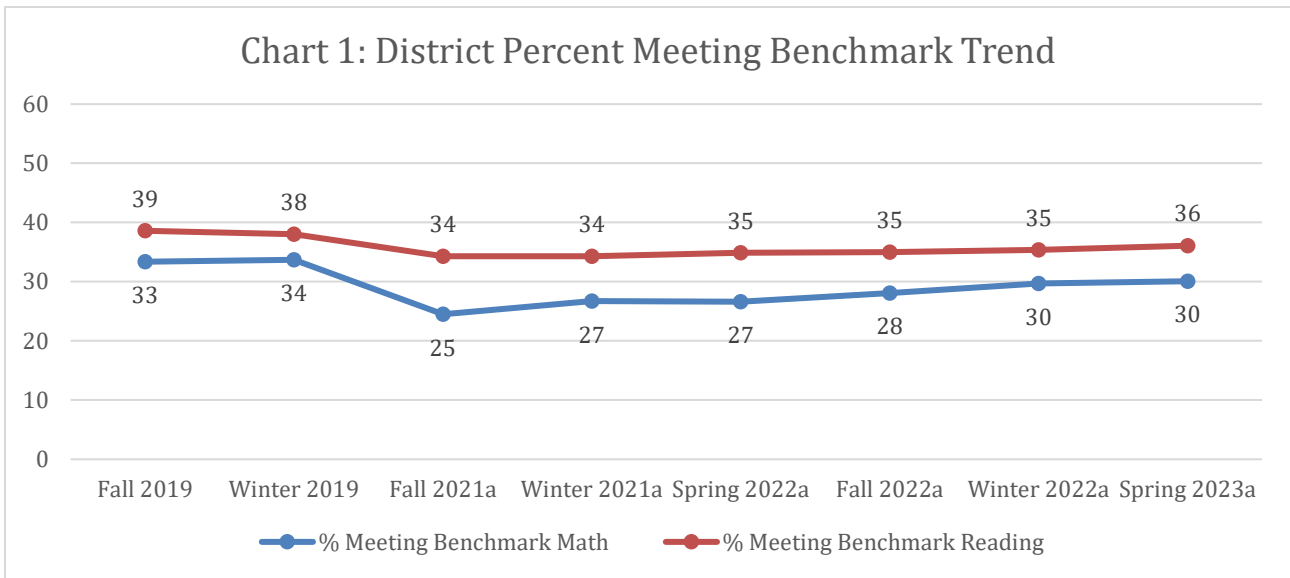
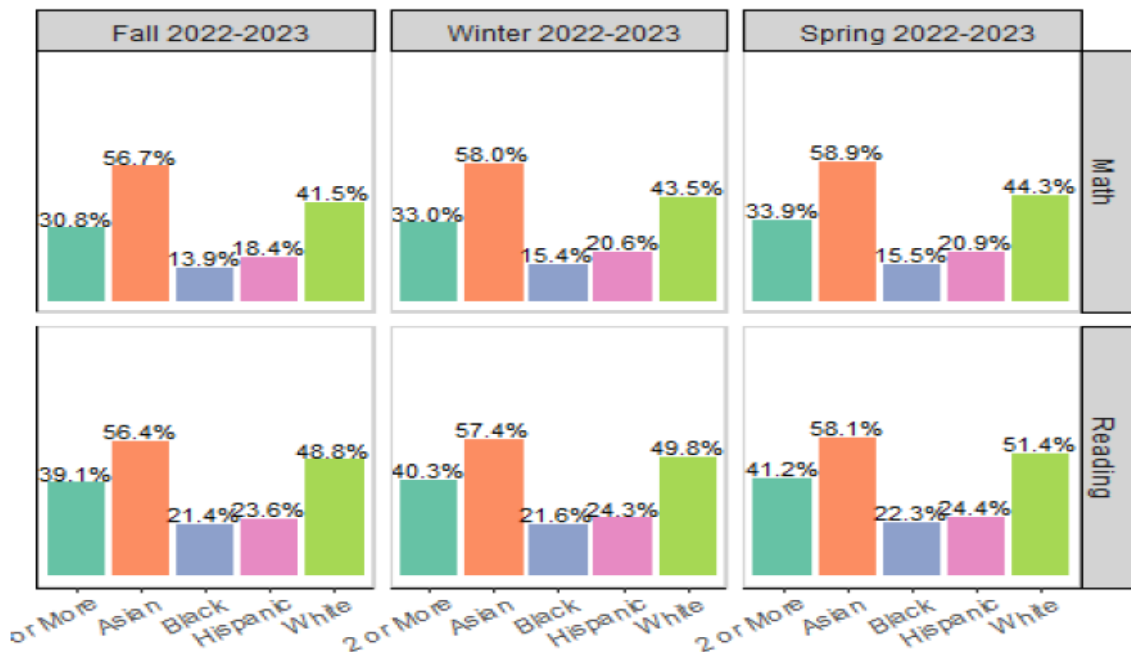
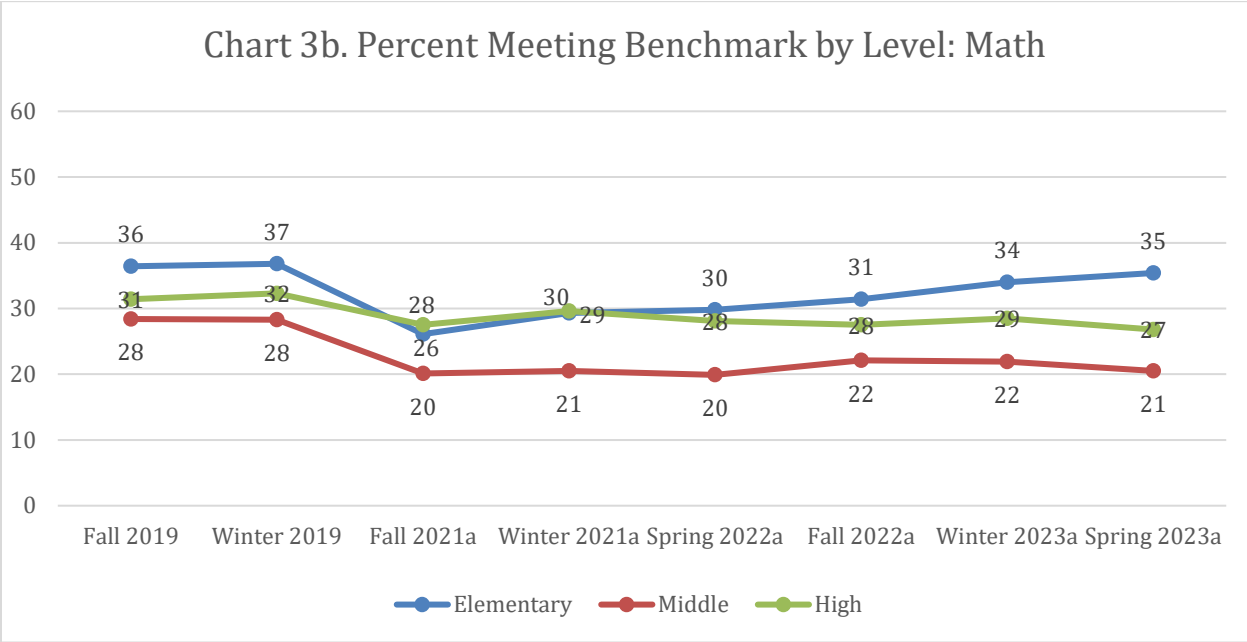
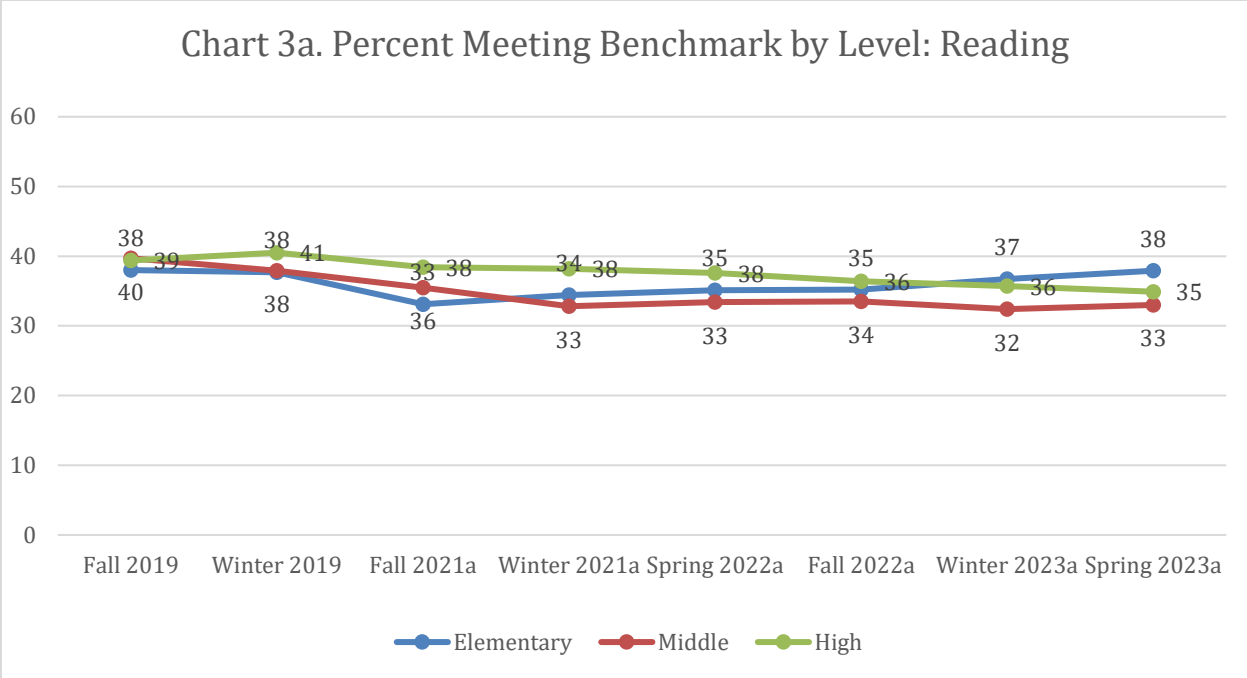


Chart 2.





Source: JCPS Accountability, Research, and Systems Improvement (ARSI)

**Cultural Areas of Improvement**

The Comprehensive School Survey (CSS) began during the 1996-97 school year and has been conducted every year since. It is given to all employees, all parents, and every student in fourth grade and above. The CSS provides invaluable feedback to the board, principals, and teachers regarding the climate of their work/school environment. Respondents reporting they were satisfied with JCPS ranges from 61% to 81% for students and 72% to 81% among adults (Chart 1). In addition to satisfaction, we wanted to know: What did the 2022-2023 data tell us about the stakeholder experiences related to Learning,

Satisfaction, Belonging, Engagement and new items added around Student Agency? About 8 out of 10 students reported positively on Learning and Student Agency. However, half of the students felt they were engaged at school.

When analyzing by level, elementary school students provided the most positive responses. In contrast, High school students had lower agreement rates for the constructs than their younger peers. Learning is the highest-rated construct, whereas School Engagement is the lowest (Chart 2).

Greater percentages of African American students indicated that they had learned a lot and were given choices compared to their white peers. Meanwhile, they reported less School Belonging, Satisfaction, and Engagement (Chart 3).

Chart1. Satisfaction Rates

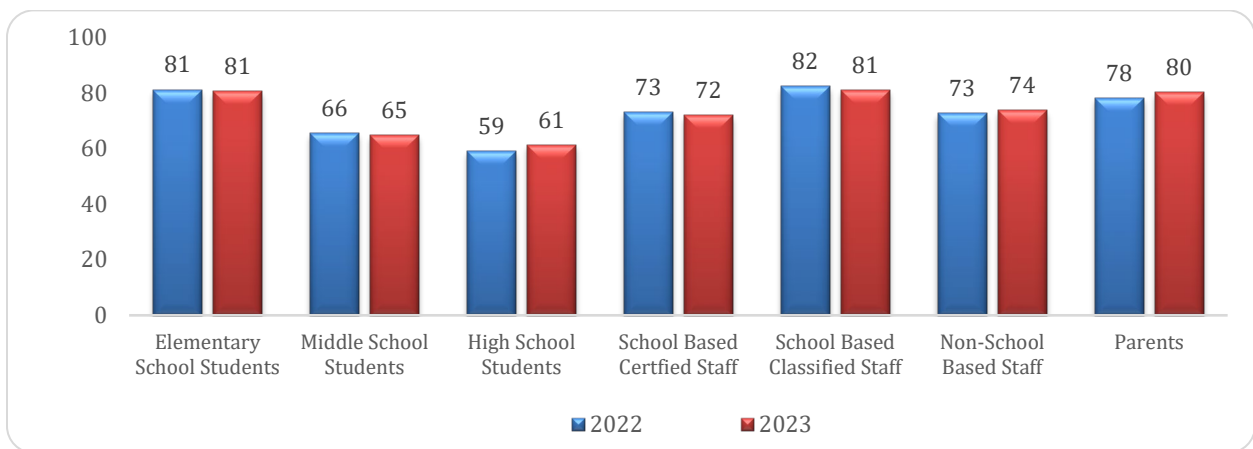


Chart 2.

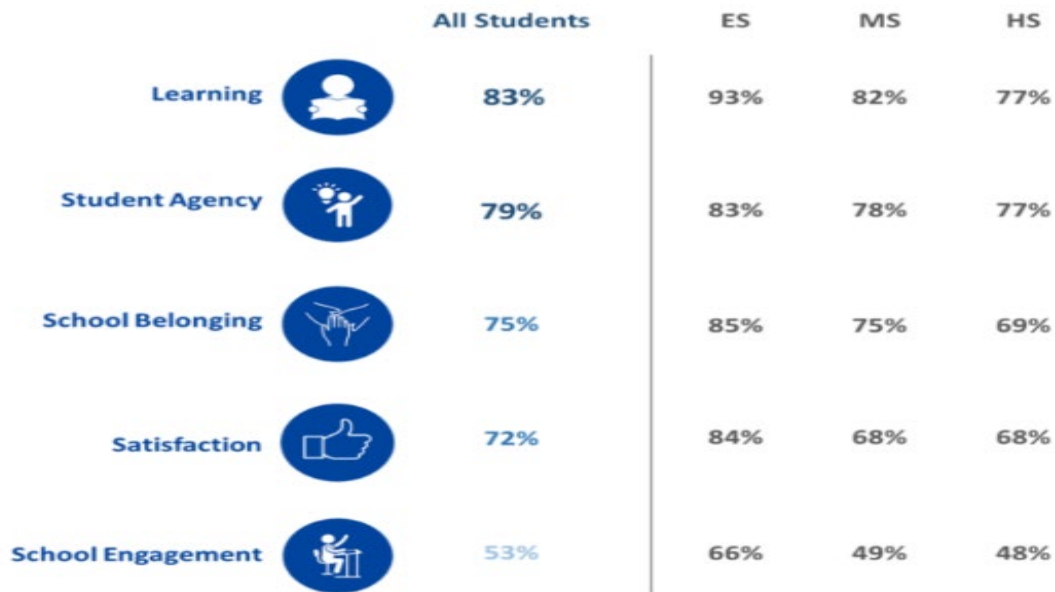
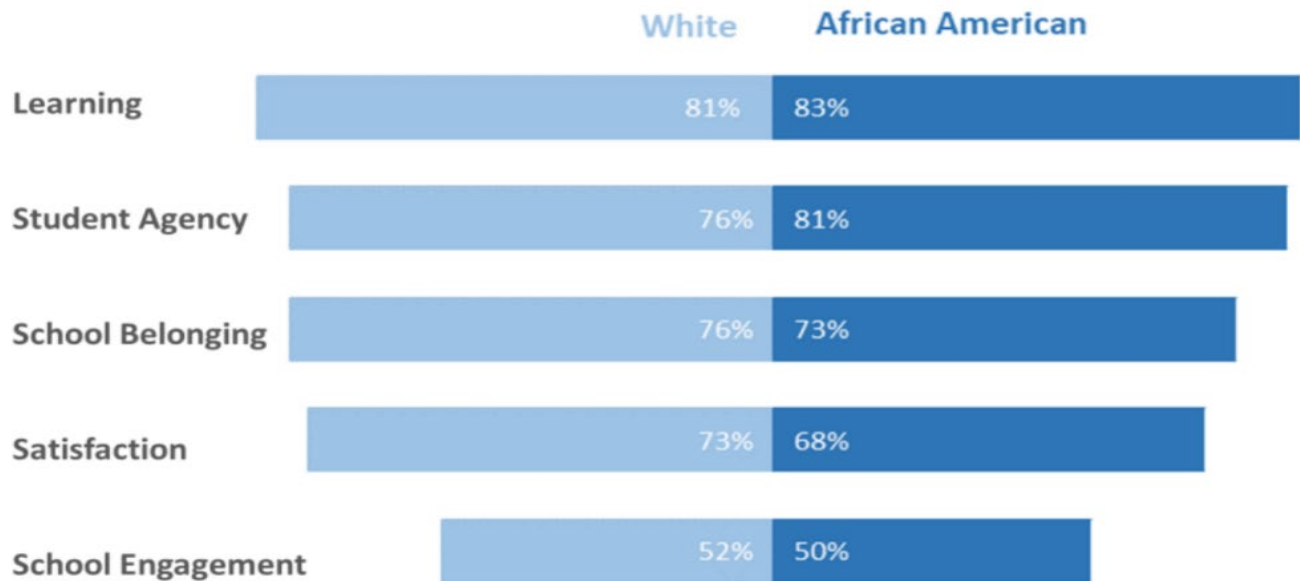


Chart 3.



Source: JCPS Accountability, Research, and Systems Improvement (ARSI) – [CSS 2023 Brief](#)

### Behavioral Areas of Improvement

From 2018 to 2020 suspensions were on the decline, although careful interpretation is needed during the COVID years. More recently, suspensions have increased in the last two years and the disproportionality for Black students remains an area of concern.

In elementary the numbers were significantly down in 2022 due to the intentional focus on reducing suspensions at the earlier grade levels. Elementary suspensions increased for 2023 but are lower than pre-COVID years. Both middle and high school suspensions increased, surpassing pre-COVID years.

Number of Out-of-School Suspensions	2017-2018	2018-2019	2019-2020	2021-2022	2022-2023
Elementary (A1)	4339	1943	1493	570	1244
Middle (A1)	8224	8023	6190	8191	10596
High (A1)	9312	8847	7057	8080	10219
Total (all levels plus special schools)	23519	20440	15797	18027	24015

Source: JCPS Data Books and KDE School Report Card

## 4. Current State

*Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.*

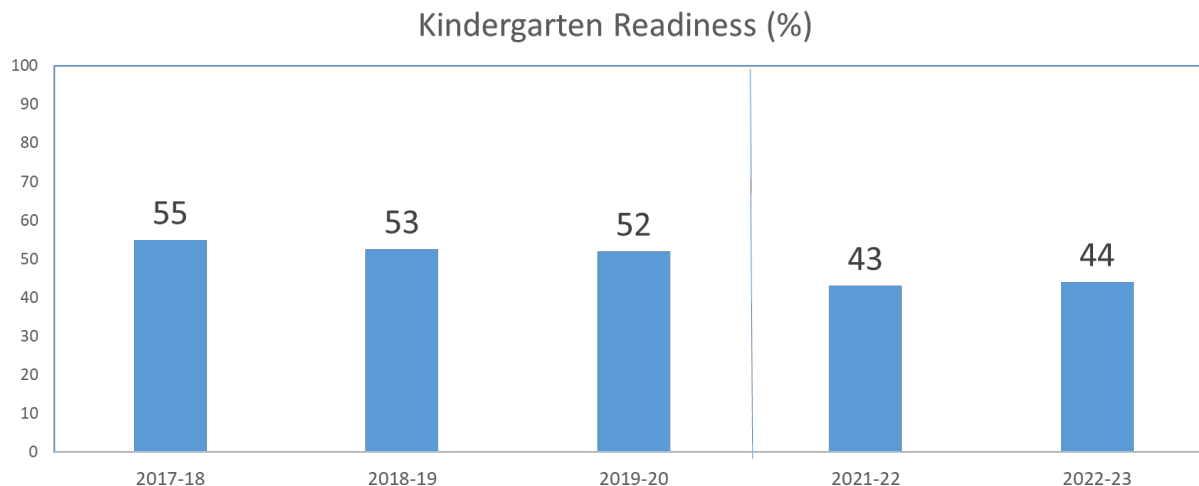
### Current State: Demographics

Our 2023-2024 enrollment for all grades is 95,951. Our student population is comprised of 37% Black/African American students, 35% White, 17% Latinx/Hispanic, and 11% Other. In total, JCPS is

currently 65% of students of color. Approximately 62% of students are economically disadvantaged, 13% of the population are students with disabilities, and 17% of students are Multilingual Learners.

## Academic Current State: Kindergarten Readiness

Kindergarten readiness trend as measured by the Brigance is shown below. While JCPS has not reached pre-pandemic rates, the percentage of students identified as kindergarten ready increased 1% from 2022 to 2023.



## Academic Current State: 2022-23 Kentucky Summative Assessment (KSA) Results

### OVERALL

- The elementary school level improved their overall rating from orange to yellow this year, while middle and high school levels stayed the same in orange (chart 1).
- Overall student groups maintained or improved their proficiency rates in Reading (Chart 2) and Math (Chart 3)
- All student groups maintained or improved proficiency rates in Science (Chart 4), Social Studies (Chart 5), and Writing (Chart 6), except African American and Hispanic Students in social studies.
- Elementary school level improved proficiency rates in all content areas among all student groups.
- There was variability in the proficiency rates among Middle and High school levels in all content areas among all student groups.

### READING and MATH

- Overall, 69% of schools increased or significantly increased their reading and math indicator rating.
- Every elementary student group improved their proficiency rates in reading and math.
- The number of middle and high schools who increased their scores in reading and math outnumbered the schools that decreased.
- On average, middle schools showed gains in reading, but not math; while high schools showed decreases in both reading and math.

- All student groups improved or maintained their proficiency rates in reading and math, yet the gap between white and black students stayed about the same.

**SCIENCE, SOCIAL STUDIES, and WRITING**

- Every elementary student group improved their proficiency rates in all three content areas.
- Overall, 53% of schools increased or significantly increased their science, social studies, and writing indicator rating.
- All student groups improved their proficiency rates in science and writing, and most groups improved in social studies.
- In general, the gap between white and black students stayed about the same.

Chart 1.

**Indicator Scores and Performance Ratings**

Level	Status/Change	Reading and Math	Science, Social Studies, and Writing	English Learner Progress	Quality of School Climate and Safety (QSCS)	Postsecondary Readiness	Graduation Rate	Total
Elementary	Current Year Status	52.1	51.3	65.8	73.4			
	Prior Year Status	47.2	47	52.1	76.6			
	Change	4.9	4.3	13.7	-0.2			
	<b>Indicator</b>	57.0	55.6	79.5	73.2			58.2
Middle	Current Year Status	44.3	39.7	20.8	61.6			
	Prior Year Status	43.6	40.7	28.2	61.9			
	Change	0.7	-1.0	-7.4	-0.3			
	<b>Indicator</b>	45.0	38.7	13.4	61.3			41.2
High	Current Year Status	46.6	40.9	27.1	60.4	78.6	87.0	
	Prior Year Status	48.5	43.3	29.7	60.0	71.9	85.6	
	Change	-1.9	-2.4	-2.6	0.4	6.7	1.4	
	<b>Indicator</b>	44.7	38.5	24.5	60.8	85.3	88.4	53.8

Chart 2.

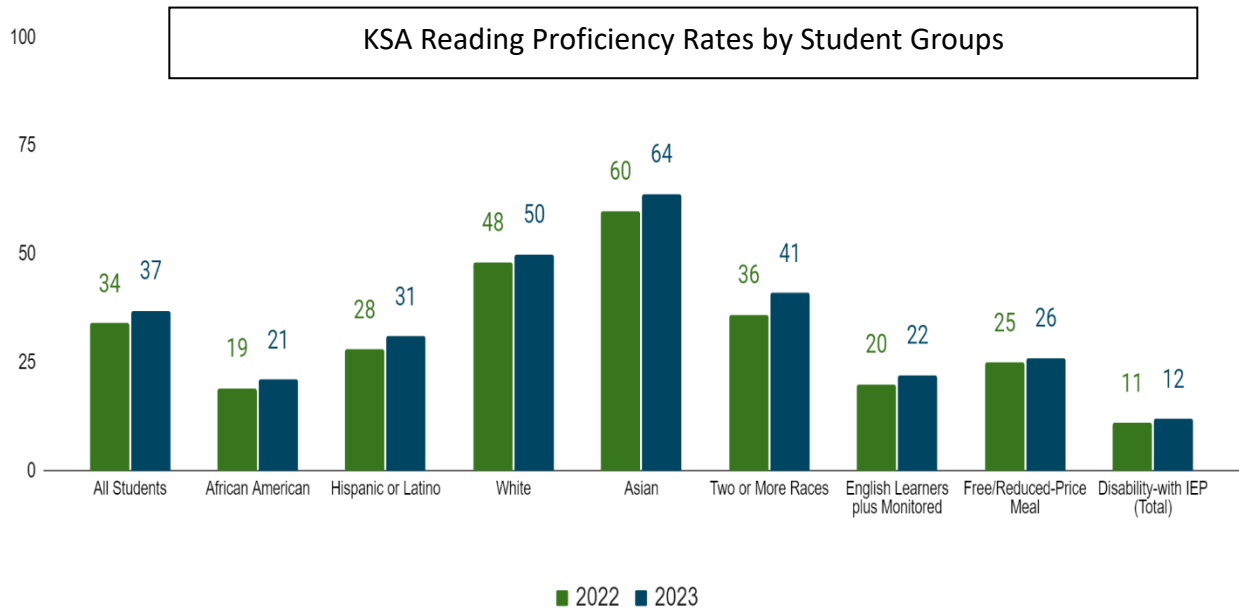


Chart 3.

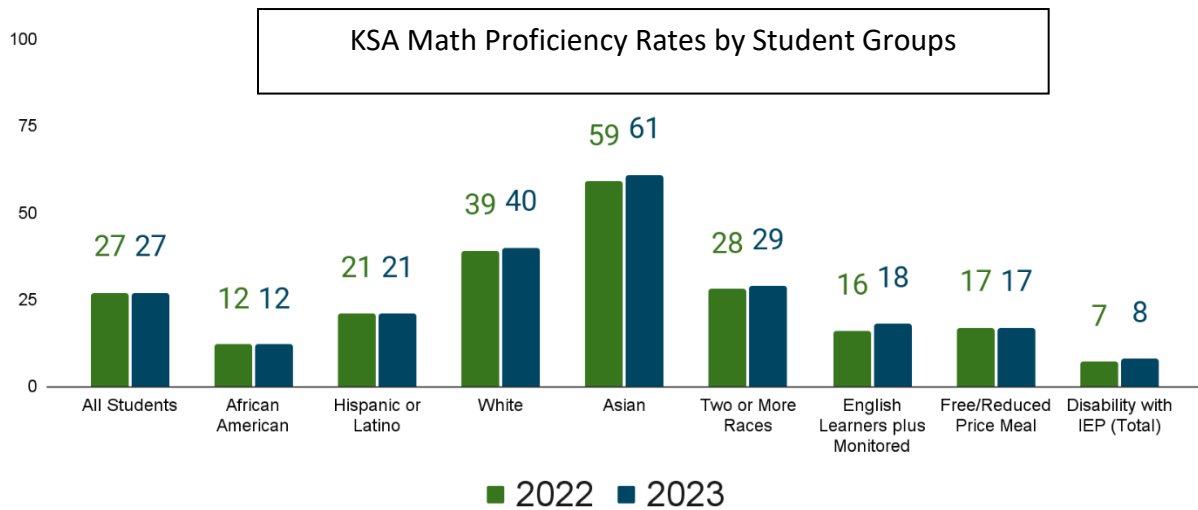


Chart 4.

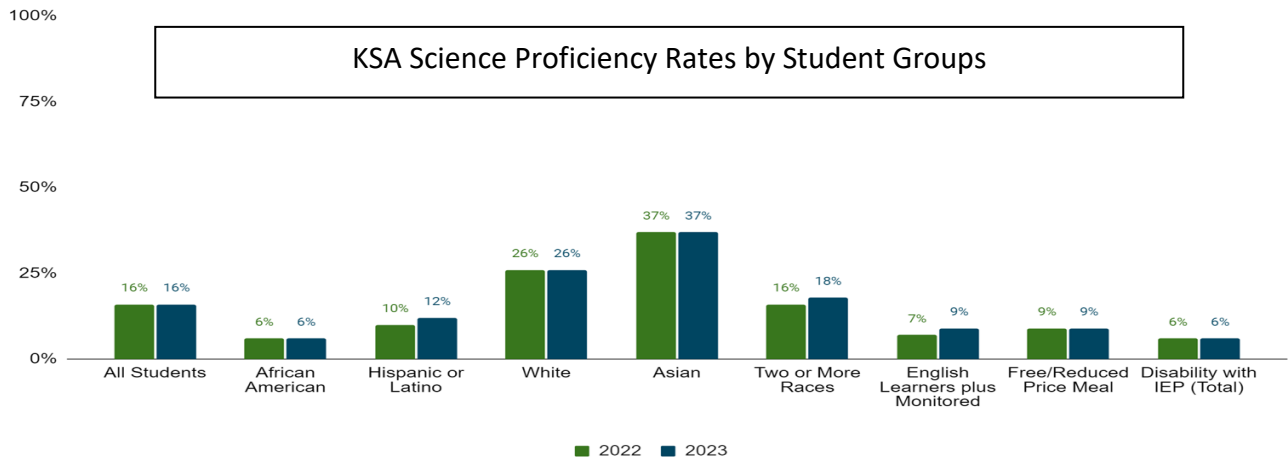


Chart 5.

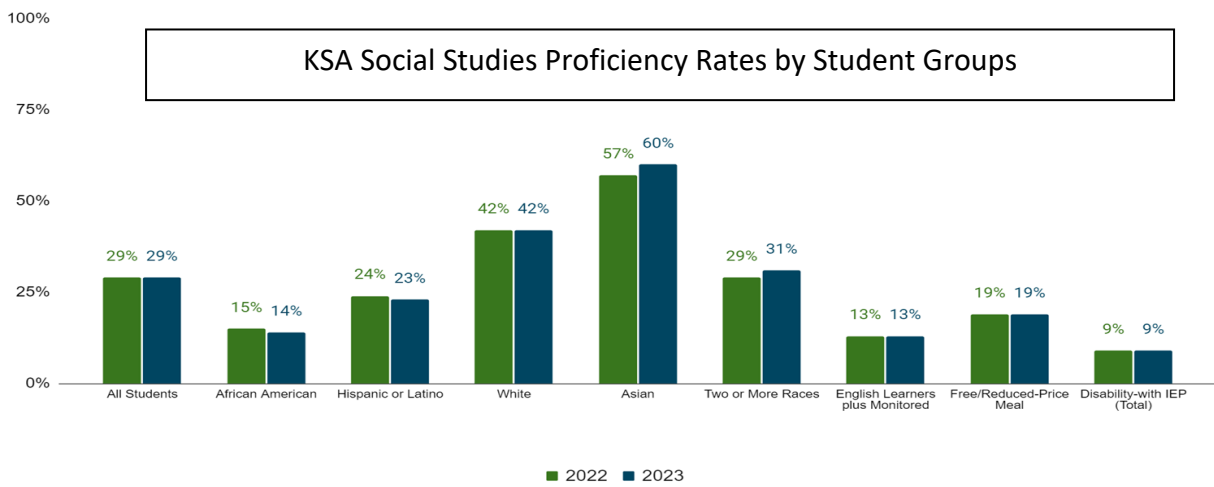
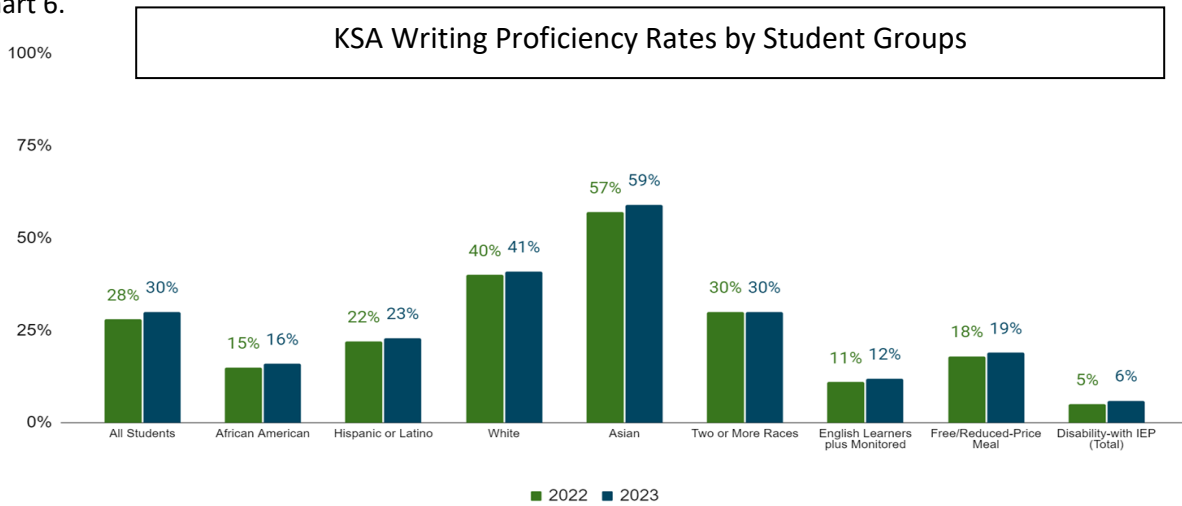


Chart 6.



The tables below depict a summary of our KSA results from Spring 2023 and the change from 2022.

Elementary Schools	Reading - % P/D			Math - % P/D		
	2021-22	2022-23	Change	2021-22	2022-23	Change
All Students	36	39	3	27	33	6
White	50	53	3	40	47	7
African American	21	22	1	12	15	3
Hispanic	28	32	4	19	26	7
Asian	58	65	7	58	65	7
Two or More Races	37	43	6	28	33	5
English Learners plus Monitored	28	31	3	21	26	5
Economically Disadvantaged	26	29	3	17	22	5
Disability-with IEP (Total)	15	16	1	9	12	3

Middle Schools	Reading - % P/D			Math - % P/D		
	2021-22	2022-23	Change	2021-22	2022-23	Change
All Students	32	34	2	26	24	-2
White	46	48	2	38	35	-3
African American	18	20	2	11	10	-1
Hispanic	28	28	0	21	18	-3
Asian	61	62	1	59	57	-2
Two or More Races	35	39	4	28	25	-3
English Learners plus Monitored	14	14	0	10	8	-2
Economically Disadvantaged	23	25	2	16	13	-3
Disability-with IEP (Total)	8	8	0	5	4	-1

High Schools	Reading - % P/D			Math - % P/D		
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	2021-22	2022-23	Change	2021-22	2022-23	Change
All Students	38	37	-1	29	25	-4
White	50	50	0	40	37	-3
African American	22	22	0	14	11	-3
Hispanic	33	33	0	26	20	-6
Asian	64	66	2	62	59	-3
Two or More Races	41	43	2	29	30	1
English Learners plus Monitored	9	8	-1	8	5	-3
Economically Disadvantaged	28	27	-1	19	16	-3
Disability-with IEP (Total)	10	10	0	6	6	0

Elementary Schools	Science - % P/D			Social Studies - %P/D			Writing - % P/D		
	21-22	22-23	Change	21-22	22-23	Change	21-22	22-23	Change
All Students	19	25	6	28	32	4	27	30	3
White	30	39	9	39	46	7	38	43	5
African American	7	10	3	15	16	1	14	17	3
Hispanic	13	17	4	24	27	3	21	22	1
Asian	39	50	11	52	64	12	50	61	11
Two or More Races	19	26	7	31	36	5	29	33	4
English Learners plus Monitored	13	17	4	20	23	3	17	19	2
Economically Disadvantaged	11	15	4	20	22	2	18	21	3
Disability-with IEP (Total)	9	10	1	11	13	2	7	7	0

Middle Schools	Science - % P/D	Social Studies - %P/D	Writing - % P/D
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	21-22	22-23	Change	21-22	22-23	Change	21-22	22-23	Change
All Students	16	14	-2	28	25	-3	25	27	2
White	26	25	-1	41	36	-5	36	39	3
African American	5	4	-1	14	12	-2	13	15	2
Hispanic	10	11	1	25	19	-6	20	20	0
Asian	42	37	-5	60	59	-1	60	61	1
Two or More Races	16	18	2	28	27	-1	30	29	-1
English Learners plus Monitored	4	2	-2	6	6	0	4	5	1
Economically Disadvantaged	9	8	-1	19	15	-4	16	16	0
Disability-with IEP (Total)	5	3	-2	6	5	-1	3	3	0

High Schools	Science - % P/D			Social Studies - %P/D			Writing - % P/D		
	21-22	22-23	Change	21-22	22-23	Change	21-22	22-23	Change
All Students	13	9	-4	32	30	-2	33	32	-1
White	21	15	-6	46	44	-2	46	43	-3
African American	5	3	-2	17	14	-3	18	17	-1
Hispanic	8	6	-2	24	25	1	26	25	-1
Asian	31	21	-10	59	57	-2	61	56	-5
Two or More Races	10	5	-5	27	28	1	30	30	0
English Learners plus Monitored	1	1	0	5	6	1	7	7	0
Economically Disadvantaged	8	4	-4	20	19	-1	22	21	-1
Disability-with IEP (Total)	3	3	0	9	8	-1	7	7	0

## Academic Current State: English Learners Progress

- All elementary student groups improved in their English Language proficiency scores, while there was no improvement at the middle or high school level

% Students Showing Positive Progress Toward English Language Proficiency - (Student Points is 60 or higher)

	Elementary			Middle			High		
	21-22	22-23	Change	21-22	22-23	Change	21-22	22-23	Change
All Students	61	73	12	36	29	-7	38	36	-2
White	58	72	14	29	28	-1	40	36	-4
African American	62	73	11	41	30	-11	38	38	0
Hispanic	62	74	12	35	28	-7	39	34	-5
Asian	59	75	16	37	33	-4	37	35	-2
English Learners plus Monitored	61	73	12	36	29	-7	38	36	-2
Economically Disadvantaged	61	73	12	36	28	-8	38	36	-2
Disability-with IEP (Total)	53	68	15	29	20	-9	35	25	-10

### Academic Current State: Postsecondary Readiness

- The class of 2023 had the highest postsecondary readiness rate (with bonus) in the history of the district with a rate of 78.6%. This is an 6.7 % increase from last year.
- Seven high schools showed double-digit gain in transition readiness rates since last year (Atherton, Central, Iroquois, Jeffersontown, PRP, Shawnee, and Western).
- All student groups improved their post-secondary readiness rate, with Two or More Races and African American students having the highest gains.
- The gap between African American and White students decreased from 24.6 to 21.6.

Postsecondary Readiness Rate (with bonus)	2021-22	2022-23	Change
All Students	71.9	78.6	6.7
White	82.5	88.3	5.8
African American	57.9	66.7	8.8
Hispanic	66.7	74.4	7.7

Asian	88.6	96.0	7.4
Two or More Races	75.7	84.7	9.0
English Learners plus Monitored	42.2	47.5	5.3
Economically Disadvantaged	64.2	72.8	8.6
Disability-with IEP (Total)	29.8	38.3	8.5

### Academic Current State: Graduation

- Average graduation Rate at all-time high at 87.0%
- 14 high schools increased their average graduation rate, 3 significantly increased, and 5 maintained.
- All A1 high schools remained above 80% for their 4-year graduation rate and 10 schools were above 90%.
- The gap between Black and White students with graduation rate has been cut by nearly 50%. In 2017-18, there was almost a 5-percentage point gap in terms of 4-year graduation rate between Black and White students, now there is only a gap of 2.4%. African American 4-year graduation rate is at 86.5%, which is an all-time high for black students in the district.
- At least 16 of 21 high schools are meeting the 80% benchmark among these student groups: African American, Hispanic, White, & Economically Disadvantaged.
- Across our high schools 60% of the student groups showed improvement from 2022 to 2023.

Average 4 & 5 Year Grad Rate	2021-22	2022-23	Change
All Students	85.6	87.0	1.4
White	87.9	89.0	1.1
African American	84.7	87.0	2.3
Hispanic	77.1	77.8	0.7
Asian	94.4	95.3	0.9
Two or More Races	86.8	87.0	0.2
English Learners plus Monitored	75.0	75.5	0.5
Economically Disadvantaged	83.7	84.5	0.8
Disability-with IEP (Total)	76.6	77.3	0.7

## Non-Academic Current State: Attendance

Overall, Chronic absenteeism increase from 2022 (35%) to 2023 (38%) with an uptick shown across levels. Attendance rates declined slightly for elementary and middle students but remained steady overall (89%).

	% Chronic 2022	% Chronic 2023	% Attendance 2022	% Attendance 2023
Elementary	26.6	29.6	92.0	91.6
Middle	37.5	41.4	89.2	88.4
High	46.0	48.0	85.3	85.6
<b>All Students</b>	<b>35.0</b>	<b>38.0</b>	<b>89.3</b>	<b>89.0</b>


Source: IC End of Year

## Non-Academic Current State: Working Conditions (IMPACT Survey)

The IMPACT survey is bi-annual survey for school staff members administered by the Kentucky Department of Education and developed by Panorama Education. This survey asks questions regarding the working conditions these staff members experience in their everyday life in their school. The areas included on the survey consist of the following: Educating All Students, Feedback and Coaching, Managing Student Behavior, Professional Learning, Resources, School Climate, School Leadership, and Staff-Leadership Relationships. A new construct, Emotional Well-Being and Belonging, was added in 2022. Under each domain, there were individual questions that staff members rated favorable or unfavorable. The results are shown as a percentage of favorability.

When comparing JCPS 2022 results since the last survey in 2020, JCPS increased favorability in the areas of Managing Student Behavior, Resources, School Climate, and Staff Leadership Relationships. JCPS declined in one area, related to Educating All Students however, JCPS's favorability in this area was higher than the state. This domain assesses faculty perception of their ability to support issues related to student diversity and was ranked the highest area at 73% favorability. There was no change in favorability for the Feedback and Coaching, Professional Learning, or School Leadership domains

When comparing JCPS against national results, JCPS performed comparable to other districts nationally in all areas except School Climate which was slightly below the national average. The chart below summarizes JCPS results by domain. This chart also outlines most and least favorable domain questions. The overall most favorable question is; How often do teachers use assessment data to inform their instruction (84%). The least favorable questions include; How concerned are you about the emotional well-being of your colleagues as a result of their work (18%) and How much of your own money do you spend on your classroom (18%).

IMPACT Domain and Change	Most Favorable Domain Question	Least Favorable Domain Question
<b>Educating All Students</b>  <p>73% 4 since last survey</p>	How often do teachers use assessment data to inform their instruction? (84%)	How often do adults at your school have important conversations about sensitive issues of diversity, even when they might be uncomfortable? (55%)

IMPACT Domain and Change	Most Favorable Domain Question	Least Favorable Domain Question
<b>Emotional Well-Being and Belonging</b> 42%	Overall, how much do you feel like you belong at your school? (67%)	How concerned are you about the emotional well-being of your colleagues as a result of their work? (18%)
<b>Feedback and Coaching</b> 50% 0 since last survey	How useful do you find the feedback you receive on your teaching? (55%)	How much do you learn from the teacher evaluation processes at your school? (42%)
<b>Managing Student Behavior</b> 54% ⬆️ 1 since last survey	How effective do you think you are at managing disruptive classes? (69%)	How effective are the school leaders at developing rules for students that facilitate their learning? (51%)
<b>Professional Learning</b> 54% 0 since last survey	Overall, how supportive has the school been of your growth as a teacher? (67%)	How often do your professional development opportunities help you explore new ideas? (45%)
<b>Resources</b> 41% ⬆️ 5 since last survey	For students who need extra support, how difficult is it for them to get the support that they need? (64%)	How much of your own money do you spend on your classroom? (18%)
<b>School Climate</b> 53% ⬆️ 2 since last survey	To what extent are teachers trusted to teach in the way they think is best? (64%)	How positive are the attitudes of your colleagues? (44%)
<b>School Leadership</b> 58% 0 since last survey	How positive is the tone that school leaders set for the culture of the school? (66%)	When the school makes important decisions, how much input do teachers have? (45%)
<b>Staff-Leadership Relationships</b> 70% ⬆️ 1 since last survey	When challenges arise in your personal life, how understanding are your school leaders? (81%)	At your school, how motivating do you find working with the leadership team? (53%)

## KDE Quality of School Climate and Safety Survey

- The Quality of School Climate and Safety Survey (QSCS) was administered in conjunction with the state content assessments. Students were asked to provide feedback in several domains related to their school experience such as caring environment, belonging, and safety. Below are a few of the items showing student groups by level.
- In general, elementary school students gave higher ratings of school climate than middle or high school students.
- 47% of elementary schools, 29% of middle schools, and 71% of high schools increased or significantly increased their ratings of school climate and safety.

- Black and White students did not differ significantly in their perceptions of school climate or safety, and the gap decreased at the middle and high school levels.

	Elementary			Middle			High		
	21-22	22-23	Change	21-22	22-23	Change	21-22	22-23	Change
All Students	73.6	73.4	-0.20	61.9	61.6	-0.3	60.0	60.4	0.4
White	74.8	74.7	-0.10	62.7	62.0	-0.7	60.5	60.4	-0.1
African American	71.8	71.5	-0.30	60.9	60.8	-0.1	58.8	59.7	0.9
Hispanic	74.6	74.5	-0.10	62.6	62.1	-0.5	60.6	61.5	0.9
Asian	75.8	<b>76.0</b>	0.20	65.1	64.8	-0.3	64.2	<b>64.2</b>	0.0
Two or More Races	73.4	72.6	-0.80	60.4	60.7	0.3	58.0	58.6	0.6
English Learners plus Monitored	74.5	74.8	0.30	63.9	63.3	-0.6	62.9	63.5	0.6
Economically Disadvantaged	73.0	72.6	-0.40	61.3	61.0	-0.3	58.9	59.7	0.8
Disability-with IEP (Total)	74.4	74.8	0.40	65.0	<b>65.3</b>	0.3	61.7	62.7	1.0

- JCPS continued with the goal around building relationships and making sure students knew there were caring adults ready to help them. In both 2022 and 2023 over 90% of our elementary students agreed adults made sure they got what they needed to be successful, the other levels remained steady at approx. 80% for middle and over 70% for high school students.
- Addressing students’ social and emotional needs will remain a focus for our school leaders. While elementary school students held steady at 92% feeling welcome in their classroom, our middle and high school students had significant declines.
- Overall, variability in responses is shown across levels and groups. In the area of caring environment, Elementary student groups have the highest agreement for both 2022 and 2023 school years (>90%). High school students remained steady or showed positive change among its subgroups.
- When asked if students felt like they were part of their school, elementary responded at 89% (no change), middle at 80% (no change), and high at 77% a 2% increase respectively.

My school is a caring place.

	ES			MS			HS		
	2021-22	2022-23	Change	2021-22	2022-23	Change	2021-22	2022-23	Change
All Students	94	93	-1	80	81	1	78	80	2
White	96	94	-2	82	82	0	79	80	1
African American	91	90	-1	77	78	1	74	78	4
Hispanic	95	96	1	*	82	*	79	83	4
Asian	97	97	0	88	86	-2	85	85	0
Two or more races	93	91	-2	*	79	*	74	74	0
English Learner (EL)	95	96	1	*	84	*	84	85	1
Economically Disadvantaged	*	92	*	79	79	0	75	78	3
Disability-With IEP (Total)	*	93	*	*	83	*	*	80	*

Adults from my school make sure all students get what they need to be successful.

	ES			MS			HS		
	2021-22	2022-23	Change	2021-22	2022-23	Change	2021-22	2022-23	Change
All Students	93	92	-1	81	80	-1	72	73	1
White	93	92	-1	81	80	-1	71	71	0
African American	92	90	-2	80	80	0	72	73	1
Hispanic	94	94	0	*	85	*	76	78	2
Asian	96	96	0	83	84	1	78	79	1
Two or more races	92	91	-1	*	78	*	67	67	0
English Learner (EL)	94	94	0	*	85	*	81	83	2
Economically Disadvantaged	*	92	*	81	81	0	72	72	0
Disability-With IEP (Total)	92	92	0	*	84	*	*	80	*

My teachers make me feel welcome in their class.

	ES			MS			HS		
	2021-22	2022-23	Change	2021-22	2022-23	Change	2021-22	2022-23	Change
All Students	92	92	0	85	77	-8	89	78	-11
White	93	92	-1	88	79	-9	90	78	-12
African American	89	88	-1	82	73	-9	87	77	-10
Hispanic	95	94	-1	*	81	*	90	84	-6
Asian	96	97	1	92	86	-6	94	85	-9
Two or more races	91	89	-2	*	73	*	86	73	-13
English Learner (EL)	95	96	1	*	82	*	90	86	-4
Economically Disadvantaged	*	90	*	84	75	-9	87	78	-9
Disability-With IEP (Total)	*	90	*	*	82	*	*	82	*

I feel like I am part of my school.

	ES			MS			HS		
	2021-22	2022-23	Change	2021-22	2022-23	Change	2021-22	2022-23	Change
All Students	89	89	0	80	80	0	75	77	2
White	91	91	0	81	82	1	77	78	1
African American	87	87	0	78	80	2	73	75	2
Hispanic	91	92	1	*	81	*	75	77	2
Asian	93	94	1	85	83	-2	85	82	-3
Two or more races	88	87	-1	*	81	*	72	75	3
English Learner (EL)	90	92	2	79	78	-1	82	81	-1
Economically Disadvantaged	*	89	*	78	79	1	73	74	1
Disability-With IEP (Total)	88	89	1	*	80	*	*	76	*

**Summary: Climate and Culture Survey**

- Key takeaways from this portion of the state assessment data are 1) students reported feeling their schools cared about them and felt connected to their school, 2) high school showed steady to positive change among all student groups concerning school being a caring place and having caring adults ready to help them, 3) there are differences between the younger and older students when reporting feeling welcomed in their classrooms.

## 5. Priorities/Concerns

*Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.*

Priorities/Concerns	Description
Racial Equity: Achievement and Achievement Gaps	Overall, variability in academic achievement between student levels and schools is a concern. The younger students out-performed the older students and in reviewing the school-level disaggregation, we have a large range of performance among our schools. Additionally, an area of concern is the achievement gaps that exist between our student groups. For example, as can be seen on the charts in the current state and trend sections, the achievement gap remains an area for improvement. The gaps range from 24 to 32 points between African American and White students scoring proficient or higher. While elementary increased proficiency they had some of the largest gaps with 22% of African American students score proficient or higher in Reading and 15% in math, compared to 53% and 47% of White students respectively. At the middle school level, 20% of African American students score proficient or higher in Reading and 10% in math, compared to 48% and 35% of White students respectively. At

	the high school level, 22% of African American students score proficient or higher in Reading and 11% in math, compared to 50% and 37% of White students respectively. Based on this review, we will continue our focus on implementing the CDIP strategies that address our racial equity policy and well as transforming our instructional core.
Racial Equity: Behavior	Of all suspensions in the 2022-2023 school year, 66% are represented by Black students. Though the number of suspensions increased exceeding pre-pandemic levels, our elementary the numbers remain significantly low due to the intentional focus on reducing suspensions at the earlier grade levels. Unlike elementary, both middle and high school suspensions increased, surpassing pre-COVID years. Building meaningful relationships by implementing practices that improve engagement, belonging, and empowerment for students, staff, and families is a priority and will be included in the 23-24 CDIP.
CSI School Identifications	JCPS has a total of 25 school sites identified with the CSI federal classification. We had 9 schools exit CSI status and 1 new school entered CSI status. JCPS remains committed to school redesign and innovation strategies and will continue to support turnaround efforts to implement evidence-based practices within our CSI schools as outlined in our 23-24 CDIP.

## 6. Strengths/Leverages

*Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve the areas of concern listed above.*

Highlights from the past school year include the following:

**Increased Proficiency–**

- Overall, all student groups maintained or improved their proficiency rates in Reading and Math.
- Elementary school level improved proficiency rates in all content areas among all student groups.
- Nine schools exited CSI status and 15 schools exited TSI status.

**Increased Postsecondary Readiness Rates and Graduation Rates–**

- The class of 2023 had the highest postsecondary readiness rate in the history of the district with a rate of 78.6%. This is an 6.7 % increase from last year.
- All student groups improved their post-secondary readiness rate, with Two or More Races and African American students having the highest gains.
- The achievement gap between black and White students was significantly reduced in postsecondary readiness rates. In the class of 2018, there was a 33.7% difference between black and White students. In that year, only 30.6% of black students were considered transition ready. In the class of 2023, 66.7% of black students were post- secondary ready, and the gap dropped in 2022 to 24.6 and again in 2023 to an all-time low of 21.6%.

- For the most recent accountability cycle, the average (4 and 5 year) graduation rate increased from 82.9% in 2019 to an all-time high of 87.0% in 2023.
- The gap between Black and White students with graduation rate has been cut by nearly 50%. In 2017-18, there was almost a 5-percentage point gap in terms of 4-year graduation rate between Black and White students, now there is only a gap of 2.4%. African American 4-year graduation rate is at 86.5%, which is an all-time high for black students in the district.
- Across our high schools, 60% of the student groups showed improvement in graduation rates from 2022 to 2023.
- Our success in increasing both postsecondary readiness rates and graduation rates and closing the achievement gap in these areas is evidence of our focus on the CDIP strategies around racial equity plan (12), transition readiness (7), and personalized and engaging learning environments (4). The implementation of these key strategies and systems of support in place can be leveraged to address improving the proficiency rates and closing the achievement gap at all school levels.

#### **Strong School Connectedness and Sense of Belonging–**

- The KDE School Climate and Safety 2023 survey results showed that 47% of elementary schools, 29% of middle schools, and 71% of high schools increased or significantly increased their ratings of school climate and safety. In both 2022 and 2023 over 90% of our elementary students agreed adults made sure they got what they needed to be successful, the other levels remained steady at approx. 80% for middle and over 70% for high school students. Additionally, Black and White students did not differ significantly in their perceptions of school climate or safety, and the gap decreased at the middle and high school levels.
- The 22-23 CDIP strategy on strengthening meaningful relationships (6) can be adapted to providing personalized and engaging learning environments (4) with the aim of positively impacting other racial equity metrics such as discipline and attendance rates moving forward.

#### **Backpack of Success–**

- Approximately 18,500 5th, 8th, and 12th students held backpack defenses during the 2022-2023 school year. On average, a student uploaded 5 artifacts of success skills into their digital backpack. Student defenses and artifacts are at the center of the CDIP strategy Backpack of Success Skills (1). This strategy is focused on students engaged in meaningful, authentic learning experiences where they can show their growth and mastery in multiple ways. This strategy will continue to be a core focus in the 23-24 CDIP and will influence other key strategies, including implementing an authentic assessment system (i.e., L3 work), (3), personalized and engaging learning environments (4), professional deeper learning (7), and transforming our instructional core (8).
- We expect that implementation of these core strategies with integrity will lead to moving additional schools out of CSI status.

## 7. Evaluate the Teaching and Learning Environment:

### Key Elements Template

***Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:***

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p><b>KCWP 1: Design and Deploy Standards</b></p> <p>Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	<p>YES</p>	<p>As a district focused on academic innovation, our practices are grounded in three major ideas: student-centered environment, equity minded, and future focused. These three ideas ensure that we meet the social and emotional needs necessary to spark creativity and risk taking in a safe environment, while also providing equitable access to high quality instruction and learning opportunities for all students and grounding our work in scientific research and practitioner experience.</p> <p>Upon the passage of Senate Bill SB 1 (2022), the authority to determine instructional materials was transferred from school-based decision making (SBDM) councils to the local superintendent. Specifically, per KRS 160.345(2)(g), "the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy."</p> <p>The JPCS model SBDM Policy has been revised to show this as well through the District SBDM Office in the Diversity, Equity, and Poverty Division, which provides support to SBDM councils across the district. The selection now requires a consultation with the SBDM and stakeholders.</p> <p>The District utilizes the KDE High Quality Work recommendations to now choose curriculum for our schools based on these standards to ensure the instructional materials are:</p> <ul style="list-style-type: none"> <li>• Aligned with the Kentucky Academic Standards (KAS);</li> </ul>

		<ul style="list-style-type: none"> <li>• Research-based and/or externally validated;</li> <li>• Comprehensive to include engaging texts (books, multimedia, etc.), tasks and assessments;</li> <li>• Based on fostering vibrant student learning experiences;</li> <li>• Culturally relevant, free from bias; and</li> <li>• Accessible for all students.</li> </ul> <p>The process for selecting any additional <a href="#">High-Quality Instructional Resources</a>, program, etc. is also aligned to the KDE process. This ensures high expectations and consistency for all learners across the district.</p> <p>In sum, while the 2023 KSA results show increases in proficiency rates particularly at the elementary level, there are still gaps among student groups and little growth at the middle and high school levels. What the academic data tells us is that core instruction of grade-level content standards is must be a priority. JCPS will continue to implement laser-like focus on deep implementation of the Six Systems Success Criteria. <b>JCPS will build coherence in student’s instructional experience with the selection and implementation of common, district-wide instructional resources.</b></p>
<p><b>KCWP 2: Design and Deliver Instruction</b></p> <p>Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>		<p>Instruction and the learning culture in JCPS are focused on student identity and community to meet the developmental needs of students and allow multiple opportunities for student choice and interest.</p> <p>For the 2023-2024 school year, JCPS has adopted EL Education for English/Language Arts curriculum districtwide in grades K-8. This curriculum embeds social emotional learning, collaboration, and characterization through its use of "Crew" as a structure. K-8 ELA teachers and school principals across JCPS have received professional learning on the curriculum and this specific component.</p>

		<p>Look-fors and best practice strategies have been identified for the K-8 EL curriculum and learning walk data is collected and analyzed every two months to check for fidelity of implementation and alignment with <a href="#">pacing guides</a>.</p>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b>  Does our district have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	<p>YES</p>	<p>JCPS is committed to establishing and achieving high expectations and goals for all students through the implementation of a balanced assessment system. The District uses a common assessment tool (MAP) to assess student growth in reading and math three times per year in grades K-8. Students in grades K-3 are assessed in MAP Fluency. At the high school level, students are assessed three times a year with CERT. School and <a href="#">District-level reports</a> are available that provide disaggregated data by student group and communicate trends over time. <a href="#">Professional learning</a> on MAP assessments has been scheduled throughout the 23-24 school year to build capacity around assessment literacy and ensure that leaders understand how to use assessments to improve practice.</p> <p>Additionally, all K-12 students are engaged in learning opportunities that promote creativity, innovation, and collaborative problem-solving in all content areas through our <a href="#">Backpack of Success Skills</a>. Students have multiple opportunities and voice and choice for how they produce evidence in the five Success Skills: prepared and resilient learner, emerging innovator, effective communicator, productive collaborator, and globally and culturally competent citizen. Consistent feedback on student work and artifacts are equitably provided to students through educator use of the <a href="#">Quality Work Protocol</a>.</p> <p>All students K-12 now have opportunities to share about their learning process through defenses of learning (grades 5, 8, and 12) and</p>

		<p>mini-defenses of learning (all other grade levels).</p> <p>In sum, JCPS assess student’s growth proficiency in Reading and Math through MAP/CERT testing and their growth in their success skills through defenses of learning. <b>JCPS will work to establish common expectations of the skills and competencies needed for students to successfully transition to the next level.</b> This collaborative work with teachers and leaders will lead to the development of standardized rubrics, scoring protocols, student and teacher supports, resulting in a uniform way to elicit, interpret, and act on meaningful evidence of student learning.</p>
<p><b>KCWP 4: Review, Analyze and Apply Data</b> Does our district communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>		<p>The monitoring and evaluation of the impact of instruction on learner success has been revised for heightened intentionality and accountability, as outlined in the District Improvement Model. The Improvement Model is comprised of three key reviews: Formative Systems Review, Comprehensive Systems Review and Vital Sign Reviews.</p> <p>The Formative Systems Review (FSR) is a system-focused, formative look at implementation of instructional strategies and activities. This progress-monitoring review provides feedback and next-step coaching and is used to calibrate needs and support. The FSR is designed to monitor the progress of effective implementation of strategies and activities to meet School Improvement Plan goals. Progress is monitored for each JCPS Pillar. District administrators review progress, analyze implementation data provided by school administrators, identify strengths, and give clear, specific feedback designed for further improvement. School teams receive feedback on Focus Priority Criteria within each System and include questions for further consideration and coaching. Collaborative next steps are</p>

		<p>developed towards system implementation and are key to improving student outcomes.</p> <p>During the Formative Systems Review (FSR), System 2 (Effective Use of Data), has priority criteria to determine how well the system is being implemented. Every school/PLC has a deep commitment to using data to monitor individual student progress on Priority Standards, and to drive school-wide decisions.</p> <p>The Comprehensive System Review (CSR) provides rich qualitative data and feedback on the JCPS Six Essential Systems for a Strong Learning Climate in schools focused on the student experience. All school should receive a CSR every 4 years.</p> <p>Vital Sign reviews occur every six weeks at the district and school level. The Vital Sign report provides trend and disaggregated data on key indicators of student outcomes associated with the JCPS Six Essential Systems and Three Pillars. The key indicators are the high-leverage research-based data points that lead to actionable steps for improving student learning experiences.</p>
<p><b>KCWP 5: Design, Align and Deliver Support</b>          Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	<p>YES</p>	<p>While Senate Bill 1 provides equitable access to curriculum for all K-12 students in JCPS, additional resources and support have been provided to our Choice Zone and Accelerated Improvement Schools. AIS schools and schools within the Choice Zone have access to instructional leads and Specialists identified to implement professional learning opportunities and resources and support to eliminate achievement and opportunity gaps.</p> <p>A key professional learning objective is to provide professional development to 100% of K-8 teachers implementing our new EL Education and Illustrative Math (IM) curriculum and differentiating the curriculum to best meet the needs of multilingual learners, learners</p>

	<p>with disabilities, and gifted learners. The professional development is available to all staff. The sessions are differentiated by skill level; as well as the staff member's role (substitute teachers, instructional assistants, teacher, or administrator).</p> <p>All JCPS PD facilitators have been trained on the characteristics of High-Quality Professional Learning. These characteristics include the importance of coaching, expert support, feedback, reflection, and continuous adult learning to improve student outcomes. One such practice that is explicitly trained is how to collaboratively analyze professional learning data to improve quality of learning and thus, student performance. With the implementation of the K-8 Reading and Math curriculum, schools have continued districtwide learning and provided further collaboration at their sites for educators. Additionally, the District offers monthly academy sessions based on teacher feedback and identified needs, collaboration around the curriculum, and other needs at the Academic Instructional Coach and department chair meetings.</p> <p>All JCPS schools are expected to complete a school literacy plan each fall. The plan includes the following components: data and assessment goal, literacy instruction goal, literacy intervention instruction goal, data-based decision-making goal, literacy leadership team goal, literacy professional learning goal, community and family involvement goal, and a reflection. Monitoring occurs in the fall and winter by the zone level Assistant Superintendents and the Chief of Schools. This process is used as part of a larger progress monitoring approach to ensure that all students have access to the same quality programs and academic experiences.</p> <p>In sum, our MAP disaggregated data tells us we have an over-representation of students in the</p>
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		lowest decile range, especially among student of color. <b>What this means is that we must focus on supporting our schools as they implement the K-8 curriculum such that instruction, intervention, and supports are aligned to meet the identified needs of all learners.</b>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b>  Has our district intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>		<p>JCPS is utilizing our Racial Equity District policy to improve the implementation of culturally responsive instruction, as evidenced by our <a href="#">Diversity, Equity and Poverty Anchor Documents</a> (i.e., Equity Monitoring Protocol Tool, Affirming Racial Equity Tool, Racial Equity Analysis Protocol).</p> <p>Additionally, to increase student availability to high-quality instructional resources both in school and at home, JCPS is a 1:1 district with students having access to wi-fi enabled Chromebooks or iPads for use in school and at home as a key equity measure.</p>

**8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?**

Our district is moving towards a strategic plan that creates a learning environment where learners are at the center. Process, practices and conditions that will support this desired change will be included in the CDIP and will include the following key strategies:

- 1) **KCWP 1: Implementing district-wide literacy and math curriculum:** While the 2023 KSA results show increases in proficiency rates particularly at the elementary level, there are still gaps among student groups and little growth at the middle and high school levels. What the academic data tells us is that core instruction of grade-level content standards is must be a priority. JCPS will continue to implement laser-like focus on deep implementation of the Six Systems Success Criteria. JCPS will build coherence in student’s instructional experience with the selection and implementation of common, district-wide instructional resources.
- 2) **KCWP 3: Developing Authentic Performance Assessment System:** Assessments in which learners demonstrate learning by applying their competency, knowledge, and skills by creating products and performances that relate to the enterprises of the real, career, and civic world. Educators and students will often use collaboratively developed purposes or goals, scoring guides, rubrics, and other methods to evaluate whether the performance or product demonstrates that students have learned to the expected standards. Authentic assessments are

not only useful for determining what has been learned previously, they are themselves a meaningful learning experience. Some common authentic performance assessments include defense of learning, capstone and community service projects, student-led portfolio conferences, exhibitions of learning, and many types of authentic writing. In JCPS, this work is reflected in our Backpack of Success Skills strategy where students upload artifacts and defend their growth in the JCPS Success Skills at the 5<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grade levels.

Currently, JCPS assesses student's growth proficiency in Reading and Math through MAP/CERT testing and their growth in their success skills through defenses of learning. JCPS will work to establish common expectations of the skills and competencies needed for students to successfully transition to the next level. This collaborative work with teachers and leaders will lead to the development of standardized rubrics, scoring protocols, student and teacher supports, resulting in a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

- 3) **KCWP 5: Allocating support and resources to promote positive, equitable and inclusive learning experiences for all students:** JCPS is showing early wins in the implementation of future state strategies, particularly around resourcing high poverty schools. JCPS had nine schools exit CSI (comprehensive support and improvement) status this year, and 22 schools exit in the last two years. JCPS also had 15 schools exit TSI (targeted support and improvement) status. However, our MAP disaggregated data tells us we have an over-representation of students in the lowest decile range, especially among student of color. What this means is that we must focus on supporting our schools as they implement the K-8 curriculum such that instruction, intervention, and supports are aligned to meet the identified needs of all learners.



# 2023-2024 Phase Three: Comprehensive District Improvement Plan JCPS

2023-2024 Phase Three: Comprehensive District Improvement Plan

**Jefferson County**  
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## 2023-24 Phase Three: Comprehensive District Improvement Plan

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the seven (7) required district goals: state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

**Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be

multiple activities for each strategy.

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

#### Requirements for Building an Improvement Plan

There are seven (7) required district goals:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

#### Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.


a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan \(CDIP\)](#)

- **b. Upload your completed template in the attachment area directly below.**

#### **ATTACHMENTS**

##### **Attachment Name**

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 JCPS CDIP SY2324 SG and PA


Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See Attachment

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 JCPS CDIP SY2324 SG and PA	Jefferson County CDIP SY2324 SG and PA	•

## Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### **Priorities/Concerns from Needs Assessment for Districts**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

**Racial Equity: Achievement and Achievement Gap:** Overall, variability in academic achievement between student levels and schools is a concern. The younger students out-performed the older students and in reviewing the school-level disaggregation, we have a broad range of performance among our schools. Also, an area of concern is the achievement gap between our student groups. For example, as can be seen on the charts in the current state and trend sections, the achievement gap remains an area for improvement. The gaps range from 24 to 32 points between African American and White students scoring proficient or higher. While elementary increased proficiency they had some of the largest gaps with 22% of African American students scoring proficient or higher in Reading and 15% in math, compared to 53% and 47% of White students, respectively. At the middle school level, 20% of African American students score proficient or higher in Reading and 10% in math, compared to 48% and 35% of White students, respectively. At the high school level, 22% of African American students score proficient or higher in Reading and 11% in math, compared to 50% and 37% of White students, respectively. Based on this review, we will continue our focus on implementing the CDIP strategies that address our racial equity policy and transform our instructional core.

**Racial Equity: Behavior:** Of all suspensions in the 2022-2023 school year, 66% are represented by Black students. Though the number of suspensions increased exceeding pre-pandemic levels, our elementary numbers remain significantly low due to the intentional focus on reducing suspensions at the earlier grade levels. Unlike elementary, both middle and high school suspensions increased, surpassing pre-COVID years. Building meaningful relationships by implementing practices that improve engagement, belonging, and empowerment for students, staff, and families is a priority and is outlined as a key strategy in the 23-24 CDIP below.

**CSI School Identification:** JCPS has 25 school sites identified with the CSI federal classification. We had 9 schools exit CSI status and 1 new school entered CSI status. JCPS remains committed to school redesign and innovation strategies and will continue to support turnaround efforts to implement evidence-based practices within our CSI schools as outlined in our 23-24 CDIP strategies below.

### **Processes, Practices, or Conditions to be Addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

1. **KCWP 1: Design and Deploy Standards: Implementing district-wide literacy and math curriculum:** While the 2023 KSA results show increases in proficiency rates particularly at the elementary level, there are still gaps among student groups and little growth at the middle and high school levels. What the academic data tells us is that core instruction of grade-level content standards must be a priority. JCPS will continue to implement a laser-like focus on deep implementation of the Six Systems Success Criteria. JCPS will build coherence in students' instructional experience with the selection and implementation of common, district-wide instructional resources.
2. **KCWP 3: Design and Deliver Assessment Literacy: Developing Authentic Performance Assessment System:** Assessments in which learners demonstrate learning by applying their competency, knowledge, and skills by creating products and performances that relate to the enterprises of the real, career, and civic world. Educators and students will often use collaboratively developed purposes or goals, scoring guides, rubrics, and other methods to evaluate whether the performance or product demonstrates that students have learned to the expected standards. Authentic assessments are useful for determining what has been learned before and are a meaningful learning experience. Some common authentic performance assessments include defense of learning, capstone and community service projects, student-led portfolio conferences, exhibitions of learning, and many types of authentic writing. In JCPS, this work is reflected in our Backpack of Success Skills strategy where students upload artifacts and defend their growth in the JCPS Success Skills at the 5th, 8th, and 12th grade levels.

Currently, JCPS assesses students' growth proficiency in Reading and Math through MAP/CERT testing and their growth in their success skills through defenses of learning. JCPS will work to establish common expectations of the skills and competencies needed for students to successfully transition to the next level. This collaborative work with teachers and leaders will lead to the development of standardized rubrics, scoring protocols, student and teacher supports, resulting in a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

3. **KCWP 5: Design, Align and Deliver Support: Allocating support and resources to promote positive, equitable, and inclusive learning experiences for all students:** JCPS is showing early wins in the implementation of future state strategies, particularly around resourcing high poverty schools. JCPS had nine schools exit CSI (comprehensive support and improvement) status this year, and 22 schools exit in the last two years. JCPS also had 15 schools exit TSI (targeted support and improvement) status. However, our MAP disaggregated data tells us we have an over-representation of students in the lowest decile range, especially among students of color. What this means is that we must focus on supporting our schools as they implement the K-8 curriculum such that instruction, intervention, and supports are aligned to meet the identified needs of all learners.

2022-2023 JCPS Comprehensive District Improvement Plan Goals and Objectives

**Indicator**

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

Indicator	Status			Change		
	ES	MS	HS	ES	MS	HS
State Assessment Results in reading and mathematics	52.1	44.3	46.6	1.9	.7	-1.9
State Assessment Results in science, social studies, and writing	51.3	39.7	40.9	4.3	-1.0	-2.4
English Learner Progress	65.8	20.8	27.1	13.7	-7.4	-2.6
Quality of School Climate and Safety	73.4	61.6	60.4	-.2	-.3	.4
Postsecondary Readiness (high schools and districts only)			78.6			6.7
Graduation Rate (high schools and districts only)			87.0			1.4

The 23-24 CDIP below outlines the goals around each of these indicators and key strategies to reach those goals. Priority focus will be on improving proficiency for all student groups in core content areas of Reading and Math as well as postsecondary readiness.

2022-2023 JCPS Comprehensive District Improvement Plan Goals and Objectives

Type	Goal	Objective	Methodology
<p>1: State Assessment Results in reading and mathematics</p>	<p>Goal 1 (State your reading and math goal.): By the end of the 2026-2027 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Reading and Math on the Kentucky Summative Assessment to the following:</p> <p>Reading (baseline 2022-2023): Elementary: 39% to 60% Middle: 34% to 63% High: 37% to 54%</p> <p>Math (baseline 2022-2023): Elementary: 32% to 56% Middle: 23% to 53% High: 25% to 50%</p>	<p>1.1 Reading and Math: By the end of the 2023-2024 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Reading and Math on the Kentucky Summative Assessment to the following:</p> <p>Reading (baseline 2022-2023): Elementary: 39% to 53% Middle: 34% to 57% High: 37% to 46%</p> <p>Math (baseline 2022-2023): Elementary: 32% to 48% Middle: 23% to 44% High: 25% to 40%</p>	<p>KDE Measurements of Interim Progress</p>

2022-2023 JCPS Comprehensive District Improvement Plan Goals and Objectives

Type	Goal	Objective	Methodology
<p>2: State Assessment Results in science, social studies and writing</p>	<p>Goal 2 (State your science, social studies, and writing goal.):                      By the end of the 2026-2027 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Science, Social Studies, and Writing on the Kentucky Summative Assessment to the following:</p> <p>Science (baseline 2022-2023):                      Elementary: 25% to 45%                      Middle: 14% to 44%                      High: 9% to 45%</p> <p>Social Studies (baseline 2022-2023):                      Elementary: 33% to 58%                      Middle: 25% to 63%                      High: 31% to 45%</p> <p>Writing (baseline 2022-2023):                      Elementary: 28% to 53%                      Middle: 27% to 43%                      High: 30% to 54%</p>	<p>2.1 Science, Social Studies, and Writing: By the end of the 2023-2024 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Science, Social Studies, and Writing on the Kentucky Summative Assessment to the following:</p> <p>Science (baseline 2022-2023):                      Elementary: 25% to 35%                      Middle: 14% to 33%                      High: 9% to 35%</p> <p>Social Studies (baseline 2022-2023):                      Elementary: 33% to 50%                      Middle: 25% to 56%                      High: 31% to 37%</p> <p>Writing (baseline 2022-2023):                      Elementary: 28% to 45%                      Middle: 27% to 32%                      High: 30% to 45%</p>	<p>KDE Measurements of Interim Progress</p>

2022-2023 JCPS Comprehensive District Improvement Plan Goals and Objectives

Type	Goal	Objective	Methodology
<p><b>3: Achievement Gap</b></p>	<p>Goal 3: Achievement Gap By the end of the 2026-2027 school year, JCPS will reach their goals for increasing the Overall Score on the Kentucky Summative Assessment for the all the groups of students we serve:</p> <p>(Baseline 2022 – 2023) ES African American 40.9% to 55.9% ES Asian 89% to 92% ES Hispanic or Latino 53.1% to 64.6% ES White (non-Hispanic) 71.8% to 78.8% ES Economically Disadvantaged 47.8% to 60.8% ES Students with Disabilities (IEP) 34.4% to 50.4% ES English Learner including Monitored 50.9% to 63.4%</p> <p>MS African American 28.5% to 46.5% MS Asian 71.6% to 79.1% MS Hispanic or Latino 35.4% to 51.4% MS White (non-Hispanic) 52.7% to 64.7% MS Economically Disadvantaged 31.6% to 49.1% MS Students with Disabilities (IEP) 20.3% to 40.3% MS English Learner including Monitored 23.8% to 42.8%</p> <p>HS African American 42.6% to 57.1% HS Asian 79% to 84.5% HS Hispanic or Latino 48.8% to 61.8% HS White (non-Hispanic) 63.9% to 72.9% HS Economically Disadvantaged 46.5% to 59.5% HS Students with Disabilities (IEP) 30.8% to 44.3% HS English Learner including Monitored 30% to 47.5%</p>	<p>3.1 Achievement Gap: By the end of the 2023-2024 school year, JCPS will reach their goals for increasing the Overall Score on the Kentucky Summative Assessment for the all the groups of students we serve:</p> <p>(Baseline 2022 – 2023) ES African American 40.9% to 43.9% ES Asian 89% to 89.6% ES Hispanic or Latino 53.1% to 55.4% ES White (non-Hispanic) 71.8% to 73.2% ES Economically Disadvantaged 47.8% to 50.4% ES Students with Disabilities (IEP) 34.4% to 37.6% ES English Learner including Monitored 50.9% to 53.4%</p> <p>MS African American 28.5% to 32.1% MS Asian 71.6% to 73.1% MS Hispanic or Latino 35.4% to 38.6% MS White (non-Hispanic) 52.7% to 55.1% MS Economically Disadvantaged 31.6% to 35.1% MS Students with Disabilities (IEP) 20.3% to 24.3% MS English Learner including Monitored 23.8% to 27.6%</p> <p>HS African American 42.6% to 45.5% HS Asian 79% to 80.1% HS Hispanic or Latino 48.8% to 51.4% HS White (non-Hispanic) 63.9% to 65.7% HS Economically Disadvantaged 46.5% to 49.1% HS Students with Disabilities (IEP) 30.8% to 33.5% HS English Learner including Monitored 30% to 33.5%</p>	<p>KDE Measurements of Interim Progress</p>

2022-2023 JCPS Comprehensive District Improvement Plan Goals and Objectives

Type	Goal	Objective	Methodology
4: English Learner Progress	<p>4. English Learner Progress: By the end of the 2026-2027 school year, our district will increase the percentage of making progress on Access for ELLs to the following:</p> <p>(Baseline in 2022-2023)                      Elementary: 50% to 58%                      Middle: 25% to 53%                      High: 24% to 52%</p>	<p>4.1 English Learner Progress: By the end of the 2023-2024 school year, our district will increase the percentage of making progress on Access for ELLs to the following:</p> <p>(Baseline in 2022-2023)                      Elementary: 50% to 54%                      Middle: 25% to 29%                      High: 24% to 28%</p>	KDE Measurements of Interim Progress
5: Quality of School Climate and Safety	<p>Goal 5 (State your climate and safety goal.):                      By the end of the 2026- 2027 school year, JCPS will increase the quality of school climate and safety index as measured by the state accountability system:</p> <p>(baseline in 2022-2023)                      Elem 73.4 to 77                      Middle 61.6 to 68                      High 60.4 to 68</p>	<p>5.1 Climate and Safety: By end of the 2023-2024 school year, JCPS will increase the quality of school climate and safety index as measured by the state accountability system:</p> <p>(baseline in 2022-2023)                      Elem 73.4 to 74                      Middle 61.6 to 64                      High 60.4 to 64</p>	KDE Measure increase one indicator rating level
6: Postsecondary Readiness	<p>6: Postsecondary Readiness                      By the end of the 2026- 2027 school year, JCPS will increase the percentage of students that are postsecondary ready as measured by the state accountability system to 95%.</p>	<p>6.1 Postsecondary Readiness: By the end of the 2023-2024 school year, JCPS will increase the percentage of students that are postsecondary ready as measured by the state accountability system to 88%.</p>	KDE Measure increase one indicator rating level
7: Graduation Rate	<p>7: Graduation Rate                      By the end of the 2026-2027 school year, JCPS will increase the averaged (4-year and 5-year) graduation rate as measured by the state accountability system to 95%</p>	<p>7.1 Graduation Rate: By the end of 2023-2024 school year JCPS will increase the averaged (4-year and 5-year) graduation rate as measured by the state accountability system to 92%.</p>	KDE Measure increase one indicator rating level

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
Reading and Math	1.1.4 Reduce, revise, 1.1.5 Improve student literacy, and refine assessments, 2.1.2 Cultivate growth mindset (KCWPs 2, 3 and 4)	Authentic Assessment System: Meaningfully assess student learning and provide feedback throughout the school year to adjust instruction and interventions to meet the needs of each student.	<p>Increased student-led conferences presenting goals, work, and assessment outcomes.</p> <p>Increased quality of work in student digital portfolios Increased transition ready</p> <p>Improved literacy and numeracy skills</p>	<p>JCPS Curriculum Design and Learning Innovation (CDLI) Division will provide the following:</p> <p>% of educators trained in assessment literacy reported annually</p> <p>% of schools implementing multiple demonstrations of learning reported annually</p> <p># of Walkthroughs reported bi-monthly</p> <p>% of Walkthroughs Look-Fors is Evident reported bi-monthly</p> <p>ARSI Division will provide the following:</p> <p>% student engagement on CSS reported annually</p> <p>% of students on grade level in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% of students meeting or exceeding projected growth in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p>	<p>NWEA MAP Assessment (General Fund) \$2,209,030*</p> <p>Pearson/NNAT3 (General Fund) \$101,125</p> <p>Pre-ACT Testing for Sophomores (General Fund) \$106,500 *</p> <p>Gifted &amp; Talented (grant, General Fund) \$981,600 *</p> <p>CERT – High Schools (General Fund) \$435,962*</p>	08/09/2023	12/31/2024	Greenwell, Moore

2023-2024 JCPS Comprehensive District Improvement Plan Strategies and Activities

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
				Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)				

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
Reading and Math, Science, Social Studies, and Writing	<p>1.1.1. Adopt a broader definition of deeper learning, 1.1.2 Personalize learning, 1.1.3, Provide equitable access, 1.1.5 Improve student literacy, 3.3.2 Harness innovation, 3.3.3 Optimize technology usage (KCWP 2, 5, 6)</p> <p>Every teacher designs learning experiences <i>in all content areas</i> resulting in high quality evidence of success skills each year for every student (source: JCPS New Normal, pg 46)</p>	<p>Backpack of Skills: Identify, implement and support Backpack of Skills: (1) What do students need to be able to do? (2) What experiences will get them there? (3) How will they demonstrate skills?*</p> <p>Student will upload backpack evidence that should reflect knowledge and application of science, social studies, practical living, and the arts, in addition to literacy and numeracy (source: JCPS New Normal, pg 46)</p>	<p>Improved literacy and numeracy skills</p> <p>Improved NAEP</p> <p>Increased access to devices and wifi</p> <p>Backpack Artifacts across all content areas</p> <p>AIS Benchmark Assessments in Writing, Science, Social Studies</p>	<p>JCPS Curriculum Design and Learning Innovation (CDLI) Division will provide the following: # of Walkthroughs reported bi-monthly</p> <p>% of Walkthroughs Look-Fors is Evident reported bi-monthly</p> <p>JCPS Accountability, Research &amp; Systems Improvement (ARSI) Division will provide the following: % of students with evidence of success skills in their digital portfolio (6 times per year)</p> <p>% of students experiencing learning experiences aligned to deeper learning principles as measured by CSS (annually)</p> <p>% of students meeting literacy and numeracy benchmarks as measured by MAP 3 times per year</p> <p>% of students on grade level in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% of students meeting or exceeding projected growth in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% Predicted PD on KSA Reading and Math measured by MAP 3</p>	<p>District-License Software - Backpack, Google, MS License, Digital Tools, &amp; security (General Fund) \$13.3 million*</p> <p>NWEA MAP (General Fund) Assessment: \$2,209,030*</p> <p>Summer Backpack League and GT (General Fund). \$2.6 million *</p> <p>Summer Backpack League (ESSER) \$5,147,00 *</p> <p>Evolve502 (General Fund) \$3,750,000*</p> <p>Elev8 After School Learning Centers (ESSER) \$1.1 million *</p> <p>Curriculum materials (ESSER) \$10.3 million</p> <p>Pathfinder (General Fund) \$4,385,000 *</p> <p>FEV Tutor/Focus Care (General Fund). \$3,400,000 *</p> <p>Mastery Connect/Instructure (ESSER) \$516.00 *</p> <p>Online tutoring contract services (ESSER) \$4.6</p>	08/09/2023	12/31/2024	Moore, Greenwell, Meyer, Ellison, Hartstern, Rosenthal, Marks- Johns, Lattimore

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
				<p>times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>Academic Schools and Academic Services Division will monitor the following:</p> <p># of backpack artifacts for each content area annually</p>	<p>million*</p> <p>LUL Girls and Boys Street Academy (General Fund) \$407,070 *</p> <p>Literacy &amp; Program (General Fund) \$70,000 *</p> <p>Amplify Science Curriculum (ESSER) \$1,095,000</p>			
Reading and Math, Science, Social Studies, and Writing	<p>2.1.1. Personalize deeper learning,</p> <p>2.2.2 Build capacity of PLCs (KCWP 5, 6)</p> <p>Each school should have a system in place for making sure that planning for the kind of authentic, deeper learning experiences leading to potential Backpack artifacts (in all content areas) are a regular part of the PLC process. (source: JCPS New Normal, pg. 46).</p>	<p>Transformed Instructional Core: Implement an aligned instructional core (i.e., standards, curriculum, instruction, and assessment frameworks, and grading practices) and professional development system to create deeper learning experiences for all students.</p> <p>Students upload backpack evidence that should reflect knowledge and application of science, social studies, practical living, and the arts, in addition to literacy and numeracy (source: JCPS New Normal, pg 46)</p>	<p>Improved literacy and numeracy skills and growth</p> <p>Increased transition readiness</p> <p>Increased quality of work in student digital portfolios Backpack Artifacts across all content areas</p> <p>Increase the number of schools with curricula that is aligned with standards and support effective instruction</p>	<p>CDLI Division will provide the following:</p> <p>% of educators trained in deeper learning strategies reported annually</p> <p>% educators implementing deeper learning experiences measured by surveys Passing rates in gateway courses (e.g., English I, Algebra I) measured through grades reported annually</p> <p>% of educators trained in recommended curriculum reported annually</p> <p>Academic Schools and Academic Services Division will monitor the following:</p> <p>% of students proficient on AIS Benchmark Assessments in</p>	<p>Academic Instructional Coaches (General Fund) \$13,257,000</p> <p>ECE Implementation Coaches (General Fund) \$13,637,263*</p> <p>Edmentum (General Fund) \$725,000</p> <p>Edmentum (ESSER). \$1,361,000 *</p> <p>ThinkCERCA (ESSER) \$1,218,845 *</p>	08/09/2023	12/31/2024	Greenwell

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
		<p>JCPS is complying with the provisions of Senate Bill 1 relating to determination of curriculum and instructional materials. The Teaching and Learning team will look for trends and patterns on curriculum used in the schools. A curriculum review committee will look at all the curriculum used and make recommendations to the superintendent. The District will establish an appeal process for schools to ensure that curricula are aligned with standards and support effective instruction to improve student learning.</p>		<p>Writing, Science, Social Studies twice a year</p> <p># of backpack artifacts for each content area annually</p> <p>ARSI Division will provide the following:</p> <p>% of students meeting literacy and numeracy benchmarks as measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p>				
Achievement Gap	3.2.1 Engage with Families, 3.2.2 improve and standardize external systems (KCWP 5)	<p><b>Family Engagement:</b> Improve outreach so families can have more access points to engage in their students' educational experiences.</p>	<p>Increased student attendance</p> <p>Reduced chronic absenteeism</p>	<p>CDLI Division will provide the following:</p> <p>% parental login to digital portfolio platform and parent portal reported annually</p> <p>School CNXT data metrics reported annually</p> <p>ARSI Division will provide the following:</p> <p>% parent satisfaction from the CSS reported annually</p> <p>Vital sign report on key</p>	FRYSC Support (General Fund) \$4.1 million	08/09/2023	12/31/2024	Marshall, Anderson, Deferrari

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
				performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)				
Achievement Gap	<p>1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.1.3 Improve human resources infrastructure (KCWP 5, 6)</p> <p>The <a href="#">JCPS Racial Equity Policy</a> (9.131) calls for a plan with specific action steps and metrics that address the following five key areas:</p> <ol style="list-style-type: none"> <li>1. Curriculum, instruction, and assessment</li> <li>2. School culture and climate</li> <li>3. Programmatic access</li> <li>4. Staffing and classroom diversity</li> <li>5. Central office commitment</li> </ol>	<p><b>Racial Equity Policy:</b> Implement JCPS Racial Equity Policy and monitor plans districtwide.</p> <p>The JCPS Racial Equity Policy (9.131) calls for a plan with <u>specific activities and metrics</u> that address the five key areas. (Source: <a href="#">JCPS Racial Educational Equity Plan 2021-2024</a>)</p>	<p>Reduced disproportionality in behavior referrals, suspensions, and ECE placements</p> <p>Reduced achievement gaps through increased proficiency and growth in literacy and numeracy among students of color</p> <p>Progress on Racial Equity Plan Metrics &amp; Strategies</p>	<p>Diversity, Equity, and Poverty (DEP) Division will provide the following:</p> <p><a href="#">Racial Equity Plan</a> (REP) monitoring metrics (twice a year); progress notes on implementation of each activity (bimonthly)</p> <p>ARSI Division will provide the following:</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p>	<p>Equity Programs &amp; Initiatives (General Fund) \$599,914.00</p> <p>Gifted &amp; Talented (grant, General Fund) \$981,600 *</p> <p>ESL Program and Supports (SEEK, General Fund) \$32.3 million *</p> <p>ECE (grant, General Fund) \$40.4 million*</p> <p>Wallace Equity Pipeline (grant). \$1.6 million *</p>	08/09/2023	12/31/2024	Marshall, Moore, Muns, Fulk, Dossett, Green-Webb, Brown, Chevalier

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
Quality of School Climate and Safety	2.1.2 Cultivate growth mindset, 2.1.3 Improve culture and climate, 1.1.2 Personalize learning, 1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 5, 6)	<b>Meaningful Relationships:</b> Advocate practices that improve engagement, belonging, and empowerment for students, staff, and families.	Improved teacher and staff retention  Decreased disproportionality in suspensions	ARSI Division will provide the following: % sense of belonging, engagement, and voice across stakeholder groups from the CSS and QSCS reported annually  % positive ratings on teacher and school leadership items from the IMPACT survey reported bi-annually  Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)	Mental Health Supports (General Fund) \$11.4 million *  School Culture & Climate Department/ Restorative Practices (General Fund) \$6.9 million*	08/09/2023	12/31/2024	Deferrari, Green-Webb, Averette, Anderson
Quality of School Climate and Safety	1.1.6 Strengthen early childhood, 1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.2.3 Improve and standardize internal systems (KCWP 1, 2, 2.1.4 5)	<b>Coherent Systems and Processes:</b> Implement common performance management practices, processes, and routines focused on (1) reviewing current data related to strategic goals, (2) defining actions that will improve data to meet goals, (3) conducting systematic reviews of district corrective action plans, and (4) supporting schools in their development of systems to support a healthy learning environment (Future State teams)	Improved district ratings on state accountability  Reduced number of CSI/TSI schools	ARSI Division will provide the following:  Regular cycle of review of strategies/targets and gap to goal analysis at Cabinet meeting, school leadership team meeting, and Board meeting as demonstrated by agenda/minutes  % central office satisfaction ratings on the CSS reported annually  Comprehensive Systems Reviews (CSR) of Six Essential Systems as measured by CSR reports  Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)	AIS/Choice Zone (General Fund) \$24.5 million *  CSI and ATSI School support (SIF Fund) \$613,000 *	08/09/2023	12/31/2024	Dossett

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
English Learner Proficiency	<a href="#">Lau Plan</a>	<p><u>Lau Plan Activity</u> Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities</p> <p>Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs</p>	<p>Improved literacy and numeracy skills and growth</p> <p>Improved district ratings on state accountability</p> <p>Increased Tailored PD sessions to align with school-based needs</p> <p>Improved staff recruitment and retention</p>	<p>ARSI Division will provide the following:</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>ESL Division will provide the following: % of educators with professional learning experiences</p>	ESL Program and Supports (SEEK, General Fund) \$32.3 million *	08/09/2023	12/31/2024	Greenwell, Handley
Postsecondary Readiness	1.1.2 Personalize learning, 1.1.6 Strengthen early childhood, 1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 1, 2, 5)	<p><b>Transition Readiness Continuum:</b> Define and monitor transition readiness of critical skills needed at key points in student development; provide various supports for students not transition ready, including extended learning time.</p>	<p>Decreased 9th grade dropout rates</p> <p>Increased graduation rate</p> <p>Increased postsecondary readiness rates</p> <p>Increased college-going rate</p> <p>Increased transition readiness</p>	<p>JCPS Academic School Division will provide the following on the LAG and LEAD Scoreboard:</p> <p>% of Juniors achieve Reading benchmark using CERT</p> <p>% of Juniors achieve Math benchmark using CERT</p> <p>Average Growth using CERT</p> <p>% Juniors who Complete at least 1 module using CERT (updated every 6 weeks)</p> <p>% Students completing subject scrimmage in a single day (updated every 6 weeks)</p> <p># of Seniors who are not Postsecondary Ready with a personalized pathway (updated every 6 weeks)</p>	<p>Elev8 After School Learning Centers (ESSER) \$1.1 million *</p> <p>CERT – High Schools (General Fund) \$435,962*</p>	08/09/2023	12/31/2024	Moore, Meyer, Hartstern, Rosenthal, Marks- Johns, Lattimore, Ellison, Chevalier

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
Postsecondary Readiness, Graduation, Transition	1.1.2 Personalize Learning, 1.1.3 Provide equitable access (KWCP 5)	<p><b>Community Partnerships:</b> Leverage community partners to provide equitable personalized learning experiences and targeted support for students</p>	<p>Decreased dropout and retention</p> <p>Increased postsecondary readiness rates</p> <p>Increased graduation rate</p>	<p>JCPS Academic School Division - High will provide the following: # of Academies of Louisville business partnerships reported annually</p> <p>% of students participating in work-based experiences reported annually</p> <p>ARSI Division will provide the following:</p> <p>% of students enrolled in advanced courses (dual credit, Advanced Placement, IB, and Cambridge) 3 times per year for the Racial Equity Plan monitoring metrics</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>% of students on time to graduate in the Adjusted 4-year Cohort using the JCPS Graduation Rate Cohort Analysis tool (updated daily and disaggregated by student group)</p> <p>% of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly Graduation Rate report.</p> <p># of students meeting graduation requirements using the JCPS Grad</p>	<p>Academies of Louisville. (General Fund) \$6.7 million *</p> <p>Evolve502 (General Fund) \$3,750,000*</p> <p>CERT – High Schools (General Fund) \$435,962*</p>	08/09/2023	12/31/2024	Moore, Ellison

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KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
				Wizard tool (updated daily and disaggregated by student group)  % of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group)				

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
Postsecondary Readiness, Graduation	1.1.2 Personalize learning, 1.1.7 Eliminate achievement, learning, and opportunity gaps, 2.1.2 Cultivate growth mindset, 3.2.1 Engage with families, 3.4.4 Empower families, (KCWP 5, 6)	<b>Evolve 502:</b> Engage in a community-wide development of a system infrastructure to support each student in post- secondary success	Improved graduation rates  Increased postsecondary readiness	ARSI Division will provide the following: % of students with Unite Us referrals reported annually  % of students with scholarships upon graduation reported annually  % of students on time to graduate in the Adjusted 4-year Cohort using the JCPS Graduation Rate Cohort Analysis tool (updated daily and disaggregated by student group)  % of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly Graduation Rate report.  # of students meeting graduation requirements using the JCPS Grad Wizard tool (updated daily and disaggregated by student group)  % of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group)  Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year	Evolve502 (General Fund) \$3,750,000*  CERT – High Schools (General Fund) \$435,962*	08/09/2023	12/31/2024	Dossett, Lowe

\* Repeat of item due to applicability to more than one Activity

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
Future State Learning	<p>1.1.1. Adopt a broader definition of deeper learning, 1.1.2 Personalize learning, 1.1.3 Provide equitable access, 3.3.2 Harness innovation, 3.3.3 Optimize technology usage (KCWP 2, 5, 6)</p> <p>Every teacher designs learning experiences <i>in all content areas</i> resulting in high quality evidence of success skills each year for every student (source: JCPS New Normal, pg 46)</p>	<p>Backpack of Skills: Identify, implement and support Backpack of Skills: (1) What do students need to be able to do? (2) What experiences will get them there? (3) How will they demonstrate skills? **</p> <p>Student will upload backpack evidence that should reflect knowledge and application of science, social studies, practical living, and the arts, in addition to literacy and numeracy (source: JCPS New Normal, pg 46)</p>	<p>Improved literacy and numeracy skills</p> <p>Improved NAEP</p> <p>Increased access to devices and wifi</p> <p>Backpack Artifacts across all content areas</p> <p>AIS Benchmark Assessments in Writing, Science, Social Studies</p>	<p>JCPS Accountability, Research &amp; Systems Improvement (ARSI) Division will provide the following: % of students with evidence of success skills in their digital portfolio (6 times per year)</p> <p>% of students experiencing learning experiences aligned to deeper learning principles as measured by CSS (annually)</p> <p>% of students meeting literacy and numeracy benchmarks as measured by MAP 3 times per year</p> <p>ac% of students on grade level in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% of students meeting or exceeding projected growth in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>Academic Schools and Academic</p>	<p>District-License Software - Backpack, Google, MS License, Digital Tools, &amp; security (General Fund) \$13.3 million*</p> <p>NWEA MAP (General Fund) Assessment: \$2,209,030*</p> <p>Summer Backpack League and GT (General Fund). \$2.6 million *</p> <p>Summer Backpack League (ESSER) \$5,147,00 *</p> <p>Elev8 After School Learning Centers (ESSER) \$1.1 million *</p> <p>Curriculum materials (ESSER) \$10.3 million</p> <p>Pathfinder (General Fund) \$4,385,000 *</p> <p>FEV Tutor/Focus Care (General Fund). \$3,400,000 *</p> <p>Mastery Connect/Instructure (ESSER) \$516,00 *</p>	08/09/2023	12/31/2024	Moore, Meyer, Ellison, Hartstern, Rosenthal, Marks-Johns, Lattimore

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
				Services Division will monitor the following: # of backpack artifacts for each content area annually	Online tutoring contract services (ESSER) \$4.6 million*  LUL Girls' and Boys' Street Academy (General Fund) \$407,070 *  Literacy & Program (General Fund) \$70,000 *			
Future State Learning	1.1.2 Personalize learning, 1.1.5 Improve student literacy (KCWP 1)	<b>Personalized and Engaging Learning Environments:</b> Provide students with quality and engaging educational programs, relevant career-focused experiences, and comprehensive support services by personalizing learning environments, transforming the alternative schools and expanding and monitoring the Academies of Louisville model.	Decreased dropout and Retention  Increased postsecondary readiness rates  Increased graduation rate  Decreased suspension and behavioral referrals	ARSI Division will provide the following: % student sense of belonging and engagement on CSS and QSCS reported annually  # of suspensions and behavior referrals during the monthly behavior review  % student attendance provided 6 times per year (disaggregated by student group on JCPS Vital Signs Report)  % of students on-track for promotion provided 6 times per year (disaggregated by student group on JCPS Vital Signs Report)  Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)	Academies of Louisville (General Fund) \$6.7 million *  Arts (General Fund) \$725,00  Explore Program (General Fund) \$5.9 million  FEV Tutor/Focus Care (General Fund). \$3,400,000 *	08/09/2023	12/31/2024	Ellison, Deferrari, Fulk

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
				<p>% of students on time to graduate in the Adjusted 4-year Cohort using the JCPS Graduation Rate Cohort Analysis tool (updated daily and disaggregated by student group)</p> <p>% of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly Graduation Rate report.</p> <p># of students meeting graduation requirements using the JCPS Grad Wizard tool (updated daily and disaggregated by student group)</p> <p>% of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group)</p>				
Future State Workforce	2.1.1. Personalize deeper learning, 2.2.2 Build capacity of PLCs (KCWP 5, 6)	<p><b>Professional Deeper Learning (Teacher Backpack):</b> Develop a professional learning system that provides common understanding of deeper learning and deeper learners constructs with clear exemplars to improve shared understanding districtwide.</p>	<p>Increased number of teachers with microcredentials in personalizing instruction</p> <p>Increased quality exhibitions and defenses across schools</p> <p>Increased number of teachers with professional learning experiences in remote instruction tools</p>	<p>CDLI Division will provide the following: % of educators with professional learning experiences in deeper learning reported annually</p> <p>% of students with evidence of success skills in their digital portfolio reported 6 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% of students on grade level in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% of students meeting or exceeding projected growth in Reading and Math measured by MAP 3 times</p>	<p>AIS/Choice Zone 5 PD Days (General Fund) \$3.6 million</p> <p>PD GALE for Educators/ CENGAGE (ESSER) \$594,000</p>	08/09/2023	12/31/2024	Greenwell

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
				<p>per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p>				
Future State Workforce	2.1.3 Improve culture and climate, 2.2.1 Define high-performing teams (KCWP 6),	<p><b>High Performing Teams:</b> Provide learning opportunities for educators to learn together, plan, and reflect upon and improve professional practice.</p> <p>Implement Year 2 Workplan for Equity-Centered Pipeline Initiative, including the strategies focused on the following areas: leader standards, high-quality preservice principal preparation, selective hiring and placement,</p>	<p>Increased teacher retention</p> <p>Increased minority educator staffing</p>	<p>ARSI Division will provide the following: % positive ratings on teacher survey and IMPACT survey reported bi-annually</p> <p>% educator sense of belonging and satisfaction from the CSS reported annually</p>	<p>Staffing Stability weighted formulas (General Fund) \$23.9 million</p> <p>Title II—Teacher Quality (grant) \$4,698,798</p> <p>The Louisville Teacher Residency Program (General Fund) \$2.2 million</p> <p>Teacher Retention-Upbeat (ESSER) \$694,918 *</p> <p>Wallace Equity Pipeline (grant). \$1.6 million *</p>	08/09/2023	12/31/2024	Green-Webb, Marshall

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
		evaluation and support, principal supervisors, leader tracking systems, systems and sustainability, and research.						
Future State Resourcing High Poverty Schools	1.1.3 Provide equitable access,, 1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.3.2 Harness innovation (KCWP 1, 2, 5)	<b>School Redesign and Innovation:</b> Support turnaround efforts to implement evidence-based and innovative systems of support	Improved school ratings on state accountability  Reduced CSI/TSI schools	ARSI Division will provide the following: % funding for CSI/TSI schools  Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)  % of students on grade level in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)  % of students meeting or exceeding projected growth in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)  % Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)	AIS/Choice Zone (General Fund) \$24.5 million *  Funding for high-poverty schools (Title I) \$48.5 million *  CSI and ATSI School support (SIF Fund) \$613,000 *	08/09/2023	12/31/2024	Moore, Meyer, Hartstern, Rosenthal, Marks-Johns, Lattimore, Ellison
Future State Resourcing High Poverty Schools, Future State	3.1.4 Ensure responsible stewardship of resources, 3.2.2	<b>Improved School Supports:</b> Equitably align resource allocation with strategic priorities	Improved teacher and staff retention (working conditions)  Improved literacy and	ARSI Division will provide the following: % instructional and non-instructional school staffing reported annually	ECE Implementation Coaches (General Fund) \$13,637,263*	08/09/2023	12/31/2024	Fulk, Green-Webb, Greenwell, Muns,

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
Technology	Improve and standardize external systems, 3.2.3 Improve and standardize internal systems, 3.2.4 Listen and respond to stakeholders, 3.3.1 Create a technology roadmap (KCWP 4, 5)	for physical, instructional, and human resource infrastructure in ways that meet student learning needs.	numeracy skills	% NBCT in the classroom reported annually  % of schools in High Growth category in literacy and numeracy measured by MAP 3 times per year (disaggregated by student group)  % of schools in High Achievement category in literacy and numeracy measured by MAP 3 times per year (disaggregated by student group)  Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)	Mental Health Supports (General Fund) \$11.4 million *  Annual Facilities Improvement (General Fund) \$7.9 million*  Annual Facilities renovation and maintenance (Grant) \$27 million*  AIS/Choice Zone (General Fund) \$24.5 million *  Curriculum materials (ESSER) \$10.3 million*  Curriculum Software and Professional services (ESSER) \$11.7 Million  ESL Program and Supports (SEEK, General Fund) \$32.3 million *  Funding for high-poverty schools (Title I) \$48.5 million *  Teacher Retention-Upbeat (ESSER)			Chevalier, Deferrari, Averette, Moore, Meyer

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Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
					\$694,918 *			
Future State Facilities	1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.1.1 Improve physical infrastructure, 3.1.2 Improve instructional Infrastructure (KCWP 2, 5, 6)	<b>Modernized Facilities Plan:</b> Develop a facilities planning process to address the most critical three-year consumer and renovation needs.	Improved facility conditions index for quintile 4 schools  Increased early childhood centers Increased new buildings	Finance and Operations Division will provide the following: % spending on critical maintenance needs reported annually	Annual Facilities Improvement (General Fund) \$7.9 million*  Annual Facilities renovation and maintenance (Grant) \$27 million*	08/09/2023	12/31/2024	Fulk
Future State School Choice	3.3.2 Harness innovation, 3.4.1 Improve communications, 3.4.2 Improve processes, 3.4.3 Provide customer-service training, 3.4.4. Empower families, 3.4.5 Reduce student mobility (KCWP 5)	<b>School Choice Plan:</b> Clarify, restructure, and expand choice programs to better meet student and family needs.	Improved JCPS market share  Improved quality of magnets	ARSI Division will provide the following: % satisfaction with schools as measured on the CSS, reported annually  Enrollment in magnets for students of color as reported in the JCPS data books annually	School Choice (General Fund) \$330,500  School Choice community outreach (General Fund) \$7,000  School Choice Outreach (General Fund) \$50,000	08/09/2023	12/31/2024	Moore, Dossett

*\* Repeat of item due to applicability to more than one Activity*

## Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)).

### Monitoring and Support

**Consider:** Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval.

### Response:

JCPS leadership and staff are focused on shifts in practice to ensure improved outcomes for all students. Schools describe their implementation and improvement efforts through their [Comprehensive School Improvement Plans \(CSIPs\)](#) which outline schools' efforts at incorporating new goals and initiatives, which include goals and strategies addressing the District's [Racial Equity Policy](#), the Backpack of Success Skills, and the Six Instructional Systems. The CSIP details the goals, strategies, actions and activities needed to reach the school's vision for every student.

As part of keeping learner's needs and interests at the center, the district has created a [Comprehensive Improvement Model](#). This model aligns the school Consolidated Improvement Plan (CSIP) with the Formative Systems Review (FSR) and the Comprehensive Systems Review (CSR) processes and other data analysis routines.

### Progress Monitoring

Data is routinely analyzed by the Cabinet (at the District level); the Assistant Superintendents (at the Elementary, Middle and High school levels); and the Principals (within their instructional leadership teams). This consistent review of the data is making for a cohesive approach to continuous improvement that will prepare more students to be transition ready and become thoughtful, productive citizens. Several of the following continuous improvement processes have been implemented to monitor and track implementation of district and school implementation of key strategies and activities:

- **Formative Systems Reviews (FSRs)** 2 times per year: The Formative Systems Review (FSR) is a system-focused, formative look at the implementation of improvement strategies and activities. This progress-monitoring review provides feedback and next-step coaching and is used to calibrate needs and support. District administrators review progress, analyze implementation data provided by school administrators, identify strengths, and give clear, specific feedback designed for further improvement. An example of the [FSR for Accelerated Improvement Schools](#) can be found at this link.
- **Vital Signs** every 6 weeks: Monitors progress regarding key performance indicators (KPI) in the areas of Learning and Climate/Culture, discuss trends, and identify needed additional support. Vital Signs also establish next steps needed to improve outcomes and create a sense of ownership among leadership team members. This report is particularly useful for monitoring process for TSI schools as each key indicator is disaggregated by all student groups.
- **Comprehensive Systems Reviews (CSRs)**: Schools are reviewed on a 3- year cycle by an independent review team utilizing a research-based approach. The goals of the CSRs are to 1) provide an independent and research-based review of a school's instructional systems and to examine

the impact on student experiences, perceptions, and outcomes and 2) provide valuable information to school leaders in guiding improvement planning, as well as provide beneficial information to the JCPS community-at-large in sharing insights and innovations across the district.

- **Academic School Division Meetings:** Zone/Level Asst Sup. teams review district actions for schools, provide feedback, and discuss emerging common needs across schools. Vital sign reports are also reviewed during these meetings every six weeks.
- **Principal Professional Learning Communities (PPLCs)** – Each zone/level Assistant Superintendents use this structure to bring principals together in small groups to discuss ideas, challenges and share ideas.
- **Racial Equity Monitoring Tools:** The district is implementing several monitoring tools around Racial Equity. The Racial Equity Analysis Protocol (REAP) is utilized by all staff to review policies, procedures, and practices through a racial equity lens, the Equity Monitoring Progress Tool (EMPT) is used by schools for monitoring their school equity plans, and the Affirming Racial Equity (ARE) too is utilized by PLCs within schools.

Additionally, leadership teams analyze data that provides information regarding the culture and climate of a school and the District. One of the key pieces of evidence the District analyzes each year is the [Comprehensive School Surveys \(CSS\)](#) which assesses the perception of key stakeholders (students, staff, and parents) on various constructs including engagement, safety, belonging, and satisfaction. There are several reports that disaggregate the data by student groups so that staff can analyze the experiences and perceptions based on any TSI identified group.

### **District Support**

The Jefferson County Board of Education unanimously approved the District's first [Racial Equity Plan](#) on January 8, 2019. The approval comes eight months after the Board approved its first [Racial Equity Policy](#), which called for the creation of a comprehensive plan to address long-standing inequities faced by students of color. The plan outlines strategies in each of five major areas – diversity in curriculum, instruction, and assessment; school culture and climate; staffing and classroom diversity; programmatic access; and Central Office commitment – and identifies top JCPS administrators to be held accountable for outcomes in each of those areas. In addition, the plan assigns specific, measurable goals to each to determine whether the initiatives are working.

To meet benchmarks identified in the plan, numerous strategies have been developed and implemented. These include the following: ensuring each school has systems in place to support students in becoming transition ready, so they are well prepared to advance to the next grade level; providing extensive training opportunities for staff in a wide variety of areas, such as cultural competence, restorative practices, implicit bias, and trauma-informed care, to help reduce disproportionality in disciplinary practices; and offering support programs and services tailored to better serve Students of Color and other marginalized groups.

In terms of District financial support for schools based on student needs, the Board of Education approved last January a [new allocation model for middle and high schools](#) where the funding is based on individual student needs. The [new elementary allocation model](#) is expected to be approved in January 2023 for the Fall of 2023. This new funding model is groundbreaking and is aligned to the needs of students.

One of the reasons that JCPS is able to fund schools in a more equitable manner is that the Board passed a new tax levy several years ago. The opponents of this tax challenged it in court and eventually the cases got to the [Kentucky Supreme Court](#). The Supreme Court sided with JCPS and we were able to raise taxes. This increased income has been focused on equity and ensuring that our neediest schools and students have what they need.

Priority support is also provided for the two ATSI schools (Ballard and Seneca). Each school receives differentiated support from the District staff and assistant superintendents and are given special emphasis, support, resources, and attention when the District makes decisions to foster success. For instance, here is a [link](#) to the detailed monitoring and support system for Ballard.

Lastly, because of the Board’s commitment to transparency, the Superintendent regularly shares reviews of data and other essential information with the Board at public forums. This allows both the Board and the community to see the progress that the District is making. Additionally, the District Leadership has worked to implement multiple systems of feedback from the community and employees to get ideas on the initiatives that are being implemented and next steps. The JCPS Board of Education also reviews and approves the revised school improvement plans annually.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

**Additional/More Rigorous Actions**

**Consider:** List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

**Response:**

JCPS examined gap data from the 2021-2022 and 2022-2023 state accountability system to identify schools that have not met their target to reduce the gap in student achievement. Using the CSI\_TSI\_ATSI files from both the 2021-2022 and 2022-2023 test, JCPS identified schools with a list of demographic student groups having a significant gap for two consecutive years. Including Seneca HS identified as ATSI for the past 3 accountability years, was identified as CSI after failing to reduce their performance of students with disabilities in the 22-23 accountability system.

It is notable that JCPS reduced the number of schools identified as TSI in 2021-2022 from 59 to 44 in 2022-2023. Overall, JCPS Elementary schools improved proficiency rates in all content areas among all subgroups. However, when examining individual schools, JCPS identified the following schools as failing to reduce the gap in achievement within the same student group for the last two years. There were no ATSI schools identified this fall.

Elementary	Middle	High
Atkinson Academy	Carrithers Middle	Doss High
Blake Elementary	Crosby Middle	Eastern High
Cochran Elementary	Farnsley Middle	Fairdale High
Dunn Elementary	Highland Middle	Fern Creek High

Fern Creek Elementary	Johnson Traditional Middle	Marion C. Moore School
Frayser Elementary	Kammerer Middle	Pleasure Ridge Park High
Goldsmith Elementary	Knight Middle	Seneca High
Greenwood Elementary	Lassiter Middle	Southern High
Hartstern Elementary	Meyzeek Middle	Valley High
Indian Trail Elementary	Newburg Middle	Waggener High
Jeffersontown Elementary	Noe Middle	Western High
Portland Elementary	Ramsey Middle	
Price Elementary	Western Middle School For The Arts	
Rutherford Elementary	Westport Middle	
Shacklette Elementary		
Trunnell Elementary		
Watterson Elementary		
Wellington Elementary		
Young Elementary		
Zachary Taylor Elementary		

The JCPS District Racial Equity Policy requires schools to develop a Racial Equity Plan that identifies gaps at their schools. Schools describe their strategies and actions to address their gaps in their CSIP and are monitored through the district’s Equity Monitoring Protocol Tool (EMPT). The district will also engage in the progress monitoring routines outlined above for TSI schools, including but not limited to Formative System Reviews, Vital Signs, and Comprehensive System reviews. Additionally,

In terms of district support, Zone/Level Asst Sup. teams review district actions for TSI schools, provide feedback, and discuss emerging common needs across schools. Numerous strategies have been developed and implemented to support TSI schools in improving outcomes for student groups scoring in the bottom 5%. These include the following: ensuring each school has systems in place to support students in becoming transition ready, so they are well prepared to advance to the next grade level; providing extensive training opportunities for staff in a wide variety of areas, such as cultural competence, restorative practices, implicit bias, and trauma-informed care, to help reduce disproportionality in disciplinary practices; and offering support programs and services tailored to better serve Students of Color and other marginalized groups, such as our summer extended learning programs.

In terms of District financial support for schools based on student needs, the Board of Education approved a [new allocation model for middle and high schools](#) and a [new elementary allocation model](#) that is groundbreaking and is aligned to the needs of students.

One of the reasons that JCPS is able to fund schools in a more equitable manner is that the Board passed a new tax levy several years ago. The opponents of this tax challenged it in court and eventually the cases got to the [Kentucky Supreme Court](#). The Supreme Court sided with JCPS and we were able to raise taxes. This increased income has been focused on equity and ensuring that our neediest schools and students have what they need.

## CDIP Addendum: District/School Improvement Activities for CSI schools

After studying multiple models across the nation, the [Accelerated Improvement Schools \(AIS\) office](#) was created in 2018 to lead schools struggling to increase academic achievement. Our model was inspired by the model used in Miami, Florida. The AIS office currently supports 31 Comprehensive Support and Improvement (CSI) elementary, middle, and high schools. AIS provides a research-based framework to principals and their leadership team on school turnaround and continuous improvement strategies. In addition, AIS works within the [JCPS strategic plan](#) and [Comprehensive District Improvement Plan](#) (CDIP) to ensure quality instruction, curriculum, assessment, intervention, and student wellness occur with support from district leadership. Each AIS school develops a turnaround plan on improvement priorities that are monitored and supported with a partnership between the AIS office and the Kentucky Department of Education. Collectively the AIS office focuses on their vision to ensure each school is an exceptional place of student learning.

The JCPS AIS team partners closely with the Kentucky Department of Education (KDE) team. The KDE Education Recovery Director works hand-in-hand with the Assistant Superintendent of AIS. This team ensures a cohesive approach in our schools. AIS uses evidence-based strategies to develop the framework to support school improvement. AIS has established the mission, vision, and goals and uses three drivers to accelerate the work.

### **1. Building Academic Coherence**

Each school leads their learning processes through the [Six Systems of an Effective Learning Systems blueprint](#). The six systems include expectations on 1) standards implementation, 2) effective use of data, 3) instructional planning, 4) progress monitoring, 5) academic and behavioral MTS support, and 6) instructional feedback and professional learning. The AIS office provides training and support for these key areas as it relates to the Six Systems:

- [PLC Training](#)
- [Curriculum Implementation](#)
- [AIS Assessment Plan 23-24](#)
- [23-24 Feedback & Coaching Lab Scope and Sequence](#)

### **2. Driving Data Through Improvement Processes**

AIS believes in the potential of every student. Expecting students to reach their growth goals and setting the minimum bar at proficiency is a tenant to the structures and culture that is expected in our schools. This begins with a commitment to grade-level access to curriculum, instruction, and assessment in all classrooms and age groups. AIS examines student academic data, non-cognitive data, and teacher data to drive improvement. For example, students that are behind academically cannot and will not be denied access to grade-level expectations. AIS requires assurance of grade-level access *AND* tiered support for students not performing at grade-level. This has been completed by [curriculum adoption](#), [common standards-based benchmark assessments by grade-level across schools](#), and requiring transparency of school and classroom data.

Driving data through an improvement process can only occur through support of the JCPS Diversity, Equity, and Poverty (DEP) office. AIS works in conjunction with DEP to ensure curriculum and instruction is reflective of our diverse student demographics. Schools use instructional tools such as [Affirming Racial Equity \(ARE\)](#) to inform instructional goals and unity planning. Schools must filter their policies through a [Racial Equity Analysis Protocol \(REAP\)](#) to ensure that there are no unintended consequences for Students of Color and develop racial goals in the [Equity Monitoring Progress Tool \(EMPT\)](#). As staff use these tools that help us focus on Racial Equity, we have seen progress on inclusiveness and thoughtful work to ensure that students know that they are important and the center of our work.

Principals and leadership teams in AIS are formally trained in Carnegie's Improvement Science practices. The AIS office, with support of KDE, have built capacity to

provide training to our schools in improvement work. All schools are well-versed in identifying the root of problems in their schools and developing a Plan, Do, Study, Act to bring positive change in their school.

**3. Investing in Turnaround Leadership**

Excellent school-based leadership is needed for improved academic achievement. The AIS office provides specific training followed by monitoring and support to all principals. Training includes the [Implementation Continuum for the Systemic Improvement Framework and Turnaround Competencies](#) led by the American Institute for Research (AIR). These provide a background to [coaching principals](#) and making decisions for their school. The AIS has also invested in providing four improvement science workshops led by the [Carnegie Foundation to focus on progress monitoring, program evaluation, and to set a path for improvement](#).

CDIP Addendum: District/School Improvement Activities for CSI Schools		
CSI Activity Name and Description (Include EBP)	Funding	Monitoring/ Measurement
<p><b>Building Academic Coherence –</b></p> <p>A strategic lever to lead the JCPS CSI schools is to fully align curriculum, instruction, and assessments in grades k-12. The district provides a platform to train school leadership and teachers in ensuring grade-level access and student supports are guaranteed in each CSI school.</p> <p>The AIS monitors through documented site visits that capture data from instructional practices, PLC work, curriculum look-fors, literacy plans, MTSS plans, and assessments.</p> <p>The district builds academic coherence with its CSI schools by offering specialized professional learning experiences. Some of the following are Rutherford Feedback and Coaching Labs, PLC training, Math Academy training, ELA/Reading monthly meetings, Adolescent Literacy Model training for all CSI secondary schools, and academic coaches professional learning experiences.</p> <p>The AIS leadership team will attend the EL Education Conference in Denver, Colorado to learn how to better support school leaders and teachers with the implementation and impact of EL curriculum in language arts classrooms.</p> <p>The AIS office ensures academic coherence as well through an assessment process that includes monitoring of both school and district benchmarks.</p>	<p>\$545,000 - 3 yr SIF grant</p>	<ul style="list-style-type: none"> <li>● JCPS Comprehensive School Survey Data</li> <li>● Formative Systems Review (FSR)</li> <li>● School Report Card (teacher retention)</li> <li>● AIS Vital Signs</li> <li>● School Walkthrough data</li> <li>● MAP Assessment</li> <li>● Mastery View Assessments</li> <li>● Curriculum Checks</li> <li>● KDE Monitoring/Quarterly Reports</li> <li>● KSA Data including reduction of # of CSI schools</li> </ul>

**CDIP Addendum: District/School Improvement Activities for CSI Schools**

CSI Activity Name and Description (Include EBP)	Funding	Monitoring/ Measurement
<p><b>Driving School Improvement Through Data Literacy</b></p> <p>The AIS will co-design and deploy a process for frequently monitoring school progress and student performance. A data dashboard of key performance indicators (KPI's) will be created to share with schools four times per year. Additionally, there will be a data review and response protocol developed for schools to use on a quarterly basis to drive the creation of short-term cycle improvement plans.</p> <p>The AIS office will provide regular professional learning experiences to school level leadership and staff related to improvement science processes. This training will be provided as a collaborative effort between the district office and KDE. The Kentucky Model Improvement Framework will be deployed via the annual AIS Leadership Summit, Principal Professional Learning Communities, i3 Leadership Learning Sessions, and AIS principal meetings.</p> <p>The AIS Office will use the Racial Equity Analysis Protocol (R.E.A.P.) for each of the improvement initiatives within the CSI portion of the improvement plan to address any identified unintended consequences of improvement actions. The outcomes of the protocol will be used to make adjustments to the activities in order to provide a more racially equitable and culturally responsive approach to improvement work.</p> <p>The AIS Leadership team along with 5 AIS principal representatives will attend Carnegie's Improvement Science Summit in San Diego, CA to learn more about the processes related to improvement science implementation.</p>	<p>\$0 – no new cost</p>	<ul style="list-style-type: none"> <li>● AIS Office Monitoring Visits</li> <li>● KDE Monitoring/Quarterly Reporting</li> <li>● MAP Data</li> <li>● KSA Data including reduction of # of CSI schools Week</li> <li>● Data Talks</li> <li>● R.E.A.P. Artifacts</li> <li>● Racial Equity Data</li> <li>● PDSA's (AIS office and School Level)</li> </ul>
<p><b>Investing in Turnaround Leadership</b></p> <p>CSI schools in JCPS will participate in evidenced based training and resources to improve both the leadership capacity of the staff and the administrative team in each school.</p> <p>CSI principals are offered exposure to the I3 Leadership series that is co-led between JCPS and KDE. This experience will include the development of the AIS Turnaround Leader Framework to explicitly identify the specific leadership dispositions and competencies to be a culturally responsive leader within JCPS CSI schools. i3 Leaders will be the avenue CSI principals will be trained and supported for capacity building.</p>	<p>\$0 – no new cost</p>	<ul style="list-style-type: none"> <li>● i3 Leaders Learning Collaboratives</li> <li>● PLC Implementation</li> <li>● AIS Summer Institute</li> <li>● PDSA's</li> <li>● JCPS Comprehensive School Survey</li> <li>● IMPACT KY Data</li> <li>● Various Plus Deltas on coaching and consultation</li> <li>● Evidence of implementation of system development within the AIS Office.</li> </ul>

**CDIP Addendum: District/School Improvement Activities for CSI Schools**

CSI Activity Name and Description (Include EBP)	Funding	Monitoring/ Measurement
<p>The AIS office will design, build, and deploy a system of turnaround leadership coaching. Each AIS principal will have access to coaching services based upon the turnaround leadership framework. Coaches will be trained on the content of the framework along with effective executive coaching techniques. The target audience of coaches will be AIS district administration along with educational recovery staff.</p> <p>The AIS Office will design a reflection experience for AIS school principals to capture evidence of their leadership journey by using the American Institute for Research framework for a Turnaround Continuum and Turnaround Competencies.</p> <p>Principals participate in data focused Principal Professional Learning Community teams on a bi-monthly basis.</p>		
<p><b>AIS Personnel</b> – The AIS office will seek to employ a retired school administrator on a part time basis to ensure implementation of the district SIF grant supporting the AIS office, to assist with progress monitoring of the implementation and impact of improvement initiatives, and to report progress of SIF grant/improvement plan effectiveness to KDE.</p>	<p>\$ 68,000 – 2 year SIF Grant</p>	<ul style="list-style-type: none"> <li>● Weekly AIS Leadership Meeting Agendas and Minutes (Grant/Plan Implementation Levels)</li> <li>● District SIF Quarterly Expenditure Reports from KDE</li> </ul>

## CDIP Addendum: District/School Improvement Activities for CSI Schools

District Activity Name and Description	Funding	<ul style="list-style-type: none"> <li>• Monitoring/ Measurement</li> </ul>
<p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>• The Accelerated Improvement School office receives increased support to improve equity to the district CSI schools. Academically, a math and literacy lead has been appointed to the AIS office to exclusively work in our schools to provide curriculum, instruction, and assessment support.</li> <li>• The AIS office also has a Data Technician to support academic coherence.</li> <li>• AIS teachers also receive five additional days of extra training to start each school year to provide training and implement the school’s improvement plan.</li> <li>• In addition, AIS is prioritized for training and resource teacher support by the Teaching and Learning district office.</li> </ul>	\$3,622,979 for “AIS week” (extra days) (GF)	<ul style="list-style-type: none"> <li>• MAP Data</li> <li>• KSA Data including reduction of # of CSI schools</li> </ul>
<p><b>Personnel Support</b></p> <ul style="list-style-type: none"> <li>• AIS is <a href="#">supported by the human resource department</a> by not having to accept certified overstaffed positions; receiving early access to new teacher candidates, and being allowed to remove a teacher each year that is not fulfilling their obligation to accelerate learning outcomes.</li> <li>• The Human Resources department has a staff member that focuses solely on teacher retention and efforts are primarily focused on AIS schools. In the <a href="#">October edition of Envision Equity</a>, these efforts are highlighted.</li> <li>• Teachers who serve at an AIS school and obtain <a href="#">National Board Certification</a> and teach at an enhanced support school for three (3) full school years thereafter will be reimbursed for fees paid obtaining National Board Certification.</li> <li>• AIS locations were also added to the critical needs list for <a href="#">the substitute teacher incentive</a>. Substitutes who work 20 consecutive days in any critical need location will receive \$1,000 after the 20<sup>th</sup> day. This will help AIS schools recruit substitutes.</li> <li>• All teachers who are either in an AIS School or a Choice Zone School will receive an <a href="#">\$8000 stipend</a> on top of their salary starting in the 2023-24 school year. This will grow through the years and employees will be able to receive up to \$14,000.</li> </ul>	\$19,235,859 for Incentive Stipends (GF)	<ul style="list-style-type: none"> <li>• KY IMPACT Data</li> <li>• JCPS Upbeat Teacher Survey Data</li> <li>• KSA Data including reduction of # of CSI schools</li> </ul>
<p><b>Financial Support</b></p> <ul style="list-style-type: none"> <li>• The Board of Education approved a <a href="#">new allocation model for middle and high schools</a> where the funding is based on individual student needs.</li> <li>• The <a href="#">new elementary allocation model</a> approved by the Board, is groundbreaking and aligned to the needs of students. AIS, Choice Zone, or</li> </ul>	\$23.9 million for student weighted equity formula (GF)	<ul style="list-style-type: none"> <li>• KY IMPACT Data</li> <li>• JCPS Upbeat Teacher Survey Data</li> <li>• KSA Data including reduction of # of CSI schools</li> </ul>

## CDIP Addendum: District/School Improvement Activities for CSI Schools

District Activity Name and Description	Funding	• Monitoring/ Measurement
<p>other schools that have a JCPS Needs Index &gt; 54 are also recommended to receive:</p> <ul style="list-style-type: none"> <li>• A flexible allocation for 1.0 Resource Teacher and 1.0 In-School Security Monitor which is equivalent to over \$110,400 in additional flexible funding.</li> <li>• Flexible funding calculated using a weighted factor of \$1,500 times their JCPS Needs Index and their percentage of Students of Color. For example, a school with a JCPS Needs Index of 50 and 80% Students of Color would receive <math>50 * \\$1,500 + 80 * \\$1,500 = \\$195,000</math> in additional equity funds which is the equivalent of three additional teachers.</li> </ul>		
<p><b>Student Wellbeing Support</b></p> <ul style="list-style-type: none"> <li>• <a href="#">School Nurses</a> have been provided to every school--but the AIS schools are covered first and if there is an opening, the district nurses cover the AIS schools.</li> <li>• JCPS also created a position called <a href="#">ECE (Special Education) Implementation Coach</a>. These Coaches focus on Special Education needs in the building and are the ARC Chairs for the school. This has allowed <a href="#">School Counselors</a> to do more of the work that is vital to students.</li> <li>• JCPS created <a href="#">Mental Health Practitioner</a> positions. These school-based staff members are focused on the needs of the students in the building. They partner with the School Counselor to serve students.</li> <li>• The district passed a new <a href="#">School Safety Plan</a> in January of 2022. This plan creates School Safety Officers (SROs) and Safety Administrators in JCPS schools. This creative approach provides support to schools and AIS schools were prioritized in their assignments.</li> </ul>	<p>\$20.5 million for positions (GF)</p>	<ul style="list-style-type: none"> <li>• JCPS Comprehensive School Survey Data</li> </ul>
<p><b>Technological Support for AIS Schools –</b></p> <p>Chromebooks acquisition and use for improved student learning has been a focus in all AIS schools over the past year. Each school is now one-to-one with technology. There is still a need to have additional Chromebooks on hand to serve as replacements. Each AIS school will be allotted one classroom set of Chromebooks to serve as replacements.</p>	<p>\$10,721,307 for infrastructure, software, wireless access, student devices, audio enhancement, security (GF)</p> <p>\$32 million in last 5 yrs</p>	<ul style="list-style-type: none"> <li>• MAP Data</li> <li>• KSA Data including reduction of # of CSI schools</li> <li>• JCPS Comprehensive School Survey Data</li> </ul>

## CDIP Addendum: District/School Improvement Activities for CSI Schools

District Activity Name and Description	Funding	• Monitoring/ Measurement
<p><b>Facilities Support</b></p> <ul style="list-style-type: none"> <li>• AIS is prioritized in district operations for <a href="#">district facility</a> work.</li> <li>• Perry Elementary school opened in Aug 2023 located in West Louisville at 18th and Broadway.</li> <li>• Additionally, a new West End Middle School will be built as part of the <a href="#">School Choice Plan</a>.</li> <li>• The Local Planning Committee will be working on amendments to the District Facility Plan.</li> <li>• Our new tax levy will allow us to be able to do more facilities projects than we have been able to do for years. One of the efforts that we have been proud of is the <a href="#">\$42 million renovation at the Academy @ Shawnee</a>.</li> </ul>	<p>\$28.6 million for building new West Louisville Elementary School, \$43 million for construction of new West Louisville Middle School, and \$42 million for renovations at Shawnee (GF)</p>	<ul style="list-style-type: none"> <li>• Plus Delta</li> <li>• KY IMPACT Data</li> <li>• JCPS Comprehensive School Survey Data</li> </ul>

In summary, we know that our focus must be on our neediest students. The building of the AIS team has been a key to our work with AIS schools. The partnership between the Kentucky Department of Education and our AIS office has made for cohesive efforts around the work. This focus and partnership has benefited schools and students. Without this cohesion, the work would not be as focused. We are proud that nine schools exited CSI status last year, but know that there is still work to do. We look forward to our continued collaboration with the Kentucky Department of Education to support our schools and students.

## Evidence-Based Practices Documentation Jefferson County Public Schools

**Challenge:** District and school leaders need systems to increase school effectiveness and student achievement in the complex and fluid environment of our district.

**Evidence Citation:** Newmann, F. M., Smith, B., Allensworth, E., & Bryk, A. S. (2001). Instructional Program Coherence: What It Is and Why It Should Guide School Improvement Policy. *Educational Evaluation and Policy Analysis*, 23(4), 297–321. [Article](#)

**Estimated Evidence Level:** Theoretical Framework - Level 4

**Study Discussion:** The authors present the concept of instructional program coherence and evidence from Chicago elementary schools that indicate schools with stronger instructional programs make higher gains in student achievement. This supports the JCPS Systems Improvement Model as a strategic lever to lead JCPS CSI schools to fully align curriculum, instruction, and assessment in grades K - 12. Following findings from the district needs assessment, internal system reviews, and diagnostic audits, district leadership and the Board of Education determined that implementation of the following models and strategies over the next year will best support the needs of our school leaders, teachers, students, and families.

Intervention	Outputs	Short-Term Outcomes (0 - 1 year)	Mid-Term Outcomes (2 - 3 years)	Long-Term Outcomes (4+ years)	Monitoring Data
<p>System 1: Standards and Curriculum Implementation - <a href="#">Common Curriculum Implementation with EL and IM</a></p> <p>The District will implement a common language arts (EL) and math (Illustrative Math) curriculum grade K - 12.</p>	<p># staff attending training sessions</p> <p>Curriculum Resources identified</p> <p>Common expectations for lesson plans and CFAs</p> <p># of Walkthroughs reported bi-annually</p>	<p>Increased Teacher Collaboration</p> <p>Increased Use of CFAs</p> <p>Increase teacher knowledge of effective numeracy and literacy practices</p> <p>Increased student-led conferences presenting goals, work, and assessment outcomes.</p> <p>Increased quality of work in student digital portfolios Increased transition ready</p> <p>Improved literacy and numeracy skills</p>	<p>Increase proficiency for students moving schools</p> <p>Decrease the number of students requiring Tier 3 intervention in math and reading</p> <p>Decrease the number of students scoring novice on KSA Reading, Math, and Writing</p> <p>Exit CSI Status</p>	<p>Increase the number of students requiring only Tier 1 reading and math instruction to 80%</p>	<p>Training Calendar and Attendance Sheets</p> <p>Mastery View Assessments</p> <p>Curriculum Checks</p> <p>School Walkthrough Data</p> <p>Formative System Reviews</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p>

<p>System 3: Collaboration, Planning, Instructional Practices for Deeper Learning - PLC Training</p>	<p># of teachers and leaders attending PLC training</p> <p># of admin attending/coaching PLCs in their school</p> <p># of CFAs given monthly</p> <p># of students in intervention</p>	<p>Increase teacher competency in PLC implementation</p> <p>Increase common lesson plans</p> <p>Increase CFAs and quality backpack artifacts</p> <p>Increase student numeracy and literacy skills</p>	<p>Increase teacher retention in CSI schools due to support and collaboration</p> <p>Increase the number of teachers reporting positive results on the CSS, IMPACT, and UPBEAT surveys</p> <p>Decrease the number of students needing Tier 3 intervention in Reading and Math</p> <p>Decrease the number of student scoring novice on KSA Reading and Math</p> <p>Exit CSI Status</p>	<p>Increase continuity between teachers and schools</p> <p>Increase the number of students requiring only Tier I intervention in reading and math to 80%</p>	<p>Training calendar and attendance sheets created</p> <p>School coaching calendars created</p> <p>CFAs and Backpack Artifacts</p> <p>Formative System Reviews</p> <p>Teacher Retention</p> <p>Teacher UPBEAT Survey</p> <p>IMPACT Survey</p> <p>MAP and CERT results</p> <p>KSA Reading and Math Results</p>
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**Challenge:** District and school leaders need systems to increase effective use of data to assess student learning and provide feedback throughout the year so teachers can adjust instruction and interventions to meet student needs.

**Evidence Citation:** Zakaria, Z., Wahid, N. T. A., & Abdul, A. (2023). Data Literacy Competencies for Informed Classroom Assessment Practice: Challenges and Measures. *International Journal of Academic Research in Progressive Education and Development* [Article](#)

**Estimated Evidence Level:** Theoretical Framework - Level 4

**Study Discussion:** A literature review published in the International Journal of Academic Research in Progressive Education and Development discusses the perspective of data literacy as essential to school improvement and emphasizes the importance of using data to inform instruction. The authors point out that educational reforms look to obtaining 21st century skills from our students which impact curriculum designs that put demands on teacher practices. They alert us to studies that show data use in the classroom is not fully embraced. Teachers under utilize data or they are inconsistent when using data to drive instruction in their classrooms. While the lack of skills is a contributor to poor use of data, psychological barriers exist such as teachers feeling overwhelmed and the consensus among their peers to not engage with utilizing data or just relying upon one data source. However, this article includes a culmination of research to present these key strategies for promoting data literacy in the classroom: (1) Professional Development Initiatives in Building Data Use Capacity, (2) Support in Data Use; and (3) Reliable Access to Relevant Data and Database Systems. The researchers recommend that district leadership invest in well-designed and sustainable training that focuses on data literacy. Following findings from the district needs assessment, internal system reviews, and diagnostic audits, district leadership and the Board of Education determined training in data literacy and effective use of data would benefit our CSI schools.

Intervention	Outputs	Short-Term Outcomes (0 - 1 year)	Mid-Term Outcomes (2 - 3 years)	Long-Term Outcomes (4+ years)	Monitoring Data
System 2: Effective Use of Data - <a href="#">AIS Assessment Plan</a>	<p>AIS Assessment Calendar</p> <p># of training sessions provided to leaders and teachers on effective use of data</p> <p># of schools implementing planned assessments on a timely basis</p> <p>Use the Racial Equity Analysis Protocol (R.E.A.P.) for each of the improvement initiatives within the CSI portion of the improvement plan</p>	<p>Co-design and deploy a process for frequently monitoring school progress and student performance</p> <p>Increase number of school implementing AIS assessment schedule</p> <p>Provide a more racially equitable and culturally responsive approach to improvement work</p> <p>Increase AIS leaderships knowledge about the processes related to improvement science implementation</p>	<p>Increase the percent of teachers demonstrating effective use of data</p> <p>A data dashboard of key performance indicators (KPI's) to share with schools four times per year</p> <p>Increase the number of schools exiting CSI</p>	<p>Increase the number of students reaching their growth goals.</p> <p>Increase the number of students reaching the minimum proficiency benchmark</p>	<p>AIS Office Monitoring Visits</p> <p>KDE Monitoring/Quarterly Reporting</p> <p>MAP Data</p> <p>KSA Data including reduction of # of CSI schools Week</p> <p>Data Talks</p> <p>R.E.A.P. Artifacts</p> <p>Racial Equity Data</p> <p>PDSA's (AIS office and School Level)</p>

**Challenge:** Teachers in AIS schools need feedback and support from administrators and AICs on their instructional practices to increase teacher effectiveness and student achievement.

**Evidence Citation:** Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*. 2018; 88 (4):547-588.

**Estimated Evidence Level:** ESSA Level III: Teacher coaching has emerged as a promising alternative to traditional models of professional development. The authors reviewed the empirical literature on teacher coaching and conducted meta-analyses to estimate the mean effect of coaching programs on teachers’ instructional practice and students’ academic achievement. Combining results across 60 studies that employ causal research designs, they found pooled effect sizes of 0.49 standard deviations (SD) on instruction and 0.18 SD on achievement. Much of this evidence comes from literacy coaching programs for prekindergarten and elementary school teachers. Although these findings affirm the potential of coaching as a development tool, further analyses illustrate the challenges of taking coaching programs to scale while maintaining effectiveness. Average effects from effectiveness trials of larger programs are only a fraction of the effects found in efficacy trials of smaller programs. The concluded by discussing ways to address scale-up implementation challenges and providing guidance for future causal studies.

**Study Discussion:** In a 2017 study conducted by Brown University and published by LearningForward, the pooled effect size of coaching on teacher practice is .57 standard deviation ( $p < .001$ ) across the 25 studies within the measure of instructional practice. The effects are larger (.71 standard deviation,  $p < .001$ ) in coaching programs focused on general practices than on content-specific coaching programs (.51 standard deviation,  $p < .001$ ). In addition, all models of teacher coaching, across all content areas combined, have a positive effect (.11 standard deviation,  $p < .001$ ) on student achievement when pooled across reading, math, and science as measured on standardized tests, a finding drawn from the effect sizes reported in 21 studies. Content-specific coaching in reading (22 of 26 studies) has a .12 standard deviation ( $p < .001$ ) on student reading achievement. The number of studies focusing on general instructional coaching and measuring student achievement is limited — only three of nine studies — and further research is needed. The effect size across the general coaching studies on teaching practice is .70 ( $p < .01$ ). Following findings from the district needs assessment, internal system reviews, and diagnostic audits, district leadership and the Board of Education determined that implementation of the Rutherford Coaching Model would benefit our CSI schools.

Intervention	Outputs	Short-Term Outcomes (0 - 1 year)	Mid-Term Outcomes (2 - 3 years)	Long-Term Outcomes (4+ years)	Monitoring Data
System 6: Instructional Feedback and Professional Learning - <a href="#">Feedback &amp; Coaching Lab Scope and Sequence</a>	# of school leaders (AICs, APs, Principals) trained  # of coaching sessions  # of individual school coaching schedules created and implemented  # of AIS teachers receiving coaching	Increased percentage of AIS school leaders trained in Rutherford coaching model.  Increased coaching from leaders to teachers. Increase coaching skills of school leaders  Increase the percentage of teachers in AIS schools receiving feedback	Increased positive responses regarding coaching and feedback on teacher perception surveys  Increased number of schools implementing systematic coaching efforts.  Increase the percentage of teacher receiving Effective teacher evaluations	Increased teacher retention due to collaboration and support.  Reduction of novice students in AIS schools	Formative System Reviews  Teacher Retention  Teacher UPBEAT Survey  IMPACT Survey

	<p># of teachers receiving Effective evaluation ratings</p> <p># of positive responses on teacher feedback surveys</p>		<p>Increased teacher retention in AIS schools</p> <p>Increase the number of schools exiting CSI</p>		
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**Challenge:** Urban school leaders in AIS schools need specific skills to lead turnaround efforts to increase teacher effectiveness and retention, and student achievement.

**Evidence Citation:** Sebastian, James & Allensworth, Elaine. (2012). The Influence of Principal Leadership on Classroom Instruction and Student Learning A Study of Mediated Pathways to Learning. *Educational Administration Quarterly*, 48, 626-663. [Article](#)

**Estimated Evidence Level:** Level 3 - The statistically positive relationship ( $p < .001$ ) of principal leadership and instruction through the school learning climate carries through to explain differences in student achievement across schools.

**Study Discussion:** The study examined the influence of principal leadership in high schools on classroom instruction and student achievement through key organizational factors, including professional capacity, parent-community ties, and the school's learning climate. The authors used multilevel structural equation modeling to examine the relationships among principal leadership, school organizational structures, classroom instruction, and student grades and test gains on the ACT. Results indicated that within schools, variation in classroom instruction is associated with principal leadership through multiple pathways, the strongest being the quality of professional development and coherence of programs. Results with the study support our work on academic coherence and the need for support for district training to support the coaching for AIS principal leadership. Following findings from the district needs assessment, internal system reviews, and diagnostic audits, district leadership and the Board of Education determined that training for principals include the Implementation Continuum for the Systemic Improvement Framework and Turnaround Competencies led by the American Institute of Research (AIR).

Intervention	Outputs	Short-Term Outcomes (0 - 1 year)	Mid-Term Outcomes (2 - 3 years)	Long-Term Outcomes (4+ years)	Monitoring Data
<p>Investing in Turnaround Leadership</p> <p>Excellent school-based leadership is needed for improved academic achievement. The AIS office provides specific training followed by monitoring and support to all principals. Training includes the Implementation Continuum for the Systemic Improvement Framework and Turnaround Competencies led by the American Institute for Research (AIR). These provide a background to coaching principals and making decisions for their school. The AIS has also invested in providing four improvement science workshops led by the Carnegie Foundation to focus on progress monitoring, program evaluation, and to set a path for improvement</p>	<p># of district leaders and educational recovery staff trained in turnaround coaching</p> <p># of principals receiving professional development on the I3 Leadership series including the development of the turnaround framework</p> <p># of coaching sessions with principals from AIS leadership and Educational Recovery Leaders</p> <p># of principals participating in data focused Principal Professional Learning</p>	<p>Increased % of AIS district leadership and Educational Recovery staff trained in turnaround coaching</p> <p>Increased % of principals receiving professional development on the I3 Leadership Series</p> <p>Increased coaching session to principal from district leadership and ER staff</p> <p>Increased % of principals</p>	<p>Increased coaching competencies of district staff, ER staff, and principals</p> <p>Increased fidelity in coaching implementation</p> <p>Increased principal retention</p> <p>Increase the number of schools exiting CSI</p>	<p>Increased principal effectiveness due to support and coaching</p> <p>Increased student achievement</p>	<p>Training calendar and attendance sheets for professional development</p> <p>Coaching calendar and data log</p> <p>Minutes from data focused principals PLCs</p> <p>Principal Reflections using AIR Framework</p> <p>Principal retention data</p> <p>KSA student achievement data</p>

	Community teams on a bi-monthly basis	participating in data focused PLCs			
	# of principals reflecting on the evidence of their leadership journey using the AIR Framework for a Turnaround Continuum and Turnaround Competencies				



## 2023-2024 Phase Three: The Superintendent Gap Assurance JCPS

2023-2024 Phase Three: The Superintendent Gap Assurance

**Jefferson County**  
**Martin "Marty" Pollio**  
3332 Newburg Rd  
Louisville, Kentucky, 40218  
United States of America

## 2023-2024 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

### Gap Target Assurance

As superintendent of the district, I hereby certify either:

o No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.

● **Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**

Note: When completing the 2023-2024 Phase Three: Superintendent Gap Assurance, JCPS used the 2021-2022 and 2022-2023 data.

Below is a brief description of the process used this year:

JCPS examined gap data from the 2021-2022 and 2022-2023 state accountability system to identify schools that have not met their target to reduce the gap in student achievement. Using the CSI\_TSI\_ATSI files from both the 2021-2022 and 2022-2023 test, JCPS identified schools with a list of demographic student groups having a significant gap for two consecutive years. Including Seneca HS identified as ATSI for the past 3 accountability years, was identified as CSI after failing to reduce their performance of students with disabilities in the 22-23 accountability system.

It is notable that JCPS reduced the number of schools identified as TSI in 2021-2022 from 59 to 44 in 2022-2023. Overall, JCPS Elementary schools improved proficiency rates in all content areas among all subgroups. However, when examining individual schools, JCPS identified the following schools as failing to reduce the gap in achievement within the same student group for the last two years:

Elementary	Middle	High
Atkinson Academy	Carrithers Middle	Doss High
Blake Elementary	Crosby Middle	Eastern High
Cochran Elementary	Farnsley Middle	Fairdale High
Dunn Elementary	Highland Middle	Fern Creek High
Fern Creek Elementary	Johnson Traditional Middle	Marion C. Moore School
Frayser Elementary	Kammerer Middle	Pleasure Ridge Park High
Goldsmith Elementary	Knight Middle	Seneca High
Greenwood Elementary	Lassiter Middle	Southern High
Hartstern Elementary	Meyzeek Middle	Valley High
Indian Trail Elementary	Newburg Middle	Waggener High
Jeffersontown Elementary	Noe Middle	Western High
Portland Elementary	Ramsey Middle	
Price Elementary	Western Middle School For The Arts	
Rutherford Elementary	Westport Middle	
Shacklette Elementary		
Trunnell Elementary		
Watterson Elementary		
Wellington Elementary		
Young Elementary		
Zachary Taylor Elementary		

The JCPS District Racial Equity Policy requires schools to develop a Racial Equity Plan that identifies gaps at their schools. Schools describe their strategies and actions to address their gaps in their CSIP and are monitored through the district's Equity Monitoring Protocol Tool (EMPT).



# JCPS 2023-2024 Phase Two: District Assurances

2023-2024 Phase Two: District Assurances

**Jefferson County**  
**Martin "Marty" Pollio**  
3332 Newburg Rd  
Louisville, Kentucky, 40218  
United States of America

## 2023-24 Phase Two: District Assurances

### Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

#### District Assurances\_UAT

The district hereby ensures that the FY 2023-2024 District General and Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- Yes
- No



## 2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

**Jefferson County**  
**Martin "Marty" Pollio**  
3332 Newburg Rd  
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United States of America

## **2023-2024 Phase One: Continuous Improvement Diagnostic for Districts**

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2023-24 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

### **Phase Four: January 1 - December 31**

- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

***As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).***

Please enter your name and date below to certify.

Dr. Marty Pollio 9/19/2023